Erasmus University Rotterdam

Annual report 2018

science meets city

Erasmus University Rotterdam
Make it happen.

Erasmus University Rotterdam

Annual report 2018

Contents

Administrative report

Science meets City

Erasmus University Rotterdam (EUR) seeks to make a substantial contribution to society. We aim to do so by integrating our pursuits with the operation and goals of society and by responding to technological and social developments; by taking on new scientific challenges and addressing complex topical issues from multiple perspectives. In so doing, we will be able to use our teaching and research to help meet these challenges locally, nationally and even globally, in close collaboration with our partners, in Rotterdam, the wider region and the Netherlands, and in other parts of the world too.

To call greater attention to our ambitions, we fine-tuned our mission statement in the spring of 2018, clarifying our commitment to use teaching and research to make a positive impact on society. We broke this down into seven key priorities for our new multi-annual strategic plan, Strategy 2024: future-oriented teaching, outstanding scientific research, develop our identity, realize our interdisciplinary potential, invest in our talent, improve our service offerings and sustainability credentials. We assigned these to students, staff and external partners from a variety of disciplines to develop in workgroups known as Strategy Design Labs (SDLs). The SDLs presented their findings and plans to the executive board and deans last December. We also conducted fruitful discussions with stakeholders regarding our wish to raise our research, teaching and operational management standards. The outcome of this intensive and inspiring process will be developed into a new multi-annual strategy in 2019.

The above-mentioned process was merely one of the year's highlights. Others included some major anniversary celebrations. The ESSB turned 55, the IHS 60, our China Centre 20 and EUR itself celebrated its 105th anniversary (or as we call it, its 21st lustrum). The last of these certainly did not pass unnoticed. Taking Science meets City as our theme, we put together a whole range of inspiring events involving the university and the people of Rotterdam.

These included a Science Hotel and Science Open festival, during which EUR researchers unveiled our groundbreaking research to the public and discussed its ins and outs.

The events allowed us to demonstrate the extent of Rotterdam's importance to the university. The city, in all its dynamism and cosmopolitan glory, provides a wealth of inspiration to our students and researchers each day, and offers itself to them as a living, breathing urban laboratory. In return, we strive to use our knowledge, teaching and research to enhance the quality of life of the people of Rotterdam. One of the ways in which we are doing so can be found in our efforts to improve healthcare and research methods so as to boost prosperity sustainably. These efforts include our Erasmus Initiatives, in which researchers from a variety of disciplines collaborate to increase the social and economic impact of our work.

The year also saw several of our researchers and students honoured with prestigious awards and nominations. Professor Marion Koopmans (Erasmus MC) received the NWO Stevin Prize,

one of the highest distinctions in Dutch science, for her success in accelerating the diagnosis of infectious diseases. Professor Pearl Dykstra (professor of empirical sociology at the ESSB) was appointed a member of the International Science Council of the EU. The organisation enables international research coordination to contribute more effectively to major issues in the international public domain.

We also celebrated several important milestones this year in the development of Woudestein campus. One of these was the opening of the Learning & Innovation Lab, to serve as a home for our Community for Learning and Innovation (CLI) and spearhead our educational innovation activities. In addition, we marked the reopening of the Polak Building in March, following its renovation, much to the delight of our students. Last but not least, the Erasmus MC Hospital was awarded the Rotterdam Architecture Award, garnering praise from the jury and public alike. "The building exudes humanity and extends its hand to Rotterdam."

We showcased EUR as the world-class and pioneering university that it is in 2018 and demonstrated its credentials as an institution rooted in Rotterdam but whose impact extends far beyond. We made great strides towards a new strategic plan with our students, alumni and staff in 2018, and have them to thank for a successful year. Our shared achievement gives us the confidence to be even more ambitious in 2019 in the efforts we make with and on behalf of our students, alumni, staff and other stakeholders to raise the university's profile locally, nationally and internationally. To paraphrase one of the most well-known quotes by the man after whom our university is named, Desiderius Erasmus: The whole Earth is our home.

In line with one of the most famous sayings of the man after whom our university is named, Desiderius Erasmus: The world is our home.

Kristel Baele, President of the Executive Board

science meets city

Message from the Supervisory Board

Erasmus University Rotterdam (EUR) - 5 campuses

N

The Hague

ISS The Hague
International Institute of Social Studies

The Hague
Rotterdam

ECE
Erasmus Centre for
Entrepreneurship

EUC
Erasmus University College

Rotterdam

Woudestein

ESE Erasmus School of Economics

ESL Erasmus School of Law

ESHCC Erasmus School of
History, Culture and Communication

ESHPM Erasmus School of
Health Policy & Management

ESSB Erasmus School of Social
and Behavioural Sciences

Erasmus MC
Erasmus Medical Centre

ESPhil Erasmus School of Philosophy

RSM Rotterdam School of Management

No. of students (Master's + Bachelor's) per faculty   ■ 2016 ■ 2017 ■ 2018

	ESE	ESHCC	ESHPM	ESL	ESPhil	ESSB/EUC	Erasmus MC	RSM
2016	5,962	1,584	907	4,554	680	3,520	3,448	6,267
2017	6,402	1,863	1,170	4,860	796	4,547	3,571	6,686
2018	6,243	1,705	1,032	4,836	763	4,014	3,472	6,533

Message from the Supervisory Board

This section offers the Supervisory Board's account of its supervision of Erasmus University Rotterdam's (EUR's) Executive Board in 2018.

An independent board

The Supervisory Board supervises the execution of activities and exercise of powers by the Executive Board and provides it advice on these matters. Among other things, it is responsible for approving administration and management regulations, the budget, financial statements, administrative report and institutional plan.

Composition of the Supervisory Board

The members of the Supervisory Board are appointed by the Minister of Education, Culture and Science (OCW) for a period of four years, and the Board reports to the Minister. The Board's composition changed in 2018:

- On 1 May, Professor J.E.J. Prins was appointed chair of the Supervisory Board by the Minister of Education, Culture and Science, Ingrid van Engelshoven. She succeeds H.N.J. Smits, who vacated the post having completed his second term of office. Professor Prins' seat as a member of the Supervisory Board is currently vacant, pending the appointment of a new member.
- Mr P.H.J.M. Visée RA was appointed for a second term on the Supervisory Board by the Minister on 1 March 2018.

The existing members of the Supervisory Board are Professor C.J. van Duijn and J.M. van Bijsterveldt-Vliegenthart.

Profile

The Supervisory Board has compiled a profile of its responsibilities and composition, which reflect the character and activities of the university and the expertise required of the Board. This profile is publicly accessible and may be viewed by visiting www.eur.nl/en/about-eur > organisation and administration > supervisory board. See Appendix 1 for the primary and ancillary functions of the current members of the Supervisory Board.

The Independence Principle

The composition of the Supervisory Board in 2018 was such that its members were able to operate independently and critically vis-à-vis one another and the Executive Board. The members of the Supervisory Board consider that they have abided by the principle of independence and carried out their duties independently in 2018.

Committees

The Supervisory Board maintained the Audit Committee and Quality Assurance Committee from the previous year, with their respective compositions unchanged. The Audit Committee focuses on EUR's finances (including internal audits and risk management), as well as on IT policy, IT security, other business operations and real estate. The Quality Committee focuses on the organisation and implementation of quality control with respect to education and research.

Audit Committee
The Audit Committee held four meetings in 2018, and provided advice in respect of the 2017 annual report and accounts, the 2019 budget, the joint implementation agreement (JIA) with Erasmus MC in relation to EREAD, risk management, strategic real estate policy, the management letter, the framework policy document (Erasmus in Perspective 2019-2022) and the periodic financial reports. IT policy, IT security and internal audit activities were also discussed. The external auditor appointed by the Supervisory Board reported his findings to the Audit Committee.

Quality Assurance Committee
The Quality Assurance Committee held four meetings in 2018. The agenda for these meetings included the results of the institutional audit, progress in the establishment of quality agreements, research into university rankings, the Centre for Learning and Innovation (CLI) and difficulties encountered in bilateral agreements. Naturally, the contents of the 2017 annual report were also discussed.

Supervisory Board/Executive Board meetings

The following topics were discussed at the meetings of the Supervisory Board and Executive Board in 2018:

The 2017 Annual Report and Accounts
In May 2018, the Audit Committee and Supervisory Board discussed the 2017 annual report and accounts along with the accompanying auditor's report. Both the annual report and accounts were approved by the Supervisory Board.

Erasmus in Perspective and 2019 budget
In the spring of 2018, the Supervisory Board discussed the policy document Erasmus in Perspective 2019-2022 (formerly the framework policy document). This document was the prelude to the 2019 budget and was handled by the Audit Committee and subsequently discussed and approved by the Supervisory Board.

Real estate
The Supervisory Board examined Campus under Construction phase III in detail. These plans include the renovation of existing buildings and the construction of a sports centre. The Supervisory Board also inspected the plans for the renovation of the Erasmus MC faculty building. The financing of this is still under discussion. At the same time, a note was discussed in the Audit Committee on the risk management of immovable property at EUR.

General
Data Protection Regulation (GDPR)
The GDPR came into force in the year under review and affected several aspects of the university's operation. The Executive Board discussed the measures taken with the Supervisory Board and shared the outcome of these measures with it.

Audit of General IT Controls
The Executive Board commissioned an audit of general IT controls in the year under review to test the robustness of the systems. Our IT systems have been subject to major investment

in recent years and will be subject to more. The Supervisory Board were satisfied with the findings of the audit.

Administration and Management Regulations
The Supervisory Board updated the Administration and Management Regulations in the year under review.

Executive Pay (Standardisation) Act
The Supervisory Board complied strictly with the Executive Pay (Standardisation) Act in respect of remuneration of members of the Executive Board. This also applied to the remuneration of members of the Supervisory Board.

Evaluation of the Supervisory Board
The Supervisory Board evaluated its own performance in the year under review. The performance of the Executive Board was also evaluated and discussed with the members.

Miscellaneous meetings

Meetings with the presidents of the supervisory boards of Dutch universities
The presidents of the supervisory boards of Dutch universities held two meetings during the year under review, one of which was attended by the Minister of Education, Culture and Science. Topics of discussions included government funding for science education and the Netherlands Code of Conduct for Research Integrity.

The partnership between Leiden, Delft and Erasmus (LDE)
The annual meeting of the joint executive boards and supervisory boards of the three university partners – Leiden University, Delft University of Technology and EUR – focused on the continuation of the partnership and the further development of our joint strategy.

Meetings with the University Council

In the year under review, the President and one member of the Supervisory Board held two meetings with a delegation from the University Council. The Supervisory Board and University Council found these meetings constructive and encouraging.

Executive Board

There were several changes in the composition of the Executive Board in 2018: B.J.H. Straatman, a member of the Executive Board, had to discontinue his activities due to illness in the previous reporting year and resigned on 1 February 2018 at the end of his term of office. The Supervisory Board is very grateful to him for everything he did for EUR during his term of office. His substitute, E.P. Hus, assumed responsibility for his duties until 1 November, giving the Supervisory Board time to find a successor. It appointed R.M. Ritsema van Eck for a four-year term on 1 November 2018.

Having reached retirement age, Rector Magnificus Professor H.A.P. Pols handed over the station to Professor R.C.M.E. Engels on 1 May 2018. An academic ceremony was held to recollect and pay tribute to Professor Pols for all the important work he performed on behalf of Erasmus MC and EUR during his academic and administrative career. The Supervisory Board extends its sincere gratitude to Professor Pols.

The Supervisory Board approved the ancillary functions of the members of the Executive Board.

Governance and compliance

In 2017, the Supervisory Board once again acted in accordance with the Code of Good Governance for universities as adopted in 2017. This means that the annual report must account for the Supervisory Board's actions and explain how it has complied with the Code.

Contacts within EUR

The Supervisory Board met informally with members of the academic community on several occasions during the year. These included two meetings between a dean, his administrative team and the Board, during which the general direction of their faculty was discussed. The president of the Supervisory Board also spoke to all the deans individually about their faculties' successes and challenges. Strategic topics were discussed with the members of the Executive Board outside of formal meetings too. Of particular note was the meeting between the Supervisory Board and the panel of the Accreditation Organisation of the Netherlands and Flanders (NVAO) in connection with the visit regarding the Institutional Quality Assurance Assessment.

Conclusion

The Supervisory Board concludes that the university has had a good year, one in which the university community jointly drew up a new strategic plan (see page 8). Despite its personnel changes, the Executive Board succeeded in pushing ahead with the renewal and reinforcement of the organisation and its infrastructure. The Executive Board provided leadership and inspiration in this process on the basis of its members individual positions and portfolios, particularly in connection with the laying of the foundation for the new strategy. The Supervisory Board notes the Executive Board's standard practice of involving the deans in university policy. The Supervisory Board also acknowledges the important contribution made by the Executive Board in enhancing EUR's academic reputation. The Supervisory Board is satisfied with its interaction with the Executive Board and notes that the way in which the two boards work jointly on matters of complexity has been instrumental in reinforcing mutual trust.

The Supervisory Board would like to express its sincere gratitude for the dedication shown by EUR staff. It is through the constant engagement of academic and support staff alike that EUR is able to achieve its strategic objectives and ambitions.

Supervisory Board of the Erasmus University Rotterdam,

Prof. J.E.J. Prins, President

science meets city

Strategy 2024
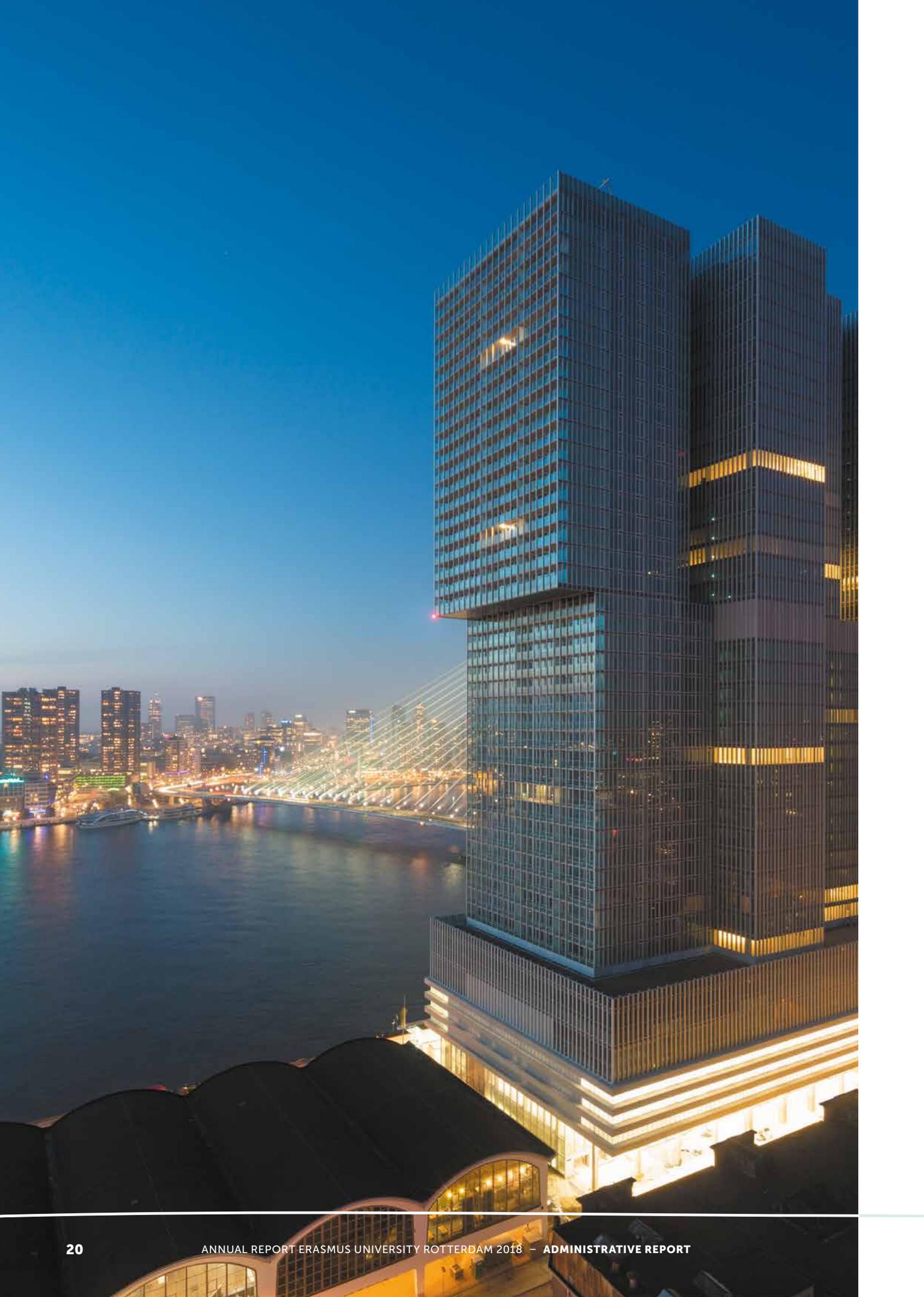
Strategy 2024

Erasmus University Rotterdam (EUR) is on a mission to make a positive impact on society. This mission provided the framework for our new five-year strategy, Strategy 2024, which is based on seven key priorities.

The first phase in our development of Strategy 2024 took place in 2018, and yielded a redefined mission and seven key priorities. The Executive Board and internal stakeholders also established a framework for the new strategy during that phase. We, along with our community of stakeholders, aim to turn this framework into a strategic plan in 2019. The plan will provide students, staff, managers, alumni and external stakeholders a better understanding of their role within the community and show them how they may help the university realize its potential.

Strategy 2024

The world is undergoing ever faster change. Technological and social developments are occurring at a rapid pace, giving rise to complex issues that can only be resolved by being approached from different perspectives. Society expects us, as a university, to play a significant role in meeting these challenges. To do so, we need to integrate our pursuits with the operation and goals of society and adapt in concert with society when necessary.

A revamped mission

The process of redefining our mission, aspirations and priorities began in the spring of 2018 and marked the dawn of a new strategic period. The revamped mission encapsulates our ambition to add value to society:

Our mission is to make a positive impact on society. We aim to understand today's complex societal challenges and use our teaching and research to help in finding ways to meet them. We will do so in close collaboration with our external partners both locally and globally.

The seven priorities

We drafted our mission into a strategic framework composed of seven priorities, pillars or building blocks:
- Future-oriented teaching
- Outstanding scientific research that is rooted in society
- Developing our identity in the context of our impact on society
- Realizing our interdisciplinary potential
- Investing in our talent with a view to the future
- Increasing our professionalism
- Improving our sustainability

Strategy Design Labs (SDLs)

We turned these seven pillars over to the EUR community to derive its members' feedback and input for the strategy. To this end, we assembled students, colleagues and external partners from a variety of disciplines in workgroups that we named Strategy Design Labs (SDLs). The creative process in these SDLs was facilitated on the basis of the Scan-Focus-Act method: generate ideas (scan); whittle these down and create detailed goals, strategies and monitoring metrics (focus); and tie everything together in a plan (act). The communities of interest of the seven SDLs provided feedback to help the various administrative bodies elaborate on the process. Further input was derived from a series of major collaborative events involving all Lab members, and in some cases external experts.

The SDLs presented the outcome of this process to the Executive Board and the faculty deans at the end of December 2018, in the form of recommendations. These were received with enthusiasm and praise. Aside from the content of these recommendations, the process by which they had been derived offered much to be proud of.

Further elaboration of details and overall prioritisation will be of central importance in 2019. This will lead to a strategic institutional plan, to be launched at the start of the 2019-2020 academic year. Meanwhile, we have begun making preparations for the implementation of the new strategy.

More information about Strategy 2024 can be found at www.eur.nl/about-eur > strategy and policy > strategy 2024.

science meets city

Education

Facts & Figures

Undergraduate courses

2016	2017	2018
22	**22**	**22**

Postgraduate courses

2016	2017	2018
47	**49**	**51**
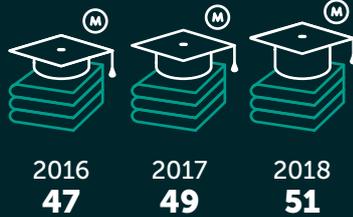
MOOCs

2016	2017	2018
3	**4**	**6**

Dutch students 🌷 Foreign students 🌐

	Dutch	Foreign	
2016	**20,623**	**4,971**	
2017	**21,594**	**5,584**	
2018	**22,559**	**5,787**	
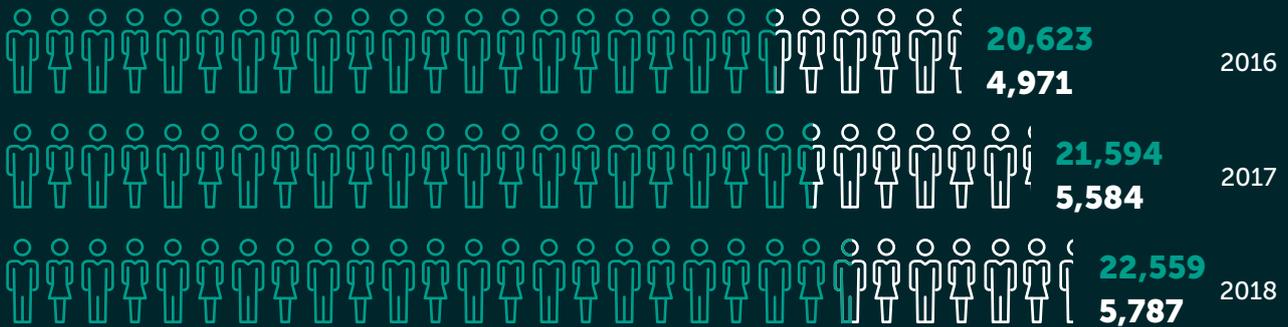
Bachelor's degree enrolments

2016	2017	2018
17,364	**18,912**	**20,367**

Master's degree enrolments

2016	2017	2018
10,683	**10,877**	**10,782**

Student distribution by faculty

RSM · ESE · ESL · ESSB/EUC · EMC · ESHCC · ESHPM · ESPhil
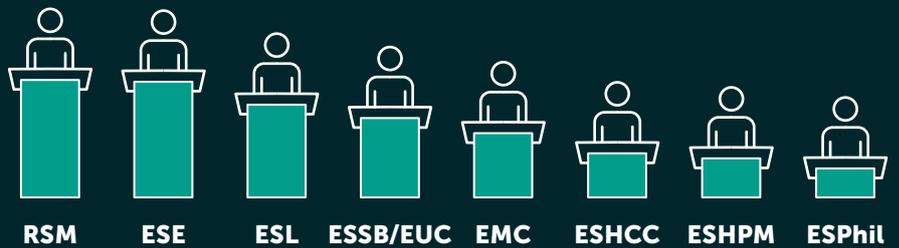
Awarded degrees

Initial education (BA and MA)

- 2015 / 2016 **7,829**
- 2016 / 2017 **8,060**
- 2017 / 2018 **8,478**

Student loans and grants

745 students received financial support

550 administrative activities

170 academic excellence or mobility grants for traineeships or study abroad

1 community service and college sports

24 exceptional circumstances

745 students   **€ 1,490,554.27**

571 EEA students   **174** non-EEA students
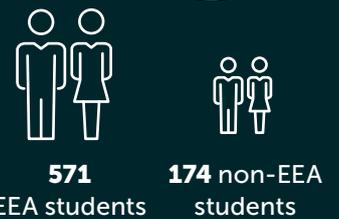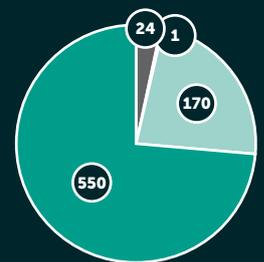
Education

Erasmus University Rotterdam's (EUR) vision is centred on the development of students into critical global citizen. An EUR education should develop our students' critical capacity and intellectual curiosity and accustom them to approaching problems from multiple perspectives so as to generate new insights and solutions. It should produce team players equipped to take an active role in the further development and application of academic knowledge and skills in a globalised world.

To this end, an education at EUR is as simulating as it is demanding, not just for students but also staff. The environment in which this takes place is designed for active learning. It involves the facilitation of a community in which knowledge about innovations and developments in teaching is actively shared between academic staff, who are encouraged to challenge one another to improve the standards, methods and effectiveness of their teaching. We provide the necessary training and preparation, and encourage lecturers to assume responsibility for the development of their skills.

Our students' academic development is equally shaped by our provision of a stimulating learning environment, of which the innovations of our academic staff form a component. The campus is yet another, designed as it is to facilitate the development and sharing of ideas and knowledge between students from different disciplines. Interactive e-learning facilities allow for online debate that not only enlarges the students' circle of contacts on campus and within the wider community, both locally and internationally, but also enriches their experience of EUR as a whole.

The diversity of EUR's student body also contributes to our students' development of individuality, creativity, dynamism and entrepreneurship. EUR encourages students to use their strengths, talent and background to engage in academic debate and play an active part in the Erasmus community. Learning to give and receive feedback teaches students to recognise and appreciate different perspectives.

Development of educational vision

In 2018, the Community for Learning & Innovation (CLI) was developed into a platform in which faculties could exchange knowledge about important themes contained in the educational vision, such as internationalisation and educational innovation. As part of the development of the new multi-year strategy, the Strategy Design Lab for Education put together a recommendation document on future-oriented education. The group, comprised of university staff, students and stakeholders, concluded that the educational vision still constituted a solid foundation.

In 2018, EUR began making plans for the execution of education quality agreements (to use of student loans, which became available when the student grants were abolished, to improve the quality of education on offer). All faculties, in collaboration with the participatory bodies and programme committees, developed improvement and innovation projects based on the educational vision. A working group on education quality agreements was put together from the University Council to monitor and provide input and advice on the process at both faculty and institutional level.

The faculties used the recommendations of the Strategy Design Lab and the University Council's working group to develop their plans, thereby giving concrete form to the educational vision for the coming strategic period.

Institutional Quality Assurance Assessment
In 2017, EUR underwent its second assessment by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The aim of the assessment (known as the Institutional Quality Assurance Assessment) is to ascertain the operation of an appropriate quality assurance system and the existence of a sustainable quality assurance culture. The final assessment visits took place in 2018, and on 6 April 2018, the university was awarded its accreditation. The assessment concluded that the EUR is focused

on systematically improving the quality of teaching and has a clear and broadly supported educational vision. In its recommendations, the panel noted that there is room to involve the participatory bodies to a greater degree and specify more detailed policy objectives on the various themes. EUR has taken the panel's recommendations on board and developed them into an action plan linked to the new strategy and the formulation of the quality agreements.

Proceeds from student loans
In November 2018, process coordinators evaluated the projects funded by the proceeds from student loans in the context of the Dutch government's Strategic Agenda for Higher Education and Research 2015-2025. The projects were found to have boosted the quality of our

Community for Learning & Innovation

The Community for Learning & Innovation (CLI) focuses on joint innovation activities and improving the quality of tuition by enhancing the combination of online, blended and on-campus tuition. The CLI organises first-rate support and facilities for lecturers and the Learning & Innovation teams (LI teams) in correspondence with their respective innovation projects. The CLI also provides support for students who wish to set up projects that they believe will enhance their tuition. Support is demand-driven and individually tailored.

The CLI is located in the Erasmus Education Lab, which opened this year. Here are some of the projects it accommodated in 2018:

Innovation projects
The educational innovation team supports lecturers who want to redesign all or part of the courses they teach. The CLI provides educational expertise, creative workspace, an ultra-modern studio, project management assistance and collaborative support for the design, development and implementation of innovative projects. All faculties currently boast at least one work-in-progress. Students interested in innovation in education may also use the facilities.

The CLI has thus far supported some 40 projects. These can be broadly grouped according to the following themes:
- Development of active, blended education, flipped classrooms and Massive Open Online Courses (MOOCs).
- Innovation in/digitisation of skills training.
- Development of web lectures, video clips ("knowledge clips") and animations.

Educational research agenda
The Erasmus Educational Research agenda has been given a further boost by the CLI, which took over the existing projects from the Educational Quality & Study Success strategic programme. As a result, trainee research assistant projects and bi-monthly lunch meetings are now organised within the CLI, among other things. In addition, the CLI supports efforts to secure external funds provided for the purpose of educational research, such as the Comenius grants by the Netherlands Initiative for Education Research (NRO).

tuition, particularly with respect to new methods of e-learning, the development of students' professional skills and the use of tutors to support students in smaller groups. The successful projects are to be maintained and further developed in initiatives within the framework of the 2019 tuition quality agreements.

We currently offer 22 bachelor's degree programmes, 42 master's degree programmes and 11 research master's degree programmes. A further 19 accredited post-master's degree programmes are available for professionals, via 7 faculties and 2 institutes.

Opening of Erasmus Education Lab

November 2018 saw the official opening of The Education Lab, the beating heart of the Community for Learning & Innovation (CLI). The Lab is located at the bottom of the Polak Building and offers a variety of spaces for creative sessions, a training room and a state-of-the-art recording studio for online education. It serves as a meeting point for those working on educational innovations, and as a venue for workshops and inspiration sessions.

Student projects

The CLI offers students practical and financial support to put their ideas about educational innovation or extracurricular educational activity into practice. It has formed partnerships with Turing Students Rotterdam network, the Erasmus Tech Community and the Erasmus Centre for Entrepreneurship (ECE Students). It also supports the Erasmus Public Speaking Academy and the Education in Transition initiative. In the first of these, students provide and follow an intensive public speaking programme within a safe atmosphere. The second aims to transform the current education system in ways that correspond to the needs of future generations. Students at the CLI have also sat on student panels for the testing of educational innovations by lecturers, such as web lectures.

Completion of Digital=Normal

Two important projects from the Digital=Normal programme were delivered during the year under review. In September 2018, all lecturers and students switched to the electronic learning environment known as Canvas. A digital examination facility was also created in the MB hall, which is equipped with 336 laptops for the purpose. Support for lecturers who use the facility is available via their faculties or Risbo (the independent institution for research, training and advice connected to the ESSB). Digital testing will be extended further in the coming years.

Quality and educational success

Erasmus Preparatory Year for refugee students

In 2017, the EUR Task Force on Refugee Students identified the obstacles that refugees must overcome in finding work that corresponds with their knowledge and skills. This led to the creation of a preparatory programme for higher education by EUR's Language & Training Centre (LTC). The programme helps participants prepare for the entrance exams for their intended course(s) of study as well as the civic integration exam. The programme focuses particularly on improving proficiency in English, mathematics and the computer literacy and study skills necessary for higher education. In 2018, professionals from the fields of intercultural communication and social media were involved in the educational participation and cultural integration strands of the programme. Among these professionals was Dr Amanda Paz Alencar (ESHCC), a new media expert and specialist in the role of media in intercultural integration who, in collaboration with her colleagues, ran two new courses for the programme: New Media for Integration and Intercultural Communication. Successful candidates from the 2017-2018 intake began or continued their degrees at various institutions, including EUR, the Rotterdam University of Applied Sciences and Nyenrode Business University.

Intake restrictions on bachelor's degree programmes

Due to the limited availability of places on the bachelor's degree programmes for Criminology, Medicine and International Business Administration, we had to impose intake restrictions for the 2018-2019 academic year, with enrolment taking place through Studielink's portal. Unfortunately, as was the case last year, enrolment through Studielink filled fewer places than was available, despite considerable interest in the degrees. International candidates who are unable to obtain a student visa often withdraw their application to enrol at quite a late stage, making it difficult to find replacements. Since 2017, the International Bachelor Communication and Media programme has been at liberty to set additional admission requirements (according to Article 7.26 of the Higher Education & Research Act) to enable them to form an international classroom.

Tabel 2.1 **Intake restrictions on bachelor's degree programmes**

Bachelor programme	Capacity	Number of ranked candidates	Enrolment on 1 October 2018*
Criminology	135	252	126
Medicine	410	910	40
International Business Administration	600	1,881	508

*Source: BICC: New programme enrolments, 1 October student count

Binding Study Advice (BSA) system

Students are expected to pass the first year in one attempt, as required by the Binding Study Advice (BSA) system. Obtaining the minimum amount of credits necessary for progress to the second year is part of a package of active education measures aimed at improving completion rates and the quality of our degrees. Other measures include frequent interim tests, assignments and learning in small groups. These measures and their objective correspond with that of the university as a whole with respect to improving the quality of an EUR education. Students are given as much support as possible to pass all their tests and exams in one go, but may – within certain limits – compensate for unsatisfactory marks and retake exams. In 2018, an average of 68.8 per cent of a total of 5,912 students received a BSA "pass mark". Students on the international bachelor's degree programmes achieved a particularly high pass rate.

Table 2.2 **Binding study advice (BSA)**

Programme*	# BSA	% positive
IB Communication and Media	226	84.5
B Liberal Arts and Sciences	214	84.1
B Business Administration	908	62.3
B Legal Studies	995	44.4
B Economics and Business Economics	340	74.7
IB Economics and Business Economics	243	87.2
B International Business Administration	512	78.3
B History	85	65.9
IB History	34	70.6
B Philosophy	45	55.6
B Fiscal Economics	67	76.1
B Criminology	124	58.1
B Medicine	478	77.6
B Health Sciences	142	69.7
B Sociology	42	50.0
IB Psychology	132	73.5
B Psychology	419	59.7
B Pedagogical and Educational Sciences	93	59.1
B Public Administration	150	63.3
IB Bachelor in Management of International Social Challenges	80	78.8
B General Culture Studies	26	65.4
IB Arts and Culture Studies	83	77.1
B Tax Law	236	41.1
IB Econometrics and Operations Research		
B Econometrics and Operations Research	180	71.7
Total	**5,912**	**68.8**

* B = bachelor, IB = international bachelor, source: Osiris figures

Student Financial Support Fund and Grants

The Student Financial Support Fund provides grants, fee exemptions and financial support to students who fall behind schedule in their studies due to exceptional circumstances. In 2018, 745 students received financial support from EUR's Student Financial Support Fund. Of these, 159 received a grant on account of their membership of the University Council, a course programme committee or a faculty council. A further 357 students received a grant because they held an administrative post on one of EUR's recognised student associations. Of these 357, 34 also received a supplementary grant for additional financial support.

Table 2.3 **Financial support**

Grounds for support	Number of students applying for support[1]	Number of students granted support[2]	Average amount per student[3]	Average duration of student support in months (max 12 per year)[4]	Amount (total payable by profiling fund)[5]	EEA students[6]	Non-EEA students[6]
PhD students at ISS	106	15	16,956.9	9.3	254,352.9	-	15
Force majeure	24	24	382.9	6.0	9,191.0	21	3
Individual administrative post	159	159	1,203.2	3.5	191,305.2	144	15
Lump sum for student association posts	371	357	1,688.4	6.0	602,770.1	325	32
Supplementary grant for student association post	36	34	1,655.4	5.3	56,283.5	34	-
Social activities & top-class sport	2	1	1,749.7	6.0	1,749.7	1	-
Excellence Scholarship Erasmus Education Research (EER)	5	4	8,855.0	12.0	35,420.0	4	-
Excellence Scholarship non-EER	325	62	2,900.0	12.0	180,000.0	-	62
Holland Scholarship outgoing	n/a	36	1,250.0	4.0	22,500.0	32	4
Holland Scholarship incoming	279	42	5,000.0	12.0	112,500.0	-	42
Netherlands-Asia Honours Summer School (NAHSS)	27	10	1,000.0	12.0	10,000.0	10	-
Fulbright scholarship	3	1	14,482.0	12.0	14,482.0	-	1
Total	**1,337**	**745**	**4,760.3**	**8.4**	**1,490,554.4**	**571**	**174**

1 Number of students who have applied for this support/grant
2 Number of students who have applied for this support/grant and actually received it
3 Average total amount received by students in the 2018 academic year (total amount shared per support ground/grant divided by number of students)
4 For administrative post grants: average number of months divided by all students; for individual support: average number of months per student, for fee waivers/other grants: n/a (1 academic year/one-off)
5 Total amount based on this support/grant issued via the profiling fund in 2018
6 Number of students who have received support/grant with EEA or non-EEA nationality

Student satisfaction

EUR considers the National Student Survey an important measure of quality assurance. The results of the 2018 survey revealed EUR students to be generally satisfied with their bachelor's and master's degree programmes. Our overall score on quality of education was 4.0 points (on a scale from 1 to 5) and the general atmosphere was also rated positively (4.0). We received a 4.1 in response to the question: "Would you recommend your course to friends, family or colleagues?" (previous year: 4.2). The national average for this question was 4.2. We achieved the national average or scored close to it in several areas, including course content, programme schedules, scientific skills and study load. As was the case last year, EUR is examining ways to improve the areas in we were given low scores, namely academic guidance, learning facilities and quality assurance. Our score on learning facilities, though higher than it was the previous year, remained lower than desired. This was partly attributable to the temporary closure of the Polak Building and the insufficient availability of study space. We intend to create more study space in the Tinbergen Building in 2019.

The National Student Survey revealed room for improvement in both the response rate and in the results. In light of this, we set up a Student Survey Taskforce in 2018 to: organise communication for support, ensure feedback for quality improvements and improve the response rate. An action plan has been drawn up for this purpose.

Alumni policy

EUR attaches great importance to having an active and proud alumni community. As well as helping to attract students and academic talent, EUR graduates can also provide job opportunities and internships, share expertise, and act as guest speakers, advisers, coaches, mentors and/or ambassadors.

Since 2015, EUR and the Erasmus Trust Fund Foundation have been working closely together on alumni relations and fundraising. This new approach to alumni involvement and fundraising was launched during the Dies Natalis 2017 celebrations with the Challenge Accepted campaign. The core message and appeal to alumni was: "contribute by connecting, contribute by donating".

EUR Connect was launched at the same time. This online platform allows alumni to stay involved, network, collaborate, share expertise, find a mentor or offer themselves as one. It also allows them to keep abreast of university events and news. The platform is also open to final-year students, as they not only stand to benefit from contact with alumni but will shortly become alumni themselves. EUR Connect boasted 5,000 members at the end of 2018. With regard to fundraising, the objective is to raise 100 million euros within ten years, largely from a relatively small group of wealthy alumni and companies, but also from alumni donating smaller amounts.

The Erasmus Trust Fund Association and the Erasmus Alumni Association were merged on 1 January 2019 and now operate under the name Erasmus Alumni Trust. EUR's central administration, the Erasmus Trust Fund Foundation, the Erasmus Alumni Trust, the faculties, the institutes and other parties with an alumni programme (for example, student associations and providers of further education) are all working closely together to raise funds and build a closer relationship with and between alumni.

Leiden, Delft and Erasmus (LDE)

Leiden University, TU Delft and Erasmus University Rotterdam operate a strategic alliance covering education, research and valorisation. In 2018, the LDE steering committee examined the LDE strategy for 2019-2024, consulting both internal and external stakeholders, and adopted the it on 10 December.

On the basis of an evaluation of the 2013-2018 period, the steering committee decided in June to discontinue the LDE Centre for Metropolis and Mainport, the LDE Centre for Safety and Security and the European Research Centre for Economic and Financial Governance. The LDE Centre for Frugal Innovation in Africa, the LDE Centre for Global Heritage and Development, the LDE Centre for Sustainability, the LDE Centre for Education and Learning and the LDE Centre for BOLD Cities will continue. These remaining centres submitted their multi-year plans and budgets in December.

Prof. Marcus Specht was appointed director of the LDE Centre for Education and Learning on 1 September 2018. He succeeds Timo Kos, who held the position on an interim basis. The fourth intake of LDE trainees began the two-year LDE management trainee programme in September.

Education in an LDE context

The three universities have been educational partners since 1999. Their collaborative efforts have increasingly focused on the development of joint interdisciplinary and multidisciplinary academic programmes. The results of these efforts leave students better equipped to put their knowledge and skills to more effective use in society.

The three now offer more joint bachelor's and master's degree programmes than ever. Most of the recent introductions are in the fields of Life Sciences and Health. Since 2012, the three have added the following to their combined portfolio: bachelor's and master's degree programmes in Nanobiology (TU Delft-EUR), a bachelor's degree programme in Clinical Technology (LUMC, TU Delft, Erasmus MC) and, as of September 2017, a master's degree programme in Technical Medicine (LUMC, TU Delft, Erasmus MC). Student numbers in these joint programmes rose to 1,874 in 2018.

LDE have also made efforts to expand their range of so-called LDE minors: horizon-expanding multidisciplinary modules geared towards societal issues, taught by lecturers from – and open to students at – the three universities. More than 200 students took one such minor in 2018.

The universities are also making their existing programmes more accessible to each other's students. The current range of horizon-expanding minors, for instance, have offered this since the 2015-2016 academic year. More than 300 students took advantage of this in 2018.

In addition to the joint programmes and LDE minors, have also developed a range of other courses that address social themes, namely LDE master's degree specialisations (e.g. Governance of Migration and Diversity), LDE Massive Online Open Courses (MOOCs, e.g. the LDE MOOC Heritage under Threat), LDE Honours classes (extracurricular courses for exceptional students) and executive master's degree programmes (e.g. the executive master's degree programme in Cyber Security).

The LDE minor Frugal Innovations for Sustainable Global Development was launched in 2018. This multidisciplinary minor was developed by the LDE Centre for Frugal Innovation in Africa and focuses on creating smart and simple solutions that improve the living conditions of those in extreme poverty and in so doing contribute to the UN's Sustainable Development Goals. Frugal innovation is about (re)designing products, services and systems at substantially lower cost and with a longer lifespan and improved functionality.
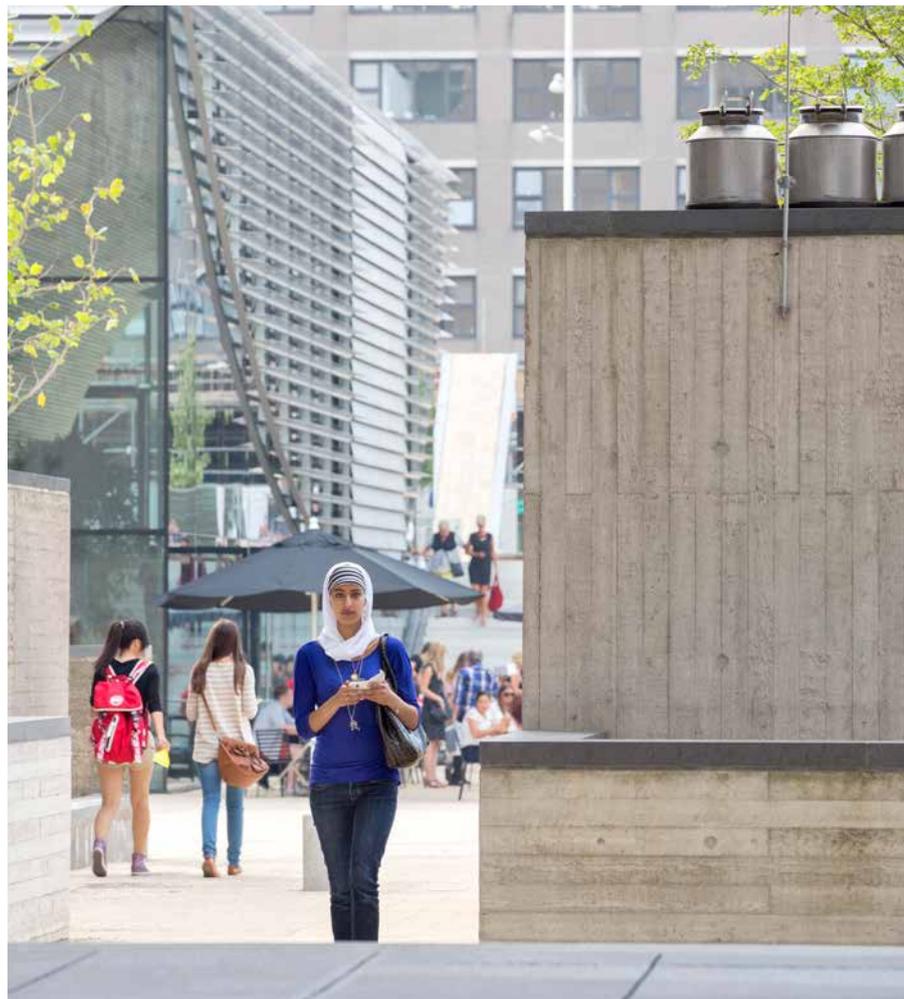
Joint LDE education by social theme

Life Science and Health
- Bachelor in Life Science and Technology (Leiden-Delft)
- Bachelor in Molecular Science an Technology (Leiden-Delft)
- Bachelor in Clinical Technology
- Master in Technical Medicine
- Bachelor in Nanobiology (Delft-EUR)
- Master in Nanobiology (Delft-EUR)
- LDE minor in Medicine for technical students

Science and Technology
- Master specialisation in Astronomy and Instrumentation (Leiden-Delft)
- Master specialisation in Bioinformatics (Leiden-Delft)

The Circular Economy
- Master in Industrial Ecology (Leiden-Delft)
- LDE minor in Geo-Resources for the Future
- LDE MOOC on the Circular Economy
- LDE MOOC on Wheels of Metal
- LDE summer course on Sustainability into
- Practice

Mobility and sustainable transport
- Executive master in Customs and Supply Chain Compliance

Safety and Security
- LDE minor in Safety, Security and Justice
- LDE honours class on Cyber Security
- LDE MOOC on Risk in Risk-Averse Societies
- Post-initial master in Cyber Security

Inclusive society
- LDE master specialisation in Governance of Migration and Diversity
- LDE minor in Africa Studies
- LDE minor in Frugal Innovation for Sustainable Global Development
- LDE honours class: InnovationLab
- LDE minor in Responsible Innovation

The living past
- LDE MOOC on Heritage under Threat
- LDE honours class on Living (World)
- Heritage Cities

Professionalisation of teaching and career development

An important part of EUR's educational vision is to raise the status of teaching to reflect the effort and skill demanded by the calling. This involves the professionalisation of teaching, which EUR pursues with sensitivity for the needs and views of its lecturers. The provisions for this pursuit allow lecturers to improve their knowledge, skills and position, which improves their effectiveness as teachers to the benefit of students. The Community for Learning & Innovation provides a one-stop service for personal and professional development.

EUR aims to provide stimulating and inspiring lifelong training that motivates lecturers to keep improving and innovating. In 2018, the University Teaching Qualification programme (UTQ) was completely overhauled, more than 30 EUR lecturers embarked on the Senior Teaching Qualification programme (STQ), and a new edition of the Leadership in Education Course began. In addition, we also developed a variety of Micro-Labs: short how-to modules with lecturers responding to specific educational issues. EUR also developed a system of incentives to reward lecturers for their efforts. The efforts towards the professionalisation of teaching were widely embraced by lecturers in 2018, and acknowledged as useful ways to assist in their career development.

The revised University Teaching Qualification programme
The overhaul of the UTQ programme was part of the normal cycle of quality control, and the outcome of the exercise corresponds better with our revised educational vision. The revised UTQ is more engaging and incorporates the use of Canvas (the electronic learning environment) and active blended learning.

Graph 1

UTQ

18,1

16,4

65,8

UTQ not yet completed No UTQ

UTQ obtained/waiver
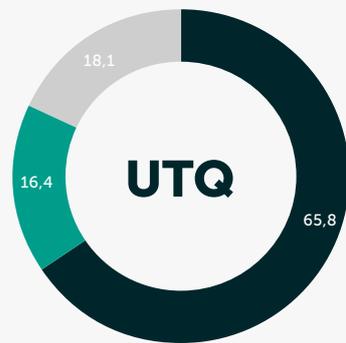
% of academic staff with lecturer, associate professor or professor profile holding the UTQ and % who have yet to obtain it (UTQ reference date Feb. 2019)

Educational stars

The Education Prize is awarded each year to a member of the academic staff who has made a particularly commendable contribution to education at the university. This year the award went to Professor Maarten Frens, founding dean of Erasmus University College (EUC). Professor Frens has demonstrated an unflagging dedication to raising the standards of EUC's curriculum from the college's very inception, both in terms of its content and its delivery.

In 2018, Dr Liesbeth Eelens-Noordegraaf was awarded a Comenius Leadership Fellow grant of 250,000 euros. She was one of six higher education professionals to be awarded a Leadership Fellow in 2018, making this the first time the Netherlands Initiative for Education Research (NRO/NWO) had awarded that many. The award is designed to contribute to innovation in and the improvement of higher education in the Netherlands.

Senior Teaching Qualification (STQ)

Thirteen lecturers gained their STQ in 2018, and a total of 44 have done so since 2014. Another 30 embarked on the STQ programme in 2018.

Leadership in Education Course (LEC)

Four EUR staff members successfully completed the LDE Leadership in Education Course in 2018. Since its introduction, a total of 35 EUR staff members have successfully completed the course. Two staff members embarked on the fourth LDE course in 2018.

MicroLabs

In 2018, 117 EUR lecturers attended a MicroLab. A MicroLab is a short how-to module that builds on the UTQ and STQ programmes. Each module responds to a specific didactic question that arose in one or more faculty.

CLI Fellows

The CLI provides talented lecturers financial and other support to enable them research and develop innovative educational ideas. The first cohort began their fellowships in 2018. They numbered eleven in all: four educational fellows and seven research fellows. The fellowships vary in duration from one to two years.

Education fellows (often alumni of the STQ) are given the opportunity to work on educational innovation within their faculty for up to two years. The aim is to stimulate further innovation.

Student initiatives

Student in the spotlight aims to give inspiring students a platform during the official opening of the academic year. Each year, one EUR student (or sometimes a few) is given five minutes on stage to talk about his or her special project. Students are selected for projects that demonstrate ambition, possess social value and provide inspiration to others. In 2018, the shortlist of five included:

- Youth Project Africa, a non-profit organisation that aims to stem migration from Africa (especially from Cameroon) to Europe by improving local conditions, particularly education.
- Refugees Forward, a foundation/incubator that helps entrepreneurs with a refugee background to launch their own business and achieve economic independence.
- The Flawed Unicorn project, which offers students, artists, artist collectives and musicians flexible workspace in combination with masterclasses.
- The Colourful Workplaces initiative, which works in Kenya on issues related to LGBT diversity and inclusion in the workplace.
- Three major projects by Orasul Meu (My City) tackling local government corruption in Chişinău, the capital of Moldova.

Student in the spotlight 2018:
Levis Maina Nderitu

Student in the spotlight 2018 winner Levis Maina Nderitu is pursuing a Masters in Social Policy for Development at the International Institute of Social Studies (ISS). Discrimination on the basis of sexual orientation (be that actual or assumed) is something Levis Maina understands from personal experience in Kenya. It was for this very reason that he founded the Sullivan Reed Society, through which, in 2016, he launched the Colourful Workplaces initiative. Levis and his team contribute to LGBT inclusion in the Kenya workplace through research, round table discussions, training sessions and an annual conference. The organisation runs in collaboration with the Hivos Foundation, the Workplace Pride Foundation, large multinationals, the UN and governmental bodies. As a result of this work, Levis Maina has been selected for various fellowships, including the Mandela Washington Fellowship for Young African Leaders, a President Obama Initiative, the Out & Equal Global Fellowship and Erasmus University's Dreilinden scholarship for LGBTI activists. In October he represented EUR at the Clinton Global Initiative University in Chicago.

University Library

Open Access
The library as a learning centre

The recently renovated library offers 900 study spaces. The library is popular with students, who come to study, meet fellow students, and get help with their papers and dissertations. It attracts 25,000 visitors per week.

The library has an extensive range of training courses in scholarly communication, everything from looking up and referencing scientific sources to dealing with financial datasets. Programming courses were also

Medical library

'Digital is normal'

Digitisation has brought radical changes to the delivery and accessing of information over the last couple of decades. New products and services have suddenly become indispensable while others have become almost superfluous. Consequently, a comprehensive survey of students and staff revealed that some of the services of Erasmus MC's Medical Library (ML) were no longer relevant to the university's needs. As a result, the ML made the strategic decision to devote itself to electronic and digital services from 2018 onwards.

The reorganisation means that the Medical Library has gone from being primarily a collection-oriented library with "regular" services to a more customer-oriented organisation whose services are determined by the possibilities offered by new media and the constantly changing information needs. The library's scientific journals had been entirely digital even before the reorganisation, but this now applied to books as well; the library now holds a collection of more than 1,800 medical e-books. Traditional services such as book lending and inter-library lending have been scrapped, while the Information Specialist team has expanded from two to four. The changes have also meant the end of the loan counter and physical library. However, compulsory textbooks remain physically available via the Education Service Centre.

The new Medical Library's products and services catalogue includes:
- A large e-portfolio of scientific journals
- 1,800+ medical e-books
- Desk research, in particular for systematic reviews
- The building and maintenance of information portals for all disciplines
- Support for research data management (including advice on data management plans and data storage)
- Registration of Erasmus MC research findings and support for research intelligence
- Courses in information gathering and management

introduced last year. The teaching materials repository also saw further development in 2018, with lecturers now able to use the facility to compile and manage their reading lists via Canvas. The library has a Copyright Information Point (CIP) to advise on copyright matters in education and research and ensure that copyright fees are paid.

science meets city

Research and its impact

Doctorate conferrals

	EMC	ESE	ESHCC	ESHPM	ESL	ESPhil	ESSB	ISS	RSM	
2016	96	18	3	4	7	1	18	7	20	
	160	8	4	12	6	1	12	6	13	
	256	**26**	**7**	**16**	**13**	**2**	**30**	**13**	**33**	**395**
2017	88	13	6	1	17	1	10	4	9	
	130	9	5	3	10	1	9	8	12	
	218	**22**	**11**	**4**	**27**	**2**	**19**	**12**	**21**	**336**
2018	90	12	4	5	15	2	12	3	4	
	136	7	2	4	7	1	11	9	10	
	226	**19**	**6**	**9**	**22**	**3**	**23**	**12**	**14**	**334**

Men — 147

ESE	ESL	ESSB
12	14	12

Erasmus MC	ESPhil	ESHCC
86	2	4

RSM	ESHPM	ISS
4	5	3

Women — 187

ESE	ESL	ESSB
7	7	8

Erasmus MC	ESPhil	ESHCC
133	1	2

RSM	ESHPM	ISS
10	4	9
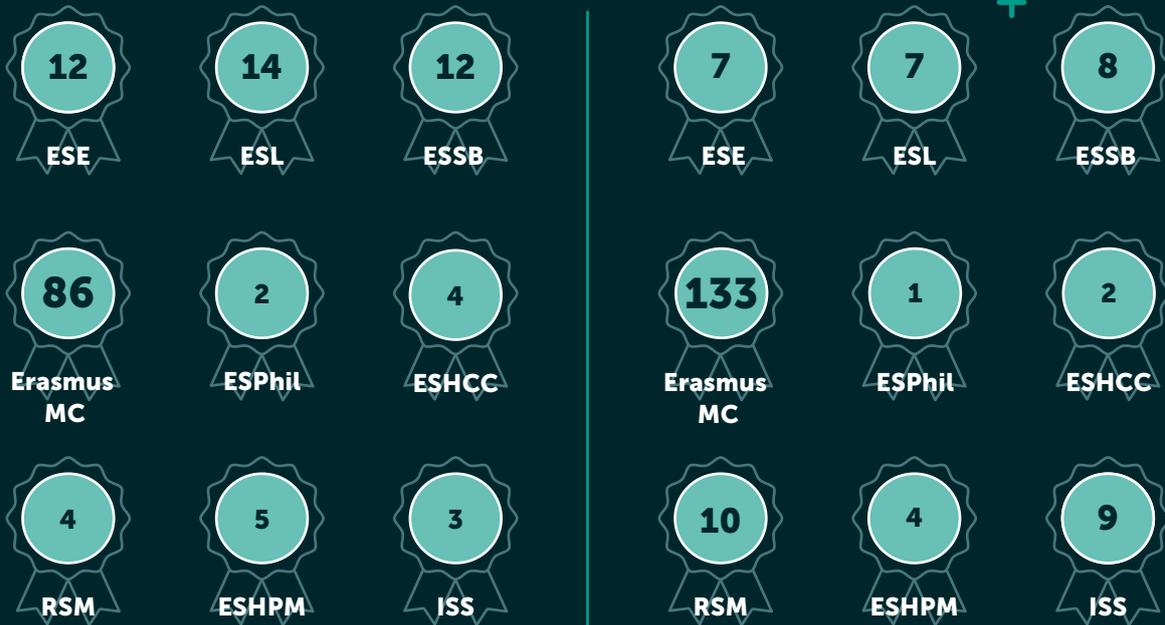
Publications

9,378 — 2016

8,723 — 2017

8,425 — 2018

Research and Research Impact

Scientific research at Erasmus University Rotterdam (EUR) is high-grade, firmly anchored in international research networks and geared strongly to the needs of society. Our researchers value Rotterdam's cosmopolitan richness, its port and the region as important sources of inspiration for their efforts to confront global issues.

A lot was accomplished in 2018 on the development of the new multi-year research strategy (2019-2024), whose aims include research excellence and impact. The strategy includes EUR's flagship projects, the Erasmus Initiatives, which are three ambitious interdisciplinary projects designed to address the major social and economic issues of our time.

The Erasmus Initiatives

The connection and interaction between science and society, between theory and practice, are part of our DNA. Talented researchers who embark on international collaborations with an open mind move science forward. The Erasmus Initiatives pool resources to address three research priorities: the Dynamics of Inclusive Prosperity, Smarter Choices for Better Health, and Vital Cities and Citizens. A detailed description of these is available on our website (www.eur.nl/en/research > erasmus initiatives). We will limit ourselves in this report to the related developments in 2018.

The Dynamics of Inclusive Prosperity - creating sustainable prosperity

This initiative is a collaboration between the ESL, RSM and the ESPhil. It aims to enable as many people as possible to benefit from increasing prosperity, whilst minimising potential negative consequences.

Its activities have been organised into three main themes, each with specific relevance to inclusion and the effects of increasing prosperity:
- the balance between public and private responsibilities
- the opportunities and risks of start-ups and technological developments
- the role of the financial sector.

The Dynamics of Inclusive Prosperity was put on a solid foundation in 2018, upon which much has since been built. Professor Martin de Jong was appointed the initiative's scientific director. A manager and managing director were also appointed, as were three associate professors, three assistant professors and six PhD students. The team is currently working on projects within the context of the aforementioned themes and meets regularly to discuss their progress and explore new opportunities. Other researchers have expressed interest in the initiative, and new projects are being created to accommodate them.

In 2018, the initiative issued two invitations for project proposals that could be eligible for grants of up to 15,000 euros. The funds were to enable teams of researchers with interdisciplinary research ideas (from at least two faculties) to cover the costs arising from setting up a defined research project or organising activity aimed at fostering inter-disciplinary research collaborations. Ten such grants were awarded in the course of the year.

On 29 and 30 November, the Dynamics of Inclusive Prosperity was put on the world stage thanks to a highly successful conference organised by the Erasmus Initiative and the World Economic Forum. Alongside researchers from EUR were the president and managers from the World Economic Forum, distinguished researchers from other Dutch and international universities, and senior executives from leading global corporations. The conference provoked discussion from a wide range of important stakeholders in the field, from NGOs and local governments to civil society organisations and large corporations.

The challenge of inclusive prosperity raises fundamental questions for scientists and researchers, but also for a whole variety of administrators, policy makers and planners. Consequently, the Dynamics of Inclusive Prosperity team is currently in discussion with various academic and non-academic institutions to identify possibilities for collaboration. These discussions are expected to bear fruit In 2019.

Smarter Choices for Better Health
The Smarter Choices for Better Health initiative, launched in 2017, is a collaboration between Erasmus MC, ESE and ESHMP. Its parameters are defined by four "Action Lines":
• Incentivising prevention
• How to maximise value in health care
• Evaluation of health care: improving benefit assessment
• Equity impact of health policies

In 2018, the managers of these Action Lines began building capacity to tackle their respective themes, and by the end of the year had put together a team comprising fourteen PhD students and three postdoctoral scholars. Nine of the PhD students share specialisms with the Action Line managers. The other five are specialists in related subjects and were selected through an open call in mid-2018. Some of the projects in this initiative involve collaborations with organisations besides the original three,

namely ESSB and ESPhil. To safeguard the interfaculty integrity of the research, the work of the fourteen PhD students is supervised by two faculties.

In the course of the year, two visiting professors, from Cornell University (US) and McGill University (Canada), were recruited to work on "Incentivising prevention" and "Equity impact of health policies". Over the next few years, the two will visit EUR twice a year for a few weeks, during which they will conduct research, contribute to publications, supervise PhD students and teach, including running masterclasses for honours students. Both professors are dedicated to championing closer collaboration with EUR at their respective universities. They were also actively involved in the Smarter Choices for Better Health seminar, held on 12 October 2018. The seminar attracted huge numbers from a variety of fields, and provided a comprehensive overview of the ongoing work.

A third visiting professor was recruited at the end of 2018. Professor George Davey Smith, a professor of clinical epidemiology at the University of Bristol (UK), will begin work in 2019, focusing on the "Evaluation of health care: improving benefit assessment" Action Line. On the recommendation of the Erasmus Initiatives founders, Professor Smith was awarded an honorary doctorate for his groundbreaking work in exposing the link between socio-economic class, government health policy and the health gap. The presentation ceremony took place during the 2018 Dies Natalis celebrations.

Vital Cities and Citizens - contributing to the quality of life in cities
Vital Cities and Citizens (VCC), a collaboration between ESSB, ESHCC and the ISS, got off to a great start in 2018. The initiative already boasts eighteen PhD students, seven postdoctoral scholars and four assistant professors. The team's focus is on three themes:
• Migration and diversity
• Safety and resilience
• Culture and creativity

Interfaculty and interdisciplinary integrity is ensured and encouraged by inviting multi-faculty proposals. A new programme team was established in 2018, under the leadership of VCC's new academic director, Professor Jurian

Edelenbos. The team includes a strategic adviser, a content adviser and a communications adviser (total 1.5 FTEs). This team began work in November 2018, focusing primarily on increasing the visibility and profile of VCC, cohesion within VCC, its scientific impact and reputation, its social impact, networking and internationalisation, and community building. The team's strategy was approved by VCC's three deans. The governance structure was also modified to enable the team operate more effectively.

In the first week of November, VCC hosted a two-day conference under the banner "Empowering cities and citizens", in collaboration with the Institute for Housing and Urban Development Studies (IHS). The conference attracted over 350 participants, including fifty speakers and workshop organisers from the local and international academic world and institutes of learning, and local and national governments. Participants discussed how best to identify and create synergies between cities and communities and share ideas and learnings so as to better address the challenges facing cities and their inhabitants. Later that week, one of the keynote-speakers, Professor Nina Glick-Schiller (Emeritus Professor, University of Manchester and the Max Planck Institute), was awarded an EUR honorary doctorate, on the recommendation of Vital Cities and Citizens.

Networking activity at the end of 2018 secured the cooperation of EUR research institutes, such as BOLD Cities and the Erasmus Migration & Diversity Institute, both of whom are now "Friends of VCC". Talks were also held with Georgia State University regarding potential collaborations. As a result, EUR/VCC will likely host a delegation from the university in 2019. A total of twenty senior researchers are acting as ambassadors for VCC and helping to raise its profile. In addition, the schedule for 2019 includes the launch of the Visiting scholars/professors programme and a similar one for theme leaders (senior researchers working on urban diversity and inclusivity, the creative city and the smart city, and urban sustainability and resilience, among other themes).

Research services

Scientific integrity

Confidence in scientific findings depends entirely on the correct observation of rigour in designing and performing scientific research. Everyone involved in teaching and research at EUR bears an individual responsibility for maintaining scientific integrity. In this regard, the general principles of professional conduct must be observed at all times.

As of 1 October 2018, the revised Netherlands Code of Conduct for Research Integrity entered into force. The Code places responsibility on the individual researcher as well as on the institution he/she represents. EUR endorses this shared responsibility, as well as the definition of the five areas identified under duty of care: training and supervision, research culture, data management, publication and dissemination, and ethical norms and procedures. The Executive Board subsequently instructed a working party to draw up a scientific integrity road map for EUR. The road map was to be informed by input solicited during design sessions with relevant parties within EUR, including the faculty coordinators for scientific integrity, who put the working party together in the autumn of 2018. The road map will be implemented in 2019, with the process monitored via its inclusion in the audit schedule.

EUR researchers with questions relating to scientific integrity, or who suspect violations of scientific integrity or other malpractices by an employee of EUR, can contact the confidential adviser for scientific integrity. Complaints concerning violations of scientific integrity by members of staff are handled by the Committee for Scientific Integrity. Three meetings were held in 2018 involving the faculty coordinators for scientific integrity and hosted by the coordinator for scientific integrity, the aim of which was to share personal experiences and best practices.

The Mols Committee

On 1 June 2018, an independent fact-finding committee, chaired by Professor G.P.M.F. Mols, submitted a report entitled **Research Committee: Agreements between the RSM and Business** to the Executive Board. The Executive Board had set up the committee, known as the "Mols Committee", to investigate the potential impact of contractual and non-contractual relations between the Rotterdam School of Management (RSM) and the business world on independence and scientific integrity at the RSM. The committee concluded that the corporate sector does not exert any direct influence on education or scientific research at the RSM. The committee felt, however, that the regulations should be tightened and reinforced, and provided recommendations to the effect to both the RSM and EUR as a whole.

The implementation of these recommendations began in 2018. They included, among other things, making all contracts between RSM and the business community transparent by registering them in a Corporate Register; having them vetted to ensure there are no excessive non-disclosure provisions; and screening and adjusting, if necessary, any provisions in the contracts identified in the report that could give rise to the business community being in a position to exert influence on education at the RSM. In addition, the Executive Board instituted an independent task force to chart the possibility of reviewing the governance structure in the relationship between RSM and the related companies. The RSM presented a progress report to the Executive Board before the 1 January 2019 deadline regarding the changes requested by the Mols Committee.

A range of EUR-wide measures have also been implemented to safeguard scientific integrity. These include the annual monitoring of the register of ancillary activities to check whether the register is up-to-date and complete in all faculties, and that the amounts recorded for these activities correspond with market rates. The Executive Board also stressed the need to cultivate a culture, within the RSM and throughout EUR, in which there is openness and debate about acting with scientific integrity, as a way to normalise adherence to the principle.

Doctorate conferrals and scholarships

In 2018, 334 academics completed their PhDs at EUR. This was roughly the same as in 2017, indicating a stabilisation of the previous decline. Doctorate conferrals at the RSM were relatively low in 2018, while the ESSB posted a higher number than in previous years.

Table 3.1 **Doctorate conferrals 2018 Cum laude – other than cum laude**

Faculty	M		F		Total
	Cum laude	Other than cum laude	Cum laude	Other than cum laude	
ESE		12		7	19
ESL	1	14		7	22
ESSB		12	3	8	23
Erasmus MC	4	86	3	133	226
ESPhil		2		1	3
ESHCC		4		2	6
RSM		4		10	14
ESHPM		5		4	9
ISS		3		9	12
Total	**5**	**142**	**6**	**181**	**334**

The percentage of female doctoral candidates awarded a PhD with cum laude honours was equal to the percentage of male doctoral candidates awarded the same (3%).

Five additional candidates were accepted for PhD fellowships at ISS within the framework of the "PhD experiment". This took the total number of PhD fellowships to fifteen, all of whose beneficiaries are still working on their PhDs. The first of these candidates enrolled in 2016, so it is as yet too soon for doctorate conferrals.

Quality assurance of research

The quality of research and application of knowledge at EUR is monitored and improved on the basis of external evaluations conducted every six years according to the Standard Evaluation Protocol and, in the interim, with the help of internal midterm assessments. There were no external evaluations in 2018, though preparations were made for the one to come the following year. The progress of the implementation of the strategy resulting from previous external evaluations was assessed via the midterm evaluation and deemed satisfactory.

EUR-wide contributions to the impact of research

Developing Talent in Rotterdam
The Knowledge Network on Rotterdam Talent has been instrumental in ensuring Rotterdam's new policy on education addresses equal opportunities in its approach to facilitating the development of talent. Among its activities in this regard were a seminar it organised on the subject of educational inequality, involving city councillor Said Kasmi (Education and Culture). The organisation also handed Rotterdam's new coalition administration and the education board the manifesto **Developing talent and opportunities together**, which offers specific recommendations for creating an enduring and relevant education system.

Liveable neighbourhoods
Leefbaar Rotterdam chairman Joost Eerdmans adopted a proposal to make sexual harassment on the streets of Rotterdam a punishable offense, with the law entering into force as of 1 January 2018. The decision was informed by the findings of a study commissioned by the municipality and the Knowledge Centre for Liveable Neighbourhoods, and conducted by the criminologist Dr Tamar Fischer. Dr Fischer's findings remain widely reported in the media.

The Rotterdam Lecture 2018

This year's Rotterdam Lecture was delivered by Professor Derk Loorbach (DRIFT), on the subject of poverty. The professor took the opportunity to argue for a radical break with the expensive, bureaucratic and institutionalised approach to poverty, debt and unemployment. Loorbach argued for an approach that focused on addressing the underlying physical and socioeconomic causes of poverty through initiatives centred on ecological sustainability and energy transition in urban areas, social inclusion, neighbourhood greening and the promotion of healthy eating habits and lifestyles. An information fair was held prior to the lecture, where civic initiatives on poverty reduction were presented to the public.

Research activity at Erasmus University is assessed on a regular basis, using a range of measures to evaluate its quality and impact. There are, in addition, other more public indicators of impact. In 2018 these included two spin-offs and 12 patent applications by Erasmus MC, of which it was awarded 7, bringing its total to 74. The explorations of many of EUR's research scientists are geared to the needs of society. These researchers are consulted hundreds of times each year by various private and semi-public companies, local and national government agencies, supervisory boards and many other types of organisations, as was the case in 2018. The basis of the regard in which our scientists are held is their record of groundbreaking research, which they perform in collaboration with a wide variety of partners.

Faculty-specific contributions to research impact

Each faculty was asked to select two highlights from their portfolio, one representing an important breakthrough in academic research and another demonstrating the impact of its work. The selections testify to EUR's reputation for groundbreaking research that benefits society.

Faculty of Medicine and Health Sciences/ Erasmus MC

The essential role of the cerebellum
Professor Chris de Zeeuw, of the department of Neuroscience, recently revealed the essential role of the cerebellum in planning and decision-making. This was a groundbreaking revelation, because processes like these were previously assumed to take place in the cerebrum. The discovery sheds light on why many forms of autism originate in disorders in the cerebellum and why illnesses such as epilepsy can be treated by targeting the cerebellum.

Promoting health and well-being through gamification

Phileas, an eHealth company founded on an idea by Dr Tessa Kouwenhoven, PhD and occupational health physician at Erasmus MC, was incorporated as a business in 2018. The company aims to use game mechanics to tackle obesity. To this end, Dr Kouwenhoven developed "Beweegspel", a movement game that uses e-health technology and face-to-face meetings to promote physical activity in teams and induce long-term behavioural change. Statistically significant results from a pilot study provided the final piece in the jigsaw for Phileas and Erasmus MC to secure a license to develop the game for commercial exploitation.

Erasmus School of Economics (ESE)

Measuring real-world ambiguity
In a paper entitled **Measuring Ambiguity Attitudes for All (Natural) Events**, published in the esteemed journal Econometrica, four professors of behavioural economics, Professor Aurélien Baillon (EUR), Professor Zhenxing Huang (Shanghai University), Dr Asli Selim (EUR) and Professor Peter Wakker (EUR), describe how unknown probabilities can be demonstrated in natural events, such as in stock markets. As a result, ambiguity measurement can now be conducted with respect to natural events, not just in artificially created situations. The paper also explained that people have difficulty understanding risk and tend to treat subjective likelihoods as 50-50, a phenomenon crucial to understanding how people handle ambiguity.

Profit margins and fraud in health facilities

Since 2016, research conducted by Professor Jeroen Suijs (ESE) and Professor Harrie Verbon (University of Tilburg) into profit margins in health facilities has resulted in a series of debates in parliament and news items in various outlets. The background to their research was a question raised by a local news reporter about whether a profit margin of more than twenty per cent in a small local health facility might indicate fraud or corruption. Their analyses revealed that profit margins varied widely between these facilities and accounted for a significant proportion of their annual turnover, particularly with respect to the smaller ones. The findings led to further research into potential fraud. To date, more than two hundred health facilities have been fined for financial underreporting. Professor Suijs's research continues apace.

Erasmus School of History, Culture and Communication (ESHCC)
Avoiding contagion in reputational crises
The Wall Street Journal reported on an academic paper by Dr Yijing Wang, an assistant professor in organisational and corporate communication, and Dr Daniel Laufer (Victoria University Wellington) on the chain reaction that can arise in a reputational crisis; that is when a crisis in one company spills over into other companies. In the paper, entitled Guilty by Association: The Risk of Crisis Contagion and published by the managerial journal Business Horizons, the co-authors detail the steps that companies can take to limit their exposure to crisis contagion and what to do, should they—through no fault of their own—find themselves in such a situation.

Live recording of Tour de Machine 010
POPLIVE is a large-scale research project on live music that is currently underway at EUR and the Rotterdam University of Applied Sciences. The project began in 2017 and will run until 2021. On 2 November 2018, the project's researchers staged a Rotterdam edition of the VPRO podcast De Machine, in which music journalists travel from city to city to giving guest lectures about music. The podcast duo addressed topics suggested by audience members at the sold-out event, named Tour de Machine 010, with the conversation ranging from the return of vinyl to the growing festivalisation trend. The researchers staged the event in collaboration with Rotterdam Arts and Sciences Lab (RASL), Codarts Rotterdam and Popunie.

The Rotterdam School of Management (RSM)
In 2018, the RSM established two new research centres as bases for innovative research and the facilitation of social impact, and for enabling the exchange of ideas and dissemination of knowledge between academia and practitioners. The Erasmus Centre for Leadership aims to create a better understanding of effective leadership through fundamental and applied research into practical situations. The centre collaborates with the RSM's internal community as well as with external stakeholders in initiatives to develop the sort of leaders urgently needed in the world today. The Erasmus Centre for Data Analytics (ECDA) develops and provides academic expertise and commercial insight into big data and analytics. The centre operates as an interdisciplinary hub for academia, the corporate world and other institutions, and explores commercial uses for digital applications and technologies in order to identify and take advantage of the opportunities offered by the digital transformation.

Goal-setting collaboration with secondary schools
In an effort to boost the motivation and academic performance of pupils from disadvantaged socio-economic backgrounds and improve their educational and career opportunities, the RSM is working on a goal-setting programme with a number of Dutch secondary schools. The "evidence-based intervention" for secondary education is based on an earlier one by RSM professor Michaéla Schippers that successfully reduced the drop-out rate among first-year university students. This is the first trial of the intervention at secondary school level. The trial began in 2018 with 1,000 pupils in the first year of pre-vocational secondary education.

International Institute of Social Studies (ISS)
ICT and HIV in Burkina Faso
For the past few years, Dr Natascha Wagner (ISS) has been evaluating the impact of text message reminders on retention rates and adherence to therapy of people living with HIV in Burkina Faso. The study involved health centres across the country sending reminders to a random sample of patients over a two-year period. The messages stressed the importance of adherence to the maintenance of the recipients' health. The Burkina Faso Ministry of Health declared the project groundbreaking and invited the team to prepare a dissemination and communication strategy. The team was also invited to join the committee tasked with writing the country's new strategy for combatting HIV.

Preventing conflicts from climate policy in Myanmar and Cambodia
Climate change policies have been known to precipitate local conflict. And given that the foreseeable future will be increasingly dominated by our combatting of climate change, the importance of doing so in a sustainable and socially justifiable manner couldn't be more evident, especially in already fragile states. It was for this reason that Professor Saturino Borras (ISS) and Professor Vaddhanaputi (Chiang Mai University, Thailand) began a research project

entitled **Climate change mitigation policies, land grabbing and conflict in fragile states: understanding intersections, exploring transformations in Myanmar and Cambodia.** The project ran from 2014-2018 and has resulted in numerous publications, lobbying efforts and political campaigns by activist organisations.

Erasmus School of Health Policy & Management (ESHPM)
New threshold value

To assess whether a new medical technology may be considered cost effective, its costs per extra year of life in good health (QALY) are typically compared with a threshold amount, beyond which it is deemed too expensive. In 2018, Dr Pieter van Baal and his colleagues arrived at a new threshold value which, has since been adopted. On the basis of data collected from 1994-2010, they concluded that higher expenditure on cardiology in hospitals could extend a person's life by approximately two and a half months. This represents a threshold value of approximately 41,000 euros per QALY, which is lower than the values typically observed in decision-making regarding the reimbursement of costs in the Netherlands.

Making new cancer drugs affordable

Professor Carin Uyl-de Groot is on a mission to restore fairness to the pricing of medicines in order to make them affordable. In 2018, she published the results of her research into new cancer drug pricing, to great acclaim. Her research exposed the profit margins imposed by pharmaceutical companies, how they tried to justify these margins and who benefitted from the status quo. She revealed how pharmaceutical companies use development costs to justify high prices even though some of the original research was government funded and therefore already paid for by society. Professor Uyl-de Groot has since been in discussion with the European Parliament and other authorities about tackling the pharmaceutical industry and introducing a fairer pricing model.

The Erasmus School of Law (ESL)
International advanced training course of the Marie Curie Network

On 18 and 19 January, the ESL hosted an international, advanced training course on law and economics of transatlantic trade and investment (TTIP). The course gave the attendant

PhD researchers an interdisciplinary understanding of TTIP from an integrated law and economics perspective, which would enable them to refer to both law and economics in their research projects. The course was given under the auspices of the EU Trade and Investment Partnership (EUTIP) and funded by the Marie Curie European Training Network under the EU's Horizon2020 programme. Professor Fabian Amtenbrink, Professor Klaus Heine and Professor Gerard Meijer (ESL) are all members of this international research consortium, which comprises members from leading European universities, research institutions and think tanks concerned with law, economics and political science.

Revitalising impoverished parts of Rotterdam
A neighbourhood in the southern part of Rotterdam is to undergo significant transformation over the next few years, following a period of neglect that had seen the area succumb to criminal and other subversive activity. In 2018,

a multidisciplinary team co-led by criminologist and urban sociologist Dr Gwen van Eijk embarked on research to understand how spatial interventions and social design could be used to transform the area and prevent the problems from reoccurring. The team produced a report with proposals around ten key themes, which it presented to the local government in October.

Erasmus School of Philosophy (ESPhil)
Public philosophy in the 21st century
On 16 November, Professor Marli Huijer accepted her appointment as Professor of Public Philosophy at the Erasmus School of Philosophy. Her inaugural lecture was entitled Denkende verbeelding (imaginative thinking) – Public philosophy in the 21st century. Public philosophy is a relatively new philosophical practice that uses academically grounded philosophy to address issues of public importance. Its two components — analytical rigour and social impact — are mutually reinforcing, and reflect EUR's view that research and social impact should be synonymous.
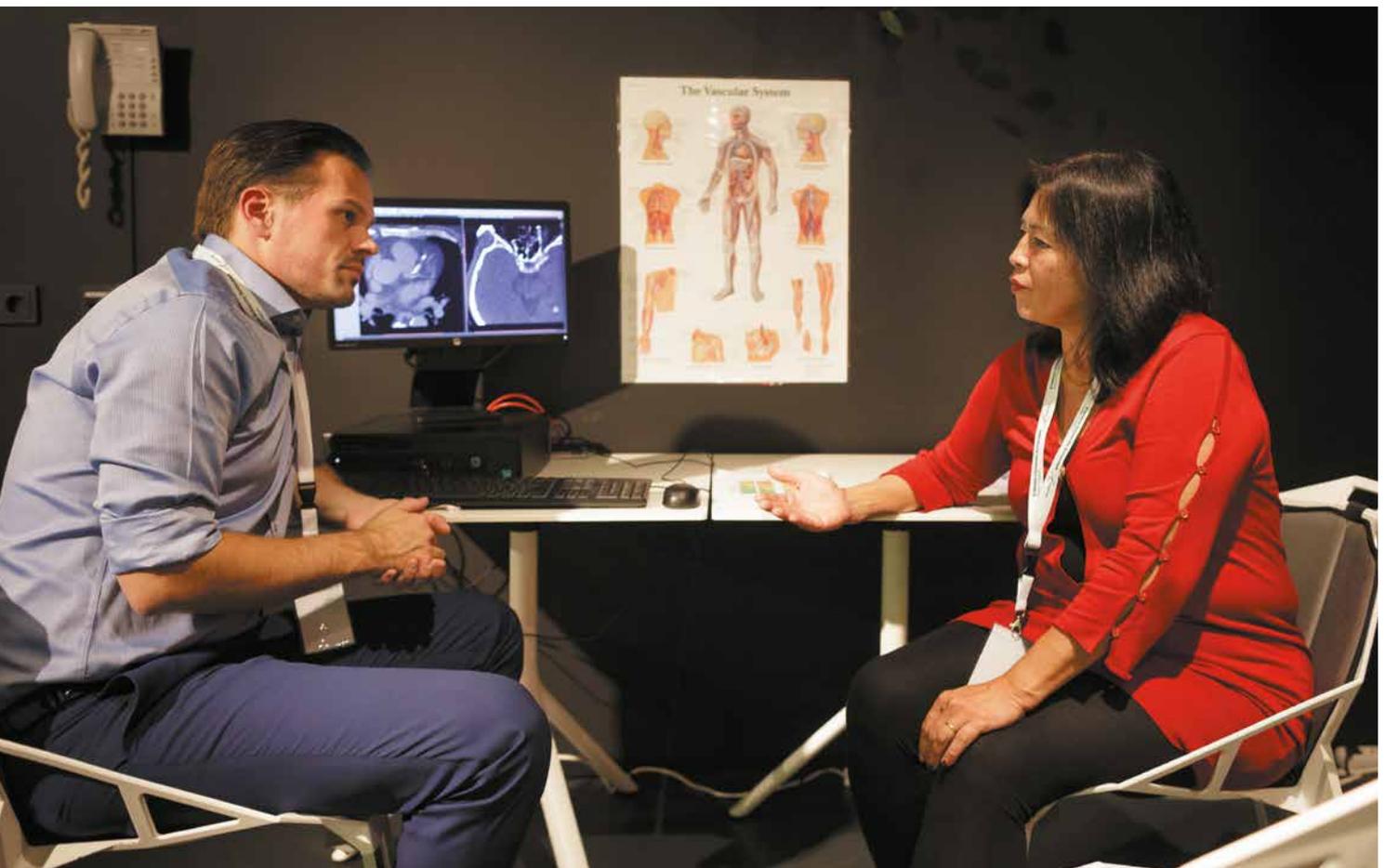
Ethics and Economics: Themes from Debra Satz
Professor Debra Satz received an honorary doctorate during the 2018 Dies Natalis celebrations, on the recommendation of the Dynamics of Inclusive Prosperity initiative, with Professor Jack Vromen as her honorary supervisor. EUR's research initiatives are explicitly designed to allow students and researchers to unite academic rigour and interdisciplinary collaboration for the purpose of addressing complex but urgent social issues. Satz's work has contributed to a wide variety of fields, including ethics and social and political philosophy. Her work examines moral borders in the marketplace, the various interpretations of "equal opportunity", and the foundations of rational decision-making, among other things. Collaborations within and beyond EUR and the Netherlands regarding such matters increase our chances of meeting those challenges.

Research in the LDE context

LEaDing Fellows scheme
The three universities that constitute the Leiden-Delft-Erasmus (LDE) alliance and their two university medical centres were awarded a subsidy worth 6.3 million euros for LEaDing Fellows, a Marie Skłodowska-Curie COFUND scheme. Forty postdoc fellows were appointed in the second round of recruitment.

VSNU programme
On the recommendation of the LDE alliance, five professors were appointed to coordinate themes within the VSNU's "Digital Society" initiative.

Knowledge and Innovation research
A knowledge and innovation research project named Accelerating the Circular Economy Zuid-Holland (ACCEZ) was launched to encourage and support the South Holland business community in the transition to a circular economy. The partners in the initiative are the LDE Centre for Sustainability, Wageningen University & Research, VNO-NCW West and the Province of Zuid-Holland, which invested five million euros in ACCEZ.

Declaration of intent
On 1 October 2018, the Top Sector in Horticulture & Propagation Materials (H&PM) and the LDE Centre for Sustainability signed a declaration of intent in respect of a collaboration in a research programme for master's degree students at the three universities on the theme of sustainable food production.

Data walks
The Centre for BOLD Cities organised a series of data walks to inform citizens about data collection in public space by identifying data collection points, such as Wi-Fi trackers, cameras, smart lampposts, etc. **Jeugdjournaal** (a news programme for young viewers) took part in one around Rotterdam CS with a group of children. Afterwards the children played "Your neighbourhood - Your data", a game designed to make people aware of the many data points in their neighbourhood, which are used to monitor, facilitate and improve the city's infrastructure and services.

University Library

Open access
EUR made considerable efforts in open access publishing in 2018. According to the VSNU report, about half of the university's articles were accessible on this basis in 2018. They were also in great demand: the digital library in which the university stores and makes available its published work recorded 1.9 million downloads last year.

science meets city

Organisation and Operational Management

5

Environmental sustainability and waste management

Waste streams

2016
625 tonnes

2017
688 tonnes

2018
699 tonnes
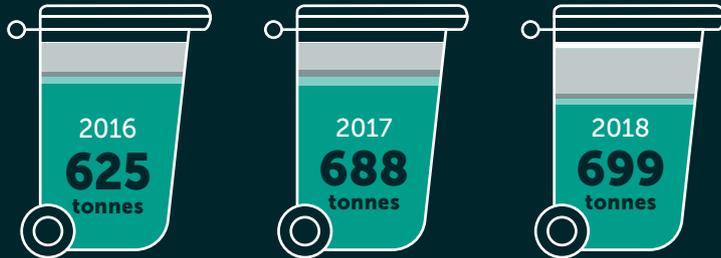
■ Residual waste ■ Confidential documents ■ Organic waste
■ Paper/cardboard ■ Electrical and electronic equipment |
Foil and plastic | Glass | Coffee cups

Waste per student/employee

2016   2017   **2018**

26.5 kg   **27.5 kg**   **23.8 kg**
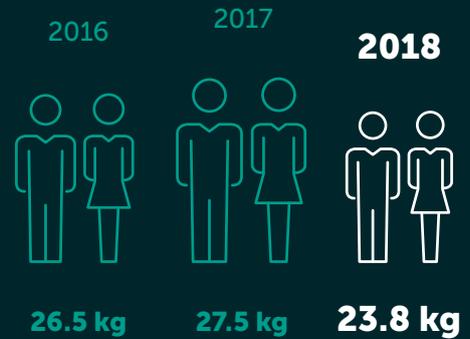
Renewable energy consumption

Local wind energy
16,500
megawatt hours

Solar energy

Heat and cold storage

Sustainable transportation

Charging points

Road transport accounts for **80%** of EUR's CO_2 emissions

Reimbursement of up to **€ 3,000**
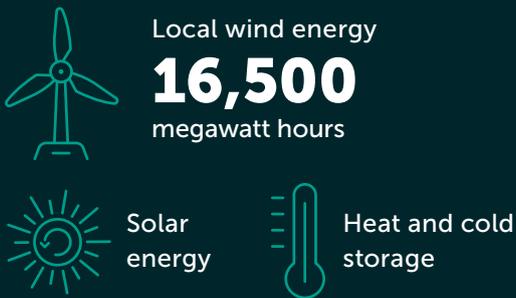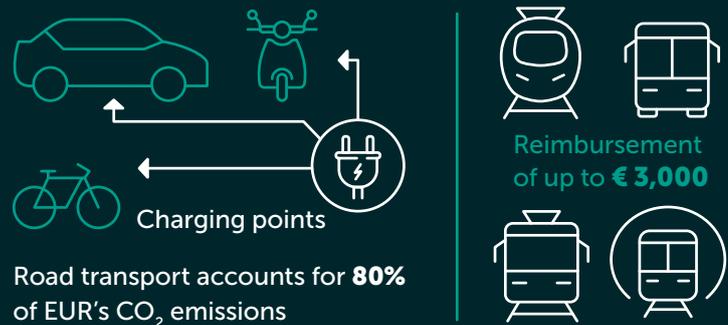
Employees academic/non-academic

1,654 2018
1,571
1,545 2017
1,544
1,455 2016
1,473

Gender distribution in %

47.7 | 52.3 — 2016
46.6 | 53.4 — 2017
45.1 | 54.9 — 2018
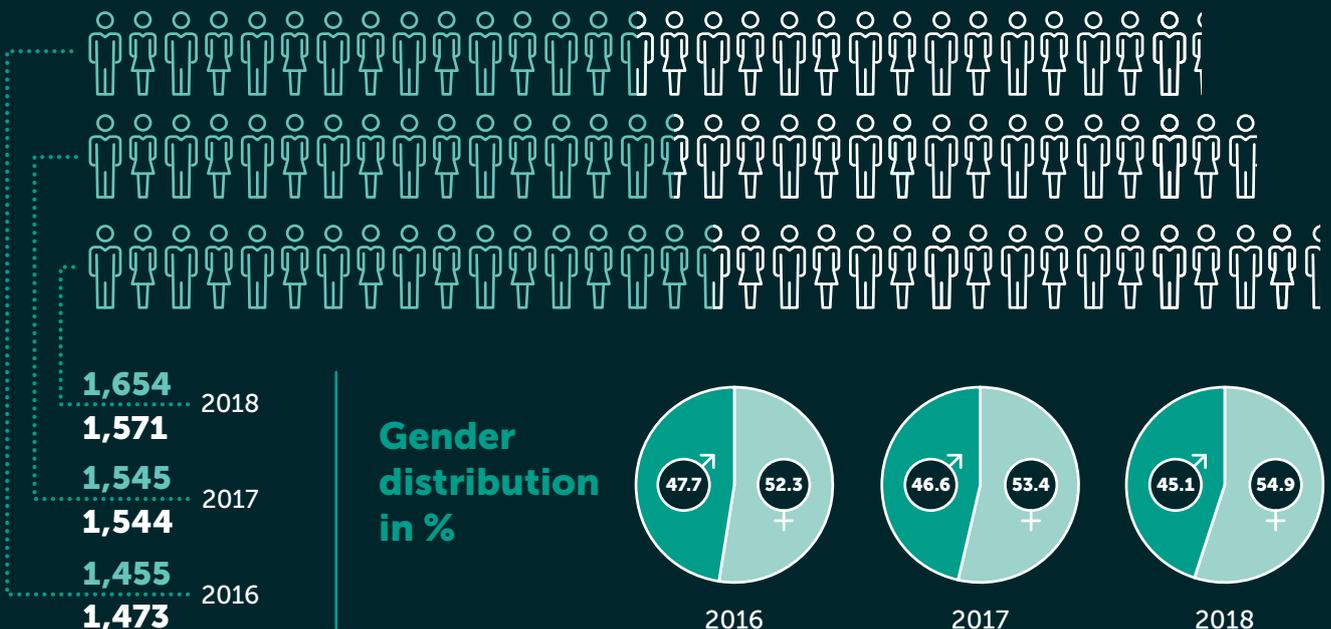
Organisation and Operational Management

Erasmus University Rotterdam's (EUR) people are its most important asset in distinguishing itself as a leading university. Which is why EUR continuously invests in its personnel and service departments, and provides a stimulating working environment in which people can flourish.

The Make It Happen brand alliance
EUR continued to invest in its reputation and brand image in 2018. Some of this activity was undertaken in collaboration with external partners in non-academic or scientific fields. Among these engagements was Make It Happen, a brand alliance with the municipality of Rotterdam, the Port of Rotterdam Authority (PoR) and Rotterdam Partners designed to enhance the international appeal of Rotterdam. In 2018, working under the supervision of PoR, the alliance developed and unveiled "Rotterdam. Make it happen." (RMIH), its revamped website, showcasing a variety of stories, photos, videos, facts and figures about the city of Rotterdam. The RMIH content team comprises experts from the partner organisations, and is responsible for showcasing six new initiatives concerning innovation or talent development in Rotterdam each month.

During the year under review, the municipality of Rotterdam and the brand alliance conducted research to identify RMIH's most likely target groups. The results allowed us to tighten our content strategy. In October, an "InstaTour" was organised for the brand alliance's communication specialists. The tour ended with the unveiling of a new piece of RMIH street art near the Doelenplein. In November, the alliance's annual network meeting was held at De Doelen, courtesy of brand partner the Rotterdam Philharmonic Orchestra. During the meeting it was announced that Erasmus MC would be joining the alliance in January 2019 as its fifth core member.

A modern and attractive employer

Employee Survey 2018
EUR's biennial employee survey was conducted at the end of 2018, the fourth in the series, following similar in 2011, 2014 and 2016. No fewer than 69.3% of employees completed the questionnaire on this occasion, a higher response rate than the benchmark and achieved in the previous surveys. The report is invaluable in providing insight into how employees experience their work, their working environment and EUR as an employer, and especially so when the response rate is this high. The results of the 2018 survey identified huge disparities between operational units, and revealed high workload and a rise in the number of employees experiencing undesirable behaviour as particular areas of concern. As a result of these findings, the university implemented a number of EUR-wide initiatives.

Feedback from the survey facilitates the organisation in achieving its goals. It also provides important information for managers and for the formulation of strategic HR policy. For instance, previous survey results fed into employee survey improvement plans with key performance indicators (KPIs) for faculties and service departments. Similarly, in response to the 2018 Employee Survey, each organisational unit presented an improvement plan for 2019.

Exit questionnaires

Since October 2017, departing staff members have been asked to complete exit questionnaires. These have revealed that the two most significant reasons for leaving EUR are temporary contracts coming to an end and better career opportunities elsewhere. Employees indicate that, in general, they have enjoyed the working atmosphere, in particular with their immediate colleagues. The results of these questionnaires also provide important management information and feed into policy. The Executive Board and the deans of faculty receive a report on the results twice each year, and each organisational unit also receives its own report.

A supportive work and study environment

In 2018, a policy was created and implemented with respect to professionalising and expanding the pool of confidential counsellors and recruiting an ombudsman (June 2019). Reinforcing the network of people involved in ensuring a safe work and study environment is, after all, an important factor for success. The ensuing activity revealed the need for a broad policy in which a socially safe and a physically safe working environment are considered in conjunction with information security and health. The revelation of "undesirable behaviour" as an area of concern in the 2018 Employee Survey highlights the importance of providing a supportive work and study environment.

The following measures are also currently underway:

- A suitable system for reporting aggression and violence is being considered
- House rules are being made more noticeable in campus buildings and on campus grounds, and house rules and regulations are being clarified;[11]
- A psychologist is being recruited specifically for PhD students.

Workload Strategy

In 2018, the implementation of the Workload Strategy began. The strategy involves three mutually reinforcing pillars:

Within faculties and service departments

In 2018, all faculties and service departments began implementing the plans they made on the basis of the results of the 2016 Employee Survey. An evaluation at the end of 2018 showed that two-thirds of the faculties and service departments had made good to very good progress on this; the others, however, were making only slow progress.

Locating the faculties within the EUR-wide vision

The faculties and service departments were found to be experiencing difficulties with respect to sharing knowledge and learning from one another's experiences. A series of knowledge-sharing meetings and road shows were held to address this in 2018. The faculties and service departments experiencing workload problems and work-related stress will also be given more support in 2019.

EUR-wide initiatives

Numerous EUR-wide initiatives were launched in 2018, including:

- The creation of activity menus for managers to help them manage their workload
- An exploration of the Strategic Staff Planning (SSP) strategy and execution of SSP sessions in two service departments
- A revision of the Performance and Development cycle (P&D) format, with the inclusion of workload as a standard subject of the discussions (with a checklist)
- Training sessions on reducing workload in cooperation with the Training and Development Platform (TOP)

---

1 On the basis of an inspection visit in the summer of 2017, the inspector placed a number of requirements on EUR, which related to the reporting and registration system, the house rules and the strategy for tackling the workload.

Diagram 3 **Personal Career Budget**

	No. of applications	% of applications approved

- A Life Balance Coaching service for all employees
- The organisation of a Job Satisfaction/ Work-related Stress Week, in cooperation with the faculties

Academic leadership

An induction day for new managers

In 2018, EUR began running one-day inductions for new managers. This day focuses on the basic knowledge and skills required of an EUR manager, and on the individuality of managers in relation to the needs of the organisation. The induction days are to be held four times a year and have thus far been rated highly, with an average mark of eight out of ten.

Academic Leadership Course

Academics in management positions have wide-ranging and demanding roles. To better equip them to handle these roles, TOP offers an Academic Leadership course. The course is designed for assistant professors and associate professors with zero to no more than two years of management experience. Participation is by nomination, and completion is considered a management qualification, which has been established within the academic career policy as a requirement for the positions of associate professor and full professor. The fourth edition of the course was run in 2018, with thirteen participants, and incorporating feedback from the evaluation of the previous course.

Talent development

Career in Progress (CIP)

In 2018, we wound up the Career in Progress portal. The portal facilitated career development and mobility and allowed us to evaluate and improve the existing tools and activities. It helped us ensure the sustainable employability of our staff.

Personal Career Budget

Staff are encouraged to work continuously on their development. To this end they may take two development days a year and access a personal career budget of 500 euros, among other provisions. The adjacent graph shows the extent to which this provision was utilised.

Young and talented staff and high-potential staff
Sixteen new trainees

Trainees wanted: to date there have been fewer applicants than available traineeship positions.

EUR currently offers two traineeships:
- The Rotterdam Talent 4 Erasmus (RT4E) traineeship was designed in 2014 with the aim of providing EUR alumni that were finding it hard to find work a chance to bid for work experience at EUR, which would allow their continued development and facilitate their transition into the external job market. The programme consisted of numerous activities regarding job market orientation and the development of job application/interview skills. Trainees from both programmes work in various departments on themes such as sustainability, internationalisation and educational innovation. The programme will be revised in 2019, in light of the new strategy and the current state of the job market.

- The LDE traineeship is a collaboration with Delft University of Technology and Leiden University, and has been a component of the three universities' strategic alliance in operational management since 2014. Trainees follow a joint educational programme at De Baak and embark on job rotation between the universities after the first year, which they will have spent at the university of their choice. The idea is to create a warm network for young talent in an LDE context.

Opportunity programme for high-potential staff

EUR's Opportunity Programme is designed for motivated and talented support staff with management potential. Eight talented individuals graduated from the programme in 2018. The programme consists of a group assignment, personal development and training sessions (including in leadership and entrepreneurship). The graduating class presents its group assignment before the Executive Board. The third intake begins in 2019, in a revised edition.

Diagram 4 **Career Counselling**
Ongoing & completed procedures

Ongoing procedures	Completed procedures
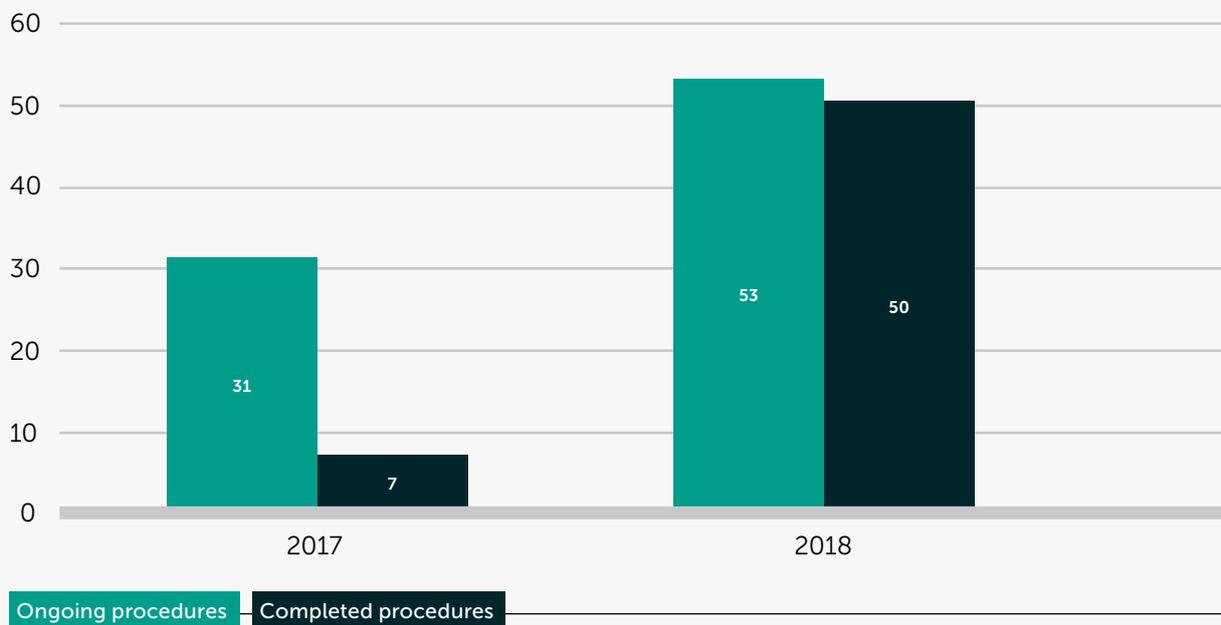
Personal development and performance management

Performance and Development appraisals (P&D)

The revised P&D became fully operative in 2018, and ran until the end of the year. This step-by-step approach allowed customisation regarding the changes required by each organisational unit, who were free to decide when they wished to implement the revised methodology.

The use of P&D throughout the organisation has created more uniformity, and the appraisals have also functioned as a management and accountability tool. An analysis of the assessments conducted in 2018 showed that management can and wants to differentiate more in the assessments. The policy and methodology allow for the fulfilment of such desires. At the end of 2018, Corporate Planning and Control (CPC) began a policy evaluation in the form of an audit. The results of this evaluation will provide input for the further development of P&D in 2019 and beyond.

Providing exceptional support

EUR's Top Support Award is awarded each year to members of the support staff who have distinguished themselves through their efforts to improve and facilitate research and teaching at Erasmus University. Criteria include exceptional work performance, acting as an ambassador for the motto "exceptional support for an exceptional university", and the way in which a candidate has given substance to the collective core values of EUR support staff: collaborative, goal-oriented and customer-oriented. Winners receive a special commendation, a Top Support Award in the form of a statuette, and a cash prize.

Top Support Award 2018
Kevin van der Poel, Project Manager of the Education & Student Affairs department's "Erasmus Preparatory Year", was awarded the individual Top Support Award for 2018. Mr van der Poel was commended for managing to implement a preparatory year for refugee students in such a

short space of time. The project is designed to prepare refugee students for successful study in the Netherlands, and will continue to be offered for the foreseeable future. The jury considered the preparatory year a prime example of projects that deliver societal impact, and commended Kevin van der Poel for his success in forging links between various organisational units in a constructive manner, and doing the same with external partners, including the municipality of Rotterdam and the UAF Refugee Students Foundation.

The team award went to the ESSB's web team (shortly to be renamed the Learning Innovation Support Team), which is responsible for processes within the students' digital learning environment, recording lectures and providing support in using digital tools. The team was also responsible for the transition from X-Web to the new digital learning environment, Canvas; a huge operation that nonetheless ran very smoothly.

Diversity and Inclusion (D&I)

The Diversity & Inclusion Office, located in the Erasmus Building, celebrated its official opening in May 2018. The office is committed to furthering diversity and inclusion at the university by creating an inclusive educational experience for all students, attracting, retaining and developing a diverse workforce and integrating and embedding diversity in our research practice.

In October 2018, a theatre company performed a play entitled **#MeTooAcademia: The Learning Curve** at the special request of the Dean of the Erasmus Graduate School of Social Sciences and Humanities, Professor Liesbet van Zoonen. The play demonstrated various gradations of harassment and explored potential and desirable individual and institutional responses to this. The play was staged to open up the subject for discussion.

The D&I Office hosts a series of "café lectures" each year. Topics covered in 2018 included "Talking about racism", "How do you make education inclusive?" and "Accepting gender and sexual diversity".

Diversity
The D&I Office and HR Department have joined forces to make EUR the inclusive place it is determined to be. Their joint activities in 2018 included:
• Implicit bias training for administrators, deans, managers and service department staff. The sessions help to generate individual awareness of subconscious prejudice, which is a first step towards specific behavioural change in, for instance, drafting job adverts.

- Publications such as **Recruitment & Selection Toolkit** and the Family Friendliness brochure (on pregnancy, childbirth, parenthood and childcare), which describe the available options at EUR.
- Network building, and researching pay disparities and accelerated promotion, with the aim of attracting more female professors;
- Ensuring compliance with the Participation Act, which in conjunction with EUR's improved facilities have enabled the university to hire more people who either have a disability or suffer some other disadvantage in the job market.

Achievements in job creation

Within the framework of the Participation Act, a total of 15.7 jobs (one job is equivalent to 25.5 hours) have been created since the summer of 2018 for people who suffer a disadvantage in the job market. This was achieved by the following means:

- Partnerships with the employment organisations Werkgeversservicepunt Rijnmond, Wajong Talenten and Stichting Studeren & Werken op Maat for mediation with the target group and employment of external expertise;
- A disability analysis conducted by the Centrum Inclusieve Arbeidsorganisatie (Inclusive Employment Centre) at three departments within the University Support Centre (USC);
- A variety of internal "HARRIE" training sessions to provide support for EUR employees who provide guidance for fellow employees from the target group.

Finding suitable employees is a lengthy process and individual placements are extremely intensive, thus it is hard to speed up recruitment. EUR still has 50 vacancies to fill.

Our individual approach to job creation will continue in 2019. However, our focus will broaden to accommodate collective job creation and job creation through procurement. This will allow us to create 78 jobs in 2019.

Internationalisation

The number of staff from other countries, with or without an appointment, increased slightly to 400 in 2018. The implementation of a new EU Directive in May 2018 has made it easier for researchers to spend some time working on their research at other European universities. We do not as yet have any figures on the number of research scientists doing this. Nevertheless, a significantly larger number of lecturers and professional services staff took advantage of the Erasmus+ Staff Mobility Fund in 2018. For this reason, we are applying for an increase in the budget for 2019.

In 2018, we focused on enhancing our bilingualism policy by emphasising the importance of Dutch as well. Since language equals culture, a working knowledge of Dutch ensures that our international staff settle in more readily in the Netherlands and feel at home here. This can also be seen in the Dual Career Programme, which provides support to partners of new international staff in their search for jobs in the Netherlands. Thanks to the alliance between Leiden, Delft and the EUR, the first EUR partner was introduced to a major company in the Netherlands and was shortly thereafter hired by them.

Digitising HR procedures

The HR Department digitised a number of procedures in 2018. This first of these applied to the commencement and termination of employment and to various changes in circumstances, such as changes in working hours, salaries and positions, bonuses, allowances, and transfers. This digitisation allows managers or authorised data importers to start these procedures and have them approved via the Employee Self Service Portal (ESS Portal), for instance. It means that processes can now be set up more clearly, while the portal's status overview function makes progress easier to follow, and matters can be dealt with more promptly because staff are no longer restricted by time or location.

Sales of paid leave and applications for travel allowance have also been digitised, enabling staff to arrange these online. The same applies to approval and registration of ancillary activities, an important procedure in relation to scientific integrity. In some cases, and until very recently, this procedure involved separate applications for approval and registration, until they were merged at end of 2018, thereby allowing staff to apply for, update and/or terminate ancillary work on the same page. The streamlined process gives substance to the new policy on ancillary activities.

Establishing and reinforcing HR procedures and policy

- In collaboration with HR Advice and Support, we have devised a toolkit with the content and procedures relating to recruitment and selection, the appointment and processing of payroll regulations and staff administration.
- The toolkit includes a variety of publications designed to clarify these procedures at a glance; these include a job agreement brochure and leaflet about financing.
- Adjustments to the HR SAP system now ensure correct registration of the target group and safeguarding of income and subsidies, including the no-risk policy, labour cost benefits, wage cost subsidy and wage dispensation.
- New agreements are in place regarding the financial settlement of wage costs.
- The MyEUR portal has an "EUR Unlimited" page with staff testimonials.

Research intelligence

Business Intelligence Competence Centre (BICC)

The BICC provides the link between (quantitative) data and reliable, insightful management information. It provides overviews and detailed reports of innumerable fields, such as education, students, research, human resources, finance, valorisation, strategy and housing. The BICC uses these reports to support:

- the identification of strong and weak points
- the identification of inefficient business processes and underlying patterns
- compliance with regulations and legislation
- the discovery of new opportunities
- responding to strategic issues.

The BICC's major feature is its managers portal, which enables EUR managers and policy makers to access useful and important information — all the data they might need for decision-making — from a single source and at their leisure. The use of the portal has since been adopted at Radboud University and Maastricht University. The BICC is increasingly focusing on analytics: identifying and visualising patterns in data.

Identifying associations in the data yields new insights into questions such as, what does student growth do for our finances and does it affect employee satisfaction? Two current, illustrative examples of what the BICC does in this respect are Student Analytics and Learning Analytics. These examine the best ways for students to complete their course. Where are the stumbling blocks in the course? How many students drop out, what are they like, and can the data predict this? Using modern data technology (data science) to pose and answer questions such as these enables BICC to improve the educational "journey" for students.

The new insights are added to the managers portal, enriching the store of knowledge so that managers and staff can continue to make the right decisions.

MyEUR

The new MyEUR was launched in April 2018. This is a site where you can find interesting stories about the university and its community, as well as practical information on studying and working at EUR. In addition to a new dashboard with lots of useful information, this new and improved MyEUR provides staff and students access to the entirety of EUR's underlying educational systems and content. The expansion and further development of MyEUR is to be based on user experience and feedback. A number of sessions with students and staff were held in 2018, and surveys were conducted within the EUR community. The outcome of these and other such activities feeds into decisions regarding the introduction of new functionalities for user-friendliness.

Security

Privacy

At EUR, privacy is considered an important issue that faculties and staff departments must play an active role in safeguarding. EUR's privacy office provides frameworks and support to assist in this regard, by means of Privacy Day awareness campaigns, reliable information in the EUR privacy and security app, newsletters with frameworks for specific roles (manager, researcher, secretarial staff), and monthly privacy reports compiled by the data protection officer.

Privacy Champions

EUR has been identifying "privacy champions". These are individuals who find minor ways to amend procedures to facilitate better performance of duties within the rules and regulations:

- Researchers at ESE are linking data sets at Statistics Netherlands instead of doing so themselves, which means that the relevant research can be conducted responsibly.
- BICC pseudonymises personal data wherever possible, and is working on phased information provision and on the proper implementation of "deletion requests", whereby people may request their removal from EUR's records.
- Several researchers at ESSB are working in close collaboration with the privacy office on structural improvements to informed consent forms, data minimisation and other technical and organisational measures that EUR is obliged to adopt in order to safeguard the privacy rights of anyone involved in research.
- The RSM, working independently, developed a decent, comprehensive GDPR awareness training session in Canvas, and made it compulsory. The RSM have also been offering a Research Data Management training course for PhDs for some time now, in collaboration with Erasmus Research Services.
- ESL offers online modules for researchers, in collaboration with the privacy office.
- On ESEbility Day, the ESE will conduct one of the first ever Artificial Intelligence Impact Assessments, in accordance with a method recently developed by ECP | Platform voor de InformatieSamenleving (Electronic Commerce Platform for an IT collaborative venture comprising the business community, the government and civil society organisations). The ESE, with the help of education experts, will also explore what would be meaningful and desirable prior to its implementation of learning analytics and student analytics. University Council students will be included in this as well.

- Marketing and Communications' data analytics team are taking all precautions in their compilation and processing of data for insights so as to comply with the General Data Protection Regulation (GDPR).
- The team are also working with HR on a privacy module for new EUR employees, and technical provisions have been made for staff who have to travel to "high-risk countries", to ensure the optimal security of data while also allowing these individuals to do their work properly.

Comprehensive security

EUR believe that an open and safe learning and working environment are prerequisites for high-quality education and great scientific research. For this reason, all safety and security measures are geared towards creating an environment in which students, staff and visitors feel safe and secure. These measures also apply to EUR's infrastructure, property and data, which must meet all the necessary standards with respect to accessibility, reliability and confidentiality.

Digital security

In 2018, EUR took part in the national cyber-crisis exercise for educational and research institutions (OZON). To test the university's immunity to cyber-security incidents, IT staff, two faculties, and governance and support staff acted out a scenario in which essential research data was being held to ransom. In addition, educational institutions in Rotterdam joined forces to tighten their collaboration with local chain partners in the field of security. Concluding agreements on the exchange of information with bodies such as the Public Prosecution Service, the municipality of Rotterdam, the police and the National Cyber Security Centre will enable real cyber-security incidents to be identified more readily so that the right measures can promptly be taken and the chances of escalation reduced.

A substantial part of EUR's IT network was zoned in 2018. As a result, we can now isolate security incidents more effectively (for each zone) so that they do not affect the entire infrastructure. It also considerably improves the safeguarding of information in student and staff applications against cyberattacks. These measures have enabled EUR to comply with the related government guidelines. In addition, Windows 10 has been installed on 4,000 workstations, thereby ensuring a better functional experience for staff and providing a higher level of security level in the workplace. To reinforce our digital security even further, we plan to generate greater awareness among users in the coming year, and develop a more secure login procedure with multi-factor authentication.

Campus under construction

A number of smaller projects were completed in 2018. Alternative study places were found for those lost as a result of the temporary closure of the Polak Building. Following modifications, various student associations were free to avail themselves of their new space in the autumn. ESPhil moved into a new building, and are satisfied with their new home. The ESE buildings were "refurbished" in close cooperation with the faculty to enable them move in at the end of 2018. The Community for Learning & Innovation — including a fully-fledged studio — was established in the Polak Building, while the Erasmus Food Lab opened in the Mandeville Building.

Tinbergen renovation

A complete renovation of the Tinbergen Building was originally scheduled for 2018. However, as the tender process for this was unsuccessful and the university was simultaneously undergoing rapid expansion, we decided to commission accelerated construction of a new sustainable, multi-functional educational building adjacent to the Polak Building. The new building will have the same size and capacity as the Polak Building (approximately 600 study spaces) and will

Reinforced floors in the Polak Building
On 19 October 2017, EUR was obliged to close the Polak Building with immediate effect following investigations into the state of its floors. The floors were reinforced with great expediency and the building was reopened on 3 April 2018.

officially open in 2022. This will mean a couple of years' delay in the general renovation of the Tinbergen Building, which will be adapted for temporary use during the next three years, and will provide space for 20 lecture rooms and approximately 800 additional study spaces as from September 2019.

<div style="background: #e0eeea; padding: 1em;">

Footbridge

Renovations to the footbridge over K.P. van der Mandeleplein commenced before the summer in 2018. The work turned out to be more complicated than anticipated due to the discovery of asbestos, and completion was delayed for several months. The bridge, which connects the Erasmus Building and the Tinbergen Building, became accessible again in April 2019.

</div>

New sports centre

The tender process for a new and energy-neutral sports centre — to be built adjacent to the Sanders Building, along Erasmus Plaza/Kralingse Zoom — commenced in 2018. In addition to its high environmental standards, the building's construction will incorporate a number of circular economy principles. The centre is scheduled to open in 2022.

Student housing

During the National Congress on Student Housing, which was held on 4 October 2018 at Woudestein Campus, the G4, Ministry of the Interior, Ministry of Education, Culture and Science, the VSNU, the VH, Nuffic, the Vastgoed Belang association, Netwerk Kennissteden (Network of Dutch Knowledge Cities), the LSVb (National Student Union) and Kences all signed the 2018-2021 Action Plan for Student Accommodation. The plan instructs local parties to make agreements to meet the growing demand for student housing and look into the growing influx of students. The plan is designed to achieve structural improvements in the balance of supply and demand for student accommodation. Collaboration in university towns must achieve this balance within 10 years.

In 2018, an agreement was reached with the municipality of Rotterdam on the conditions governing the construction of a new student housing complex between the Van der Goot Building and Abram van Rijckevorselweg. The reason being that the complex will be built on land that belongs to both the university and the municipality. The agreement has laid the foundation for the commencement of a zoning and planning process and the invitation to tender.

International students

The Executive Board approved the Policy Plan for International Student Housing. The key part of the plan is the stipulation that more funds be made available to enable a structural extension of supply. The aforementioned campus complex is a part of this [WHICH COMPLEX?]. In addition, we are exploring long-term solutions for complexes off campus in consultation with various stakeholders, including the municipality of Rotterdam. The previous budget amounted to 300K, approximately 110K of which was spent in 2017. The policy plan approved in 2018 provides a structural budget increase of 300K, taking the total to 600K.

Sustainability

Sustainability was placed on the agenda in emphatic form in 2018. The Executive Board and University Council jointly organised a conference entitled "Sustainability: The Next Level", which was held on 31 May 2018. The aim was to gather input from the academic community on the university's sustainability ambitions for the coming years. This feedback revealed that making the campus more sustainable is self-evident, but also that greater intrinsic attention must be devoted to the theme of sustainability in education and research at EUR. The results of the sustainability conference have been included in preparations for the new strategic vision. Sustainability is one of the seven pillars of this new strategy.

Rotterdam Climate Initiative

The Strategic Framework demonstrates EUR's commitment to making a positive contribution to efforts to find solutions to major societal challenges. One illustration of this is EUR's joining of the Rotterdam Climate Initiative in 2018. The initiative consists of several major enterprises and organisations that have joined forces to accelerate the energy transition in Rotterdam. They are doing so by bringing relevant parties together, helping to shape the Rotterdam Energy and Climate Agreement, and keeping in close contact with the city.

Increasing environmental sustainability on campus

EUR made considerable progress in 2018 in its efforts to make itself more environmentally sustainable. Among these efforts were the launch of a campus-wide waste-separation project and the initiation of a revision of its environmentally sustainable transport policy. EUR also continued its endeavours to make its buildings more sustainable, with initiatives including a pilot project to replace existing lighting fittings with LED lighting. The installation of these lighting fittings is already standard practice for new or renovated buildings. In addition, a new procurement plan was adopted for the 2018-2020 period, and environmental sustainability now plays a more substantial role than ever in our tender-evaluation process.

Vegetarian lunch policy

Vegetarian lunches become the default option this year, following a proposal by the University Council. As a result, all faculty lunch orders have been vegetarian since July 2018. And while cold meats remain an option for those who want them, they must be specified beforehand on the order. ESE, however, has gone one step further by making its options vegetarian only.

Erasmus Food Lab

Councillor Arno Bonte (Sustainability and Energy Transition) performed the honour of opening the Sustainability Hub in the Mandeville Building on 16 October 2018. The facility is home to the Erasmus Food Lab, a state-of-the art food laboratory that aims to bring about the mainstreaming of sustainable food by a variety of means, including facilitating behavioural research designed to nudge consumers towards more sustainable food choices, inspiring relationships that promote the generation and sharing of scientific and commercial ideas about creating sustainable lifestyles, and running cookery workshops to inspire students and staff to adopt more sustainable diets. The hub is also helping the university's largest caterer to make its offering more sustainable. Last but not least, the lab is where the harvested items from Edible EUR, the student-run ecologically sound vegetable garden, are prepared.

Student campaigns
Students have been just as active as staff in making the university more sustainable. Examples include two former IBA students launching Uni-Life, an events application designed to replace campus event flyers. Two other students launched a petition for coffee outlets on campus to offer more plant-based milks. The petition attracted more than 1,400 signatures and achieved its goal, prompting the campus supermarket to start offering soy-based cappuccinos and lattes through its vending machines. Finally, the 2018 edition of Eureka Week was the most sustainable ever, and received a donation from the Executive Board to help it achieve its sustainability goals.
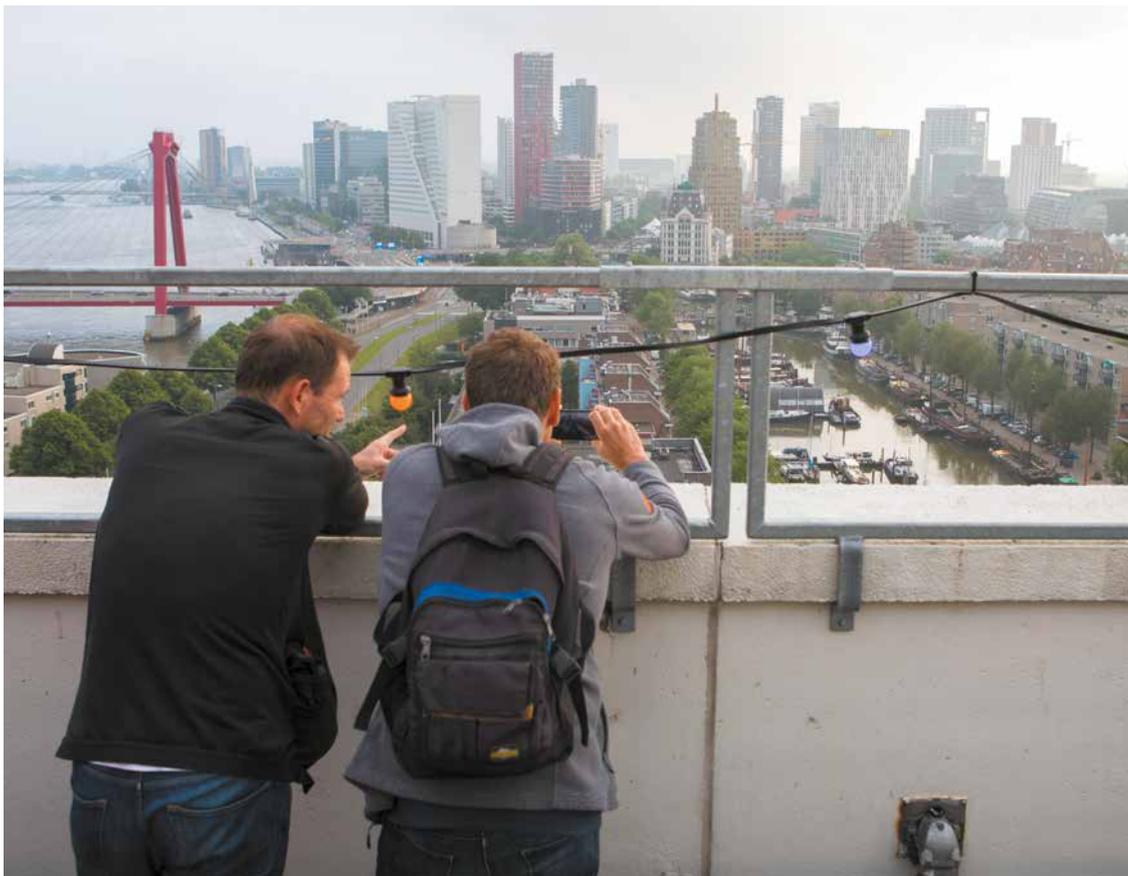
Green roofs
In 2018, several aquifer thermal energy storage systems across campus became operative. During the Rotterdam Rooftop Days in June 2018, anyone interested was free to view the university's green roofs from the top floor of the Tinbergen Building.

science meets city

Finances

Facts & Figures

Income in M€

Public funding including performance-related funding

2016	2017	2018
272.6	278.5	300.3

Performance-related funding

2016	2017	2018
10.4	9.1	14.4

Tuition fees

2016	2017	2018
53.9	58.6	61.2

Other income

2016	2017	2018
86.3	91.0	96.3
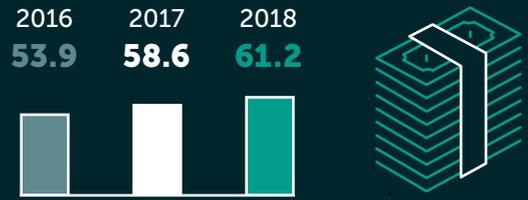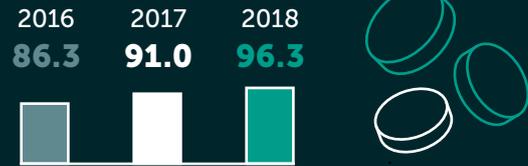
Income from third-party commissions

2016	2017	2018
177.0	186.9	191.6
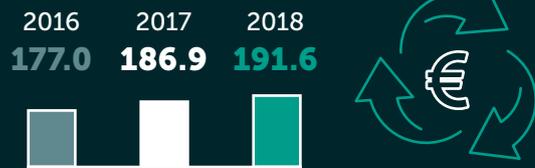
Expenses in M€

Personnel costs

2016	2017	2018
367.7	401.5	425.6
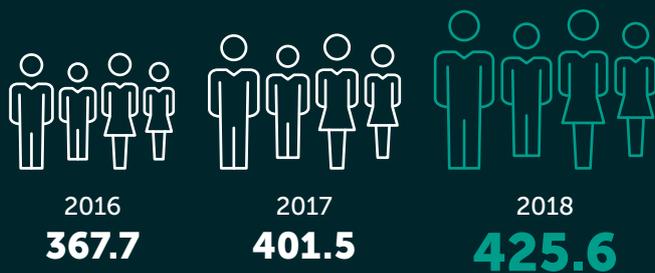
Consolidated housing costs

2016	2017	2018
31.9	28.4	29.4

Depreciations

2016	2017	2018
50.8	36.7	33.1

Other expenses

2016	2017	2018
121.8	140.3	153.3
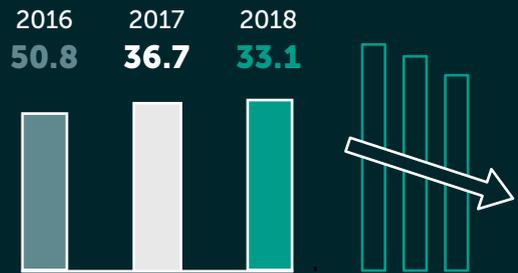
Finances

EUR's consolidated financial result for 2018 revealed a surplus of € 7.2m. The 2018 budget was based on a forecast of € -3.2m, which means € 10.4m more than was anticipated.

Revenue

The differences compared to the budget can mainly be found in the following:

- An increase of € 13.0m in government grant. This was partly due to compensation from the Ministry of Education, Culture and Science for the increase in student numbers, salaries and the price level, and to compensation for tuition fees for first-year students.
- Tuition fees were € 0.2m lower than anticipated,
- Income from work commissioned by third parties was € 22.6m higher than anticipated.
- Other forms of income were € 8.1m lower than anticipated.

The results for third-party interest were higher than anticipated and, in the end, amounted to € 11.7m. This was €7.4m higher than the 2018 budget, and can be attributed to Erasmus MC. This means that the final net result for 2018 works out at € -4.5m for a budget of € -7.5m: a difference of € 3.0m.

In respect of liquidity, solvency and other ratios, EUR did better than the sector average. The Ministry of Education, Culture and Science has established performance limits for the current ratio (50%) and solvency[1] (30%). EUR scored higher on both ratios.

Expenditure

The differences compared to the budget on the debit side can mainly be found in the following:

- Personnel costs exceeded the budget by € 15.4m. This was mainly due to a 2% increase in our own staff complement (€ 9.4m). In addition, the increase in the number of non-salaried personnel (PNIL) amounted to € 6.0m.
- Housing expenses were € 0.3m higher than anticipated. Depreciation charges, including those for fixed assets, were € 3.1m lower than anticipated.
- Other expenditure, financial income and expenses and taxes were € 1.5m higher than anticipated.

---

1 The Ministry of Education, Culture and Science (OCW) is assuming a solvency II (equity + facilities ÷ total liabilities). EUR is following this calculation for comparison purposes, and has adjusted the figures.

Table 6.1 **Key indicators**

Key indicators in €m	Statement for 2017	Statement for 2018	Budget for 2018	Budget for 2019	Schedule for 2020	Schedule for 2021	Schedule for 2022	Schedule for 2023
Result	7.8	7.2	-3.2	-9.6	-11.5	-0.2	6.5	6.5
Net result	-0.2	-4.5	-7.5	-14.9	-14.6	-4.1	5.4	5.4
Government grant	278.5	300.3	287.3	304.2	305.8	312.2	318.1	318.1
Tuition fees	58.6	61.2	61.4	61.4	63.0	64.8	66.6	66.6
Income from work commissioned by third parties	186.9	191.6	169.0	193.8	202.7	210.0	216.4	216.4
Other income	91.0	96.3	104.4	118.4	121.8	123.8	125.8	125.8
Total income	615.0	649.4	622.1	677.8	693.3	710.8	726.9	726.9
Equity	275.0	270.5	267.0	257.4	245.4	244.7	250.6	250.6
Cash and cash equivalents	108.2	114.2	72.5	45.6	15.0	15.0	15.0	15.0
Long-term liabilities	9.2	8.7	8.3	7.4	29.1	48.4	28.4	28.4
Balance sheet total	**418.6**	**423.9**	**400.8**	**396.7**	**408.0**	**426.7**	**410.8**	**410.8**
Average number of FTEs								
Academic Staff	2,598.4	2,747.2	2,647.5	2,798.4	2,822.3	2,831.5	2,841.9	2,841.9
Support and Management Staff	1,745.9	1,825.5	1,741.6	1,871.6	1,889.7	1,907.8	1,928.6	1,928.6
Other Staff	347.9	368.4	438.1	460.0	467.0	477.0	488.0	488.0
No. of students paying tuition fees	26,076.0	27,060.0	26,774.0	27,080.0	27,361.0	27,646.0	27,933.0	27,933.0
Current ratio	126.3%	122.1%	115.6%	79.5%	65.6%	67.1%	65.4%	65.4%
Solvency	70.8%	69.2%	71.2%	67.9%	59.9%	55.8%	59.5%	59.5%

Table 6.2 **Results for 2018**

in €m	Statement for 2017	Statement for 2018	Budget for 2018	Budget for 2019	Schedule for 2020	Schedule for 2021	Schedule for 2022	Schedule for 2023
Government grant	269.4	285.9	287.3	304.2	305.8	312.2	318.1	318.1
Performance-related funding	9.1	14.4	-	-	-	-	-	-
Tuition fees	58.6	61.2	61.4	61.4	63.0	64.8	66.6	66.6
Income from work commissioned by third parties	186.9	191.6	169.0	193.8	202.7	210.0	216.4	216.4
Other income	91.0	96.3	104.4	118.4	121.8	123.8	125.8	125.8
Total income	615.0	649.4	622.1	677.8	693.3	710.8	726.9	726.9
Staff expenditure (EUR staff)	369.3	392.6	383.2	418.1	423.9	428.5	432.2	432.2
Non-salaried personnel	32.2	33.0	27.0	23.1	23.8	24.7	25.1	25.1
Depreciations	36.7	33.1	36.2	39.0	40.0	42.0	43.3	43.3
Housing expenditure	28.4	29.4	29.1	29.9	32.0	31.3	32.1	32.1
Other expenditure	140.3	153.3	150.4	177.0	184.2	183.3	186.3	186.3
Total expenditure	606.9	641.4	625.9	687.1	703.8	709.8	719.1	719.1
Balance	8.1	8.0	-3.8	-9.2	-10.5	1.0	7.8	7.8
Financial income and expenditure including taxes	-0.3	-0.8	0.6	0.9	1.0	1.1	1.0	1.0
Result	7.8	7.2	-3.2	-8.3	-9.5	2.1	8.9	8.9
Third-party interest in result	8.0	11.7	4.3	5.0	2.8	3.6	0.8	0.8
Net result	-0.2	-4.5	-7.5	-13.3	-12.4	-1.5	8.1	8.1

Results compared to 2017

Compared to the net result for 2017 (€ -0.2m), the result for 2018 is € 4.3m lower. A large part of this can be attributed to a lower VAT rebate due to an amendment made by the Tax and Customs Administration to the tax return system (€ 3.1m). Other major differences include:
- Substantial government grant and tuition fees resulting from larger numbers of students.
- More substantial revenue from work commissioned by third parties (€ 4.7m) and other income (€ 3.4m), in particular EMF funds at Erasmus MC.

- In 2018, the staff expenditure for EUR's own staff was € 23.3m above the 2017 level. This increase is due to action taken in respect of a policy relating to wordload and to an increase of approximately 4.5% in the number of staff at EUR (excluding the Holding) and Erasmus MC; this increase refers to academic staff (WP) as well as support and management staff (OBP). This is due to action taken in respect of a policy relating to wordload.
- In 2018, the number of non-salaried personnel (PNIL) increased by € 0.8m compared to 2017. These non-salaried

Diagram 6.1 **Comparison 2017 and 2018 Revenue**

Legend:
- Central Government Grant
- Other government grants and subsidies
- Tuition fees
- Income from work commissioned by third parties
- Other income
- Total income
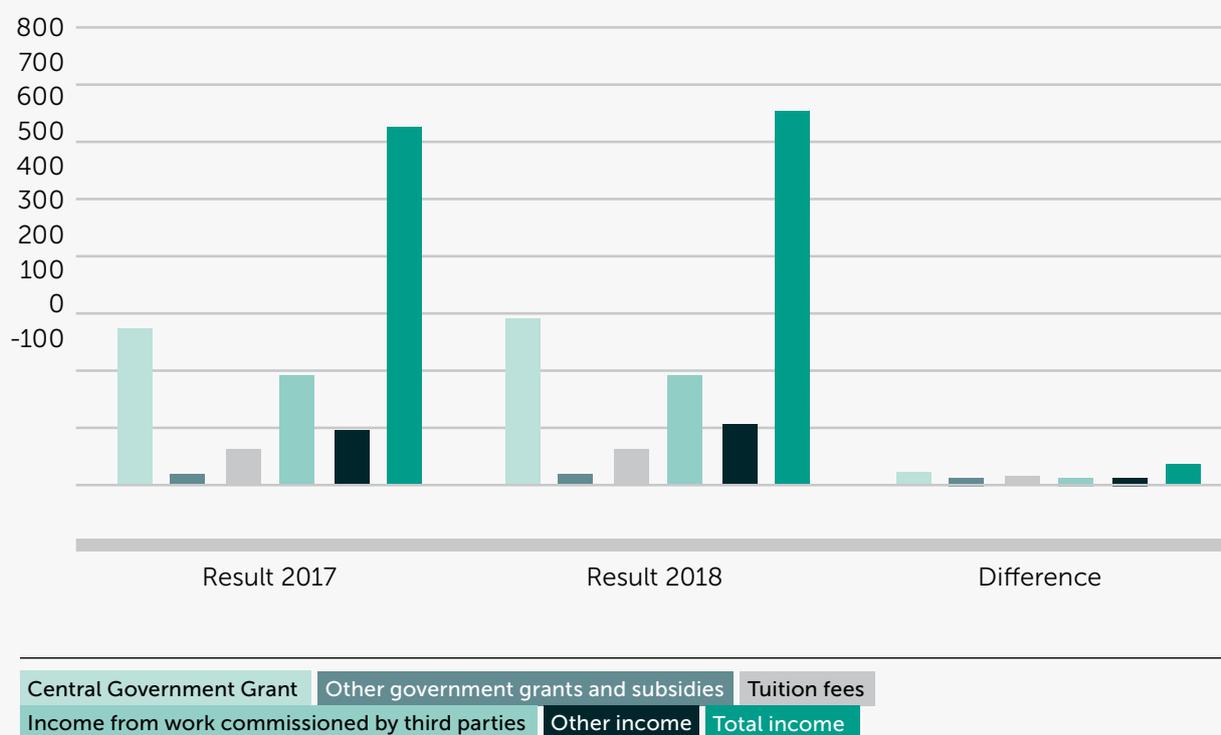
personnel members include persons who are not actually employed by EUR, but who conduct research or teach at EUR on a temporary basis pursuant to a hospitality agreement. In addition, investments in IT were made in connection with 'Basis IT op orde' and the CMS project in 2018. EUR engaged temporary staff for this purpose.

- The lower depreciation charges (€ 3.6m) are due to a one-off additional depreciation in connection with construction on campus in 2017.
- Housing expenditure is € 1.0 higher due to an allocation for environmental provisions (€ 1.2m).
- The remaining expenditure is € 13m higher due to various factors including increased expenditure on outsourced services (€ 3.2m) and travel expenditure (€ 3.5m).

Result compared to 2018 budget

The budget for 2018 showed a net deficit of € 7.5m. The main reasons for this are as follows:

- Investments made by faculties for the purpose of improving performance and decreasing their high reserve position.
- Pre-investments in educational quality (€ 6.0m).
- An additional depletion of the annual strategic reserve amounting to € 1.2m.
- Execution of postponed plans and expenditure such as the Research Excellence Initiative (REI) and the strategic programme. These expenses can be covered by the relevant reserves created as a result of past underspending on these matters.
- New proposed investments in various projects amounting to a total of € 5.1m, such as the revised funding for the Clinical Technology and Nanobiology programmes, the incentive for fundamental research at Erasmus MC (€ 2.0m), digitisation (€ 1.1m), Intranet, and the EUR website.

The net result of € 4.5m (negative) exceeds the budget by € 3.0m. This is mainly due to underspending by faculties (€ 2.6m). The

consolidated result exceeds the budget by € 10.4m due to more substantial returns from EMF funds at Erasmus MC.

The revenue from government grant and tuition fees exceeds the budget by € 13.0m due to salary and price adjustments (€ 6.4m), a 50% reduction in tuition fees (€ 1.8m), and an adjustment to the reference estimate as a result of an expansion in student numbers (€ 5.1m). In addition, the income from work commissioned by third parties is € 22.6m higher than estimated at Erasmus MC. Staff costs are € 15.4m higher due to support services' engagement of more external staff.

In 2018, the business units at Woudestein Campus achieved a joint result of € 1.6m. This was due to a positive result at EUR Holding (€ 0.8m) and RSM BV (€ 0.8m). The medical faculty obtained a positive result of € 11.7m, while the other faculties obtained a negative result of € 0.2m.

Table 6.3 **Consolidated balance sheet 2017 - 2022**

Balance sheet in €m	Result 2017	Result 2018	Budget for 2018	Budget for 2019	Schedule for 2020	Schedule for 2021	Schedule for 2022	Schedule for 2023
Assets								
Fixed assets								
Intangible fixed assets	5.1	4.1	4.1	3.1	2.1	2.1	2.1	2.1
Tangible fixed assets	268.4	269.0	271.7	291.8	331.7	348.9	333.7	333.7
Financial fixed assets	2.5	1.9	1.9	1.3	1.3	1.3	1.3	1.3
Total fixed assets	**276.0**	**275.0**	**277.7**	**296.2**	**335.1**	**352.3**	**337.1**	**337.1**
Current assets								
Stock	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Receivables from tuition fees	1.6	1.2	1.3	1.3	1.3	1.3	1.3	1.3
Other receivables	32.7	33.4	49.1	53.4	56.5	57.9	57.2	57.2
Cash at bank and in hand	108.2	114.2	72.5	45.6	15.0	15.0	15.0	15.0
Total current assets	**142.6**	**148.9**	**123.0**	**100.5**	**72.9**	**74.4**	**73.7**	**73.7**
Total assets	**418.6**	**423.9**	**400.8**	**396.7**	**408.0**	**426.7**	**410.8**	**410.8**
Liabilities								
Equity	**275.0**	**270.5**	**267.0**	**257.4**	**245.4**	**244.7**	**250.6**	**250.6**
of which general reserve	109.7	110.6	108.7	105.8	98.0	90.9	85.8	85.8
Allocated reserves (public)	128.5	122.2	120.9	114.5	110.4	114.9	123.9	123.9
Allocated reserves (private)	35.2	36.2	35.6	35.3	35.4	37.3	39.3	39.3
Designated funds (private)	0.5	0.4	0.5	0.5	0.5	0.5	0.5	0.5
Statutory reserve	1.1	1.1	1.2	1.3	1.2	1.1	1.1	1.1
Provisions	21.5	22.9	20.8	14.9	13.7	12.8	12.8	12.8
Long-term liabilities	9.2	8.7	8.3	7.4	29.1	48.4	28.4	28.4
Current liabilities	112.9	121.8	104.6	117.0	119.8	120.8	118.9	118.9
Total liabilities	**418.6**	**423.9**	**400.8**	**396.7**	**408.0**	**426.7**	**410.8**	**410.8**

Table 6.4 **Expense claims of Executive Board members**

Expense claims in €	President of the Executive Board	Member/ rector magnificus 1 (01-11 to 30-07)	Member Executive Board (01-01 to 31-01)	Member/ rector magnificus 2 (01-05 to 31-12)	Member Executive Board (01-11 to 31-12)	Member of the Executive Board (interim)
Representation expenses	9.420	–	597	4.331	1.083	n/a
Domestic travel expenses	18.862	4.434	301	16.507	34	4.995
International travel expenses	480	–	–	30	–	–
Other expenses	1.860	353	–	5.073	–	–
Total	**30.622**	**4.787**	**898**	**25.941**	**1.117**	**4.995**

EUR's assets are primarily tied up in buildings and terrain, and in cash at bank and in hand. The tangible fixed assets have increased over the years due to investments in Woudestein Campus (CiO I, II and III). In 2018, construction of immovable property was carried out less quickly than previously anticipated for that year. Cash at bank and in hand has increased by € 6.0m compared to the initial position in 2018.

In 2018, the total provisions increased by € 1.4m compared to the initial position for 2018. This was due to an allocation of € 0.7m to the environmental provision and € 0.2m to the demolition provision. The staff provision showed an increase of € 0.5m.

Overview of expense claims by Executive Board members in the year under review (2018)

In response to the letter from the State Secretary for Education, Culture and Science, dated 25 November 2011 and concerning transparent expense claims and the rules governing such claims, the expense claims submitted by the Executive Board for 2018 are included above. These claims are in accordance with the expense reimbursements rules for Executive Board members of Dutch universities. No tax-free expense allowances are included in the reimbursement.

Sustainable humanities

EUR receives public funding for sustainable development of the humanities. To encourage research in the humanities, EUR has invested these funds in research, staff professionalisation, talent management, workload reduction and exemptions from teaching duties for the purpose of writing research proposals. As a result, we were able to recruit two PhD students for whom it would otherwise have been difficult to obtain funding. In addition, we organised workshops to encourage research, among which was the annual Erasmus Philosophy Lecture.

Continuity paragraph

The purpose of the continuity paragraph is to provide insight into the way in which EUR deals with the (financial) consequences of past and future policy: future developments, operating results, investments and asset developments.

EUR's financial and economic policy safeguards continuity of business operations in a financial sense. The most important principles are a balanced distribution of resources, structurally sound budgets, and sound liquidity and solvency (i.e. exceeding the Ministry of Education, Culture and Science's performance limits). Deficits are exclusively systematic and of a temporary nature.

Table 6.5 **Expenditure on strategy and strategic facilities 2019-2024**

Allocation	2019	2020	2021	2022	2023	2024	Total
Annual budget for strategic innovation	**17.5**	**17.0**	**17.0**	**17.0**	**17.0**	**17.0**	**102.5**
Allocated	15.3	11.5	7.5	6.2	1.7	1.5	43.6
Unallocated strategic budget	**2.2**	**5.5**	**9.5**	**10.8**	**15.3**	**15.5**	**58.9**

Over the next few years, EUR will invest substantially in the further development of the campus, as well as in digitisation, educational development, educational innovation and research. Proper operational management must be ensured to safeguard continuity in the organisation.

We will be examining the following issues in greater depth in this paragraph:

- the anticipated investments and their impact on key indicators, including liquidity
- cash management, interest rate management and funding requirements
- operation and asset developments

Anticipated investments
2019-2024 Strategic Plan
In 2018, work began on a new strategic plan for 2019-2024. EUR's mission is to make a positive impact on society. In this respect, seven priorities were identified, which we will expand on in a strategic plan in 2019. The sum of € 59.0m is available for implementing this strategy over the period indicated by the plan.

Campus under Construction (CiO)
At the end of 2010, EUR resolved to transform Woudestein into a campus of international stature where it is pleasant to study and work. The work entailed has been split into three phases. "Campus under Construction I" (CiO I) delivered the campus's new hub and basic infrastructure. CiO II focused on the refurbishment and maintenance of educational facilities and offices, and on the development of new facilities. This phase was completed in 2018, and work began on CiO III, which involves the renovation of the Tinbergen Building (a high-rise listed building) and the Van der Goot Building.

This phase also includes the construction of new sports facilities and a second educational building, and a lot of attention to sustainability, as usual. Investment funding amounting to € 205.0m has been provided for the period between 2019 and 2024.

The CiO programme is complicated and extensive and involves various risks, including financial ones. To further improve risk management at EUR, and mark the completion of CiO II, we commissioned Twynstra & Gudde to conduct a risk analysis on the CiO III investment allocation at the end of 2017. This risk strategy and organisation analysis — at project and programme level alike — revealed a number of points for improvement, which were expanded on in 2018. Reviewing the immovable property strategy on the basis of the current growth figures is an important step to be taken in this regard. The immovable property strategy will be linked to EUR's new strategy. In addition to Woudestein, we have also compiled an ambitious investment plan for Hoboken. Renovation of the faculty building occupies a prominent place on the agenda for 2027, and we have been reserving funds for this for many years through the "charges on fixed assets" provision.

Higher Education Quality Agenda ('HOKA')
On 9 April 2018, the Ministry of Education, Culture and Science signed an agreement with the National Student Organisation (ISO), the Dutch National Union of Students (LSVb), the Netherlands Association of Universities of Applied Sciences and the Association of Universities in the Netherlands (VSNU) concerning the details and elaboration of the

quality agreements. These agreements form part of general sector agreements concluded with the latter two associations. These agreements reflect a shift from greater government control to more trust in universities and universities of applied sciences. The quality agreements are linked to the resources for student loans. In 2015, the Student Loans (Higher Education) Act came into force, abolishing basic grants for students. The resources thus released are being invested in improving the quality of education and research. Over the next few years, Erasmus University will be allocated a budget of up to € 16.0m per annum. Part of this budget (up to approximately € 3.5m) will be reserved for expenditure across the university, such as in the Community for Learning & Innovation (CLI).

Cash management, interest rate management and funding requirements

Cash management is intended to ensure prompt availability of cash at bank and in hand under acceptable conditions. In addition, excess cash at bank and in hand is deposited in order to optimise the return within the risks indicated. The treasury statute reproduces the guidelines and

frameworks within which EUR can conduct its treasury activities.

In the year under review, these treasury activities were limited to depositing excess assets as favourably as possible. EUR uses the treasury banking facilities at the Ministry of Finance, where we deposit the greater part of the resources. We also deposited resources in current and savings accounts at Dutch banks. These banks have an A rating at the very least. EUR does not use derivatives.

For the time being, the investments will continue to be financed entirely from EUR's resources. At the end of 2018, the total amount of cash at bank and in hand held by EUR and its business units totalled € 114.2m (this was € 108.2m in 2017). Of this amount, € 59.0m (€ 55.7m in 2017) is the university's property and € 55.2m (€ 52.5m in 2017) is the property of the business units. The public and private resources are entirely separate.

EUR is monitoring the anticipated course of the operating cash flows and the investment plans. Supplementary funding will be raised through treasury activities if required.

Diagram 6.2 **Number of students who pay tuition fees**

| | Result 2017 | Result 2018 | Budget 2019 | Projected 2020 | Projected 2021 | Projected 2022 | Projected 2023 |
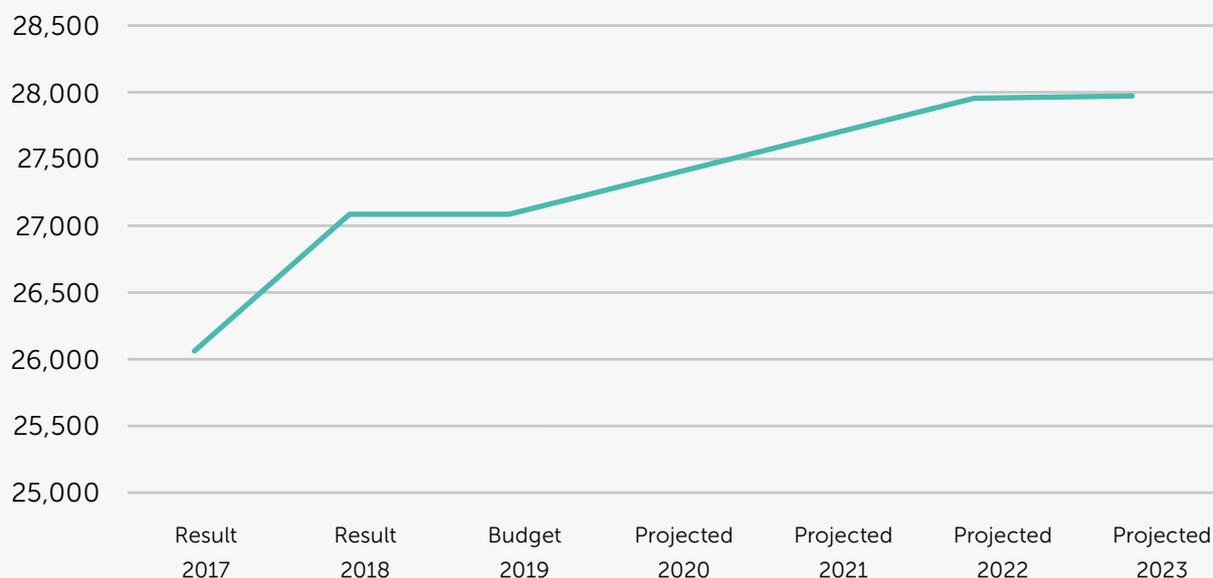
Operation and asset developments
The investments required to fulfil EUR's ambitions have been incorporated into the multi-year budget. The 2014-2018 Strategic Programme has been extended by one year. Work on developing a new strategy began in 2018. The Strategic Plan will be expanded on and presented at the opening of the 2019 academic year. A strategic budget is available for the implementation of the strategy. The budget for 2019 shows a deficit of € 1.3m. In line with EUR's financial policy, we see that the deficits will decrease between 2019 and 2020, with a positive result anticipated for 2022.

The deficit for 2019 may be explained by the following:
• Anticipated increase in the number of staff
• Additional expenses resulting from (inter alia) accommodation for Erasmus MC, digitisation and measures adopted to reduce workload

Due to the rise in student numbers, the credit side shows an increase in public funding. We expect this increase in student numbers to be accommodated by a similar increase in staff numbers. This will be noticeable in 2019 and 2020, and we expect our staff complement to remain fairly stable in subsequent years. EUR foresees a challenge in respect of filling vacancies due to increasing shortages on the employment market and competition from other international universities, among other places. In addition, EUR expects both tuition fees and third-party revenue to display a slight increase in the years to come. See also Table 6.2.

Construction of the campus will continue during the next few years. In combination with the scheduled investments, development of cash at bank and in hand is being closely monitored in order to ensure that adjustments can be made in good time.

The balance sheet does not include Erasmus MC's assets, but it does include the assets of EUR's business units. The balance sheet reflects the investment programme on Woudestein Campus via the tangible fixed assets and the planned restructuring via the staff provisions.

Table 6.6 **Total number persons at EUR, excluding Erasmus MC (reference date 31 December 2018)**

		Professor (HL)	Associate Professor (UHD)	Assistant Professor (UD)	Other Academic Staff	PhD students	Student assistants	Support and Management Staff	Total
Academic Staff	Male	155	164	186	202	174	214	120	1215
	Female	27	68	170	309	198	245	427	1444
Support and Management Staff	Male	-	-	-	-	-	7	233	240
	Female	-	-	-	-	-	7	319	326
Executive Board	Male	1	-	-	-	-	-	-	1
	Female	-	-	-	-	-	-	2	2
	Total	183	232	356	511	372	473	1101	3228

See appendix 4 for the complete table (B4.3)

Basic principles of the multi-year budget

EUR's long-term figures are based on the following principles:
- The budget was drawn up on the basis of a stable salary and price level in 2018.
- Public funding has been included in the calculations based on the anticipated development of the Macro Budgetary Framework as presented by the Ministry of Education, Culture and Science and on EUR's anticipated share in the various sections. This share is based on the anticipated trends in education and research performances.
- It has, moreover, been assumed that the capping of the doctorate premiums will have a budget-neutral effect.
- Specific education and research funds were taken into account.
- The tuition fees are based on the projected rise in the total student population and the projected level of tuition fees in 2018. The amount of the tuition fees can vary according to the following factors: the differences between statutory rates and institutional rates, the differences between bachelor's degree programmes and master's degree programmes, and the differences between the rates for students from inside the

European Economic Area (EEA) and those from outside the EEA. We anticipate an increase in tuition fees due to increasing student numbers, as well as more students paying the institutional rates (non-EEA).
- The depreciation on accommodation shows a reasonably stable trend.
- EUR has only recognised corporation tax for the subsidiaries based on the assumption that the EUR is eligible for the subject exemption.

Risk management and control system
The concepts of risk management, governance and control are inextricably linked. They all focus on attaining objectives, seizing opportunities, and preventing losses. EUR regards risk management as a process of identifying risks and making conscious choices about how to respond. Effective risk management entails a well-considered balance between the impact of the risks identified and the measures taken in response.

EUR does not have a dedicated risk management function. Standard risk management is included in management responsibilities. Thus, faculty deans and directors manage the risks associated with the normal operation of their respective areas of responsibility. In addition, the administrative and support departments play a

major role in identifying risks and implementing risk control measures. Since 2017, risk management has been organised in a more structured manner, but without compromising the decentralized responsibilities. The aim is to ensure a better alignment between risk management and strategy, and thus improve the degree of control. This allows risk management to better contribute to the achievement of the goals as formulated in the strategy. Risk management is thus not a goal in and of itself.

In addition, work is being done to improve the embedding of risk management in the planning and control cycle. Consultations have been held at various levels within the organisation to discuss how risk management can be improved. The conclusion was that although a great deal is already being done with respect to risk management, the result isn't always assessed in a formal way. That makes it difficult to determine the effectiveness of the actions. At present, information provision relating to identification and monitoring is still too fragmented. Steps were taken in 2017 and 2018 to organise risk management in a more structured way. This will make it easier to identify the interrelationships between different risks and help to improve monitoring and follow-up activities. Risk management is a fixed item on the agenda of the

Executive Board shared and discussed the findings of the fraud risk analysis with the Supervisory Board.

In 2017, in addition to the activities described above, we also began laying the foundation for an in-house audit and review function. Carrying out reviews and audits of the preconditions for high-quality teaching and research should enhance the learning capacity of the organisation. An audit and review agenda has been drawn up on the basis of risk management, and includes a number of subjects on which audits and reviews were carried out in 2018. The audit and review activities are now organised in a structural way within the organisation. Various audits and reviews will also be carried out in 2019 on the basis of the updated audit and review agenda, which will be prepared in collaboration with the organisational units. These audits and reviews will assess and evaluate the way the processes are organised and embedded, and identify the strengths and areas for improvement. External expertise will be employed whenever necessary. Reports on the audit and review function will be presented to the Executive Board on a regular basis.

Despite the continuous attention devoted to this matter, EUR is aware that no risk management and control system can fully guarantee the prevention of errors or losses or that its objectives will be realised in full. Furthermore, the system has to be reviewed and evaluated at regular intervals. EUR believes that its current management structure and mechanisms provide sufficient safeguards to ensure that the risks to which it is exposed are recognised and managed.

EUR subscribes to the VSNU Code of Good Governance, the Netherlands Code of Conduct for Scientific Practice, the VSNU Code of Conduct on the Use of Personal Data in Scientific Research, and the Code for Transparency in Animal Testing. In the year under review, the roles played by the Executive Board and the Supervisory Board in internal governance complied with the statutory frameworks provided for under the Higher Education and Research Act (WHOO).

Control Framework
EUR's interactive management philosophy is based on the following three core values:

administrative consultations between the executive board and the faculty deans. It is also a fixed item in the budget, and further steps will be taken to make risk management an integral part of EUR's planning and control cycle in 2019.

In connection with this commitment, EUR carried out a fraud risk analysis. When risks were identified, EUR looked at how the internal control measures could be used to mitigate them. A probability and impact analysis was then carried out to determine whether any additional internal control measures were necessary. This analysis not only looked at financial risks, but also risks relating to academic and scientific integrity. The

- **Innovation and collaboration:** we are a relatively young, vibrant and enterprising university that is committed to providing the freedom to be enterprising and innovative. This is translated into practice in the freedom given to education and research professionals. Although the organisational units have prescribed aims, they are each responsible for the execution of their role in the university's strategy.
- **Active knowledge sharing:** our professionals actively seek each other and the social stakeholders out in order to share best practices.
- **Leadership:** our aspiration to leadership creates a safe, respectful and transparent environment in which everyone's role is appreciated and where it is possible to hold each other accountable, to learn from each other, and to make mistakes.

EUR policy is developed collectively on the basis of the EUR-wide strategy. The strategy is formulated through a process of interaction between the Executive Board, the faculty deans, the directors of the support services, and the education and research directors. In this strategy, we all assume collective responsibility for the substantive focus based on our shared EUR interests and the advancement of mutual collaboration with our external partners.

EUR's interactive management philosophy is expressed in a decentralised governance culture and in the integrated management practice of decentralised managers.
Integrated management means that within the prescribed boundaries, an organisational unit is responsible for, and has control over, its own activities, objectives, work processes, staff and resources, which it must report on and account for. Each organisational unit is also responsible for the interfaces with the other organisational units. The Executive Board monitors the overall – integrated – result, and sets the boundaries within which freedom can be exercised. The Executive Board has various governance tools at its disposal for this purpose. In addition to the strategic framework development, the internal control system also includes regulations and procedures aimed at providing a reasonable level of oversight. In this way the major risks of the organisation can be identified and the objectives in the Strategic Plan achieved within the framework of the applicable laws and regulations.

The most important components of internal control are:
- **The Strategic Plan 2014-2018,** in which the long-term strategic goals and objectives have been formulated, and the translation of such into underlying covenants with the management units. This also applies for the continuation strategy.
- **The Administration and Management Regulations,** which regulate the powers of the managers appointed by the Executive Board.
- A **Digital Security and Privacy Master Plan**, in which the major challenges in the field of information management due to the rapid pace of digitisation are translated into activities to enhance both innovation and management.
- **EUR's regulation on alleged malpractice**, known as the "whistleblower regulation".
- The regulation on ancillary activities, which contains rules for the disclosure of potential conflicts of interest for researchers and other staff.
- The Integrity Code, which focuses on three concepts, namely professionalism, teamwork and fair play. Additional administrative measures have been taken to safeguard the scientific integrity of academic staff.
- A budget cycle comprising a reference framework, budget plans and an institutional budget. The Executive Board approves the faculties' budget plans and those of the other organisational units if they fit in with EUR's financial framework. These plans form the basis for the institutional budget approved by the Supervisory Board.
- Multi-year cash flow forecasts, based on result forecasts and a multi-year investment agenda; these forecasts are adjusted several times a year in line with the latest financial developments.
- A bottom-up system of bimonthly reporting to the Executive Board on financial and non-financial matters, with a copy sent to the Supervisory Board and the participatory bodies. These reports both look at the progress achieved and provide a year-end forecast.
- A system of periodical bilateral consultation meetings between the Executive Board and the organisational units, as well as periodic governance meetings between the Executive Board and the faculty deans.

- Structured spending analyses and the adoption of a procurement and tendering calendar to ensure legitimate procurement.
- A **Finance Legal Administrative Tax (FLAT)** assessment for large and/or long-term projects/ contracts that exceed certain limits (more than € 250K or longer than four years).
- A **Treasury Statute** that complies with the **Investment and Pledge Regulations**; liquidity surpluses are mainly deposited with Dutch banks that have at least an A rating, and are spread across several financial institutions wherever possible.
- The annual tiered **Letter of Representation**, in which managers and deputy managers warrant the completeness and accuracy of information relating to relevant financial management events within their mandate.
- The Audit Committee, which, as a subcommittee of the Supervisory Board, meets four times a year and pays special attention to the university's financial and economic affairs in the broadest sense, which it reports on to the Supervisory Board.

Significant risks and control measures

The world of higher education is changing rapidly. Both the quality and the reputation of our teaching and research and the solidity of our financial position are crucial to our survival in this increasingly complex environment. EUR's strategic risk policy focuses closely on the adoption of measures to position EUR as a leading educational and research institution. Achieving this objective demands that various risks be actively addressed and managed. The following are the six most significant strategic risks identified, and the control measures associated with them.

Future developments in public funding

Government grant is an essential source of income for EUR. The government has linked the allocation of the education budget to each university's performance. The implementation of the Student Loans (Higher Education) Act has released funding for investment in academic education and research. This funding is linked to quality agreements at institutional level. Institutions have the freedom to work with their partners to draw up their own objectives and indicators within the goals of the Strategic Agenda for Higher Education.

The education sector is set to face a funding shortfall of hundreds of millions of euros over the next few years, for which austerity measures will need to be devised. This shortfall will result from several factors, including higher student numbers, students studying for longer and cutbacks from previous years that have yet to be implemented. These cutbacks will affect the government grant via an efficiency deduction, which will reach € 43.6m in 2021.

The statutory tuition fees for first-year university students were reduced by 50% effective the start of the 2018-2019 academic year. EUR will be compensated for this drop in income via its government grant.

The minister has set up an advisory committee, chaired by Martin van Rijn, to answer questions about the future of the funding system for higher education and research. In the Coalition Agreement, it was agreed that the funding system for higher education would be revised during the current term of office, with specific attention to technical programmes. EUR is following the attendant developments very closely because of the possible financial consequences for the university.

Educational quality and a quality-reinforcing culture

Educational accreditation focuses on establishing whether the relevant institutions and programmes comply with the requisite academic qualifications and criteria. Consequently, achieving accreditation is crucial and is an indication that EUR's qualifications are in order. Quality assurance at EUR is enshrined in decentralised governance based on the principles of innovation, connection and the freedom to take initiative. In 2017, EUR successfully completed the Institutional Quality Assurance Assessment (ITK). The assessors established that the university's quality assurance system functioned properly, and that a culture of sustainable quality exists within the organisation. In recent years, EUR has seen a growth in student numbers despite the introduction of the Student Loans (Higher Education) Act. The expectation was that this would lead to a drop in student

numbers, but this did not happen in 2017 nor in 2018. The significant investment in quality improvements over the past few years has made EUR a more attractive place to study. EUR is growing in popularity amongst both Dutch and international students. The increase in student numbers could risk an imbalance between achieved growth and the quality of education EUR wants to provide. The key issues are educational quality, the provision of study facilities, and the affordability of smaller class sizes. The organisation has recognised this risk, and will be looking at this development in more detail to identify the possible implications for the new multi-year strategy.

The increase in student numbers also has implications for the staffing levels at EUR. Attracting enough highly-qualified academic and support staff to adequately absorb this growth is a major challenge. Labour shortages are rising and EUR must also compete with international universities, who are often able to offer better primary benefits. To attract new talent, EUR is primarily focusing on providing attractive secondary employment benefits and good research facilities.

Technological innovations and cyber crime

At an operational level, the importance of and dependency on information technology continues to rise. Not only are the secondary processes increasingly reliant on computerisation, but so are the primary processes of education and research. Recent developments, such as Online Education, Massive Open Online Courses (MOOCs), and Open Access, have had a major impact on our business model. Various projects have been launched to facilitate digitisation in education. Digitisation also forms the basis for the realisation of the various strategic objectives in the new strategy. The foundation for this will be the Digitisation Master Plan, which has yet to be finalised. It is essential that we ensure our IT infrastructure is equipped to support the implementation of the latest technological advances. This entails a high level of information security and data protection. To this end, EUR took part in the 2018 national cyber-crisis exercise (OZON). The university has also been in compliance with the General Data Protection Regulation (GDPR) since 25 May 2018. A Digital Security and Privacy Master Plan was drawn up

for this in 2017. The plan focused on compliance with the GDPR, mitigating the biggest risks in the area of information security and data protection, and raising the level of trust amongst staff, students, partners and clients. These objectives will be achieved through the execution of risk management projects, conducting audits and setting benchmarks, and by raising security awareness within EUR. Various support services and faculties within EUR are working together on these projects.

Scientific integrity

Confidence in scientific findings depends entirely on the correct observation of rigour in designing and performing scientific research. Everyone involved in teaching and research at EUR bears an individual responsibility for maintaining scientific integrity. In this regard, the general principles of professional conduct must be observed at all times. The core values of professionalism, fair play and teamwork apply to the entire EUR community. A number of principles have been drawn up in the Netherlands, which are endorsed by EUR and which serve as guidelines for the university. Moreover, EUR has taken additional administrative measures for the purpose of safeguarding scientific integrity. We have devised a dilemma game for new researchers and PhD students called Professionalism and Integrity in Research, which forms part of the standard scientific integrity training. A reference check (plagiarism scan) is also carried out on all dissertations.

EUR researchers with questions relating to scientific integrity, or who suspect violations of scientific integrity or other malpractices by an employee of EUR, can contact the confidential adviser for scientific integrity. An integrity committee may be established, If necessary. EUR has also appointed integrity coordinators for each faculty, who meet three times a year to discuss experiences and best practices.

Legality

Efficient, lawful, and sustainable procurement is one of EUR's priorities. EUR aims to ensure that its procurement activities are conducted lawfully, and with due observance of the necessary requirements for efficient operational management. We aim to ensure that procurement takes place in accordance with the frameworks agreed with the Ministry of

Education, Culture and Science and the mandatory (European) regulations. This has to be carefully balanced with the demands of effective operational management. The scope for this at EUR is determined by the audit tolerance as defined in the Ministry of Education, Culture and Science's audit protocol.

EUR's framework for complying with procurement rules and regulations was further improved in 2018. This was achieved by several means, including the development of a procurement plan and the analysis of compliance levels, which was performed several times during the year. In addition, meetings were organised within EUR to discuss the importance of compliance with European tendering rules. In 2018, EUR began implementing Esize, a purchase-to-pay system (P2P system), to support its procurement activity.

Real estate costs

Owing to the investments in real estate in connection with CiO III, EUR expects Woudestein's total housing costs will rise to around € 47m per annum until 2024. The agreements about the maximum ratio of housing costs to income will be closely monitored and enforced. Investment decisions will be based on an assessment of the total costs, including maintenance costs, in terms of the implications for structural expenditure. Various "go/no go" decision-making milestones are built into all projects. A governance structure has also been implemented whereby a steering group chaired by a member of the Executive Board monitors operational and financial progress. A revised risk management evaluation for CiO III was carried out in the autumn of 2017 as part of the governance of the CiO programme. Generally speaking, EUR regards the combination of the strained construction market and the high demands of users with respect to sustainability as a cause for concern. EUR's real estate strategy will be adjusted in 2019 to reflect the spike in student numbers. Besides the expenditure on immovable property, the value of the property is also important. The value of the university's immovable property depends to a large extent on the way it is utilised in the execution of education and research. The book value is compared to the value according to the Valuation of Immovable Property Act and to the insurance value. Both are higher than the current book value.

Key elements of the clarity memorandum

The aim of the clarity memorandum is to provide clarity regarding the interpretation and application of the funding rules used in calculating the funding parameters. Below are the themes covered in the memorandum.
- Outsourcing: no programmes were outsourced to non-funded institutions.
- Investment of public funds in private activities: no public funds were used to finance private activities outside the primary task. EUR provides funding for some student facilities, such as sports activities, but these are not financed with public funding.
- The granting of exemptions: the EUR does not grant exemptions to students unless they have made a reasonable effort to fulfil the requirements (set by the Examination Board).
- Grant funding for international students: only students whose names and contact details are known to the EUR are included in the funding calculation.
- Tuition fees that aren't paid by students themselves and the Student Financial Support Fund: the EUR does not pay any tuition fees for students. The Student Financial Support Fund provides financial support to students who fall behind schedule in their studies due to exceptional circumstances, as well as grants for student representatives and fee waivers. See also chapter 2: Education > Quality and graduation rates > Student Financial Support Fund and student grants (page 34).
- Students taking course modules: non-students (i.e. working professionals) may take course modules without enrolling for a full-time programme. This is known as contract education, and candidates are enrolled as course participants rather than as students. Candidates may take one or more courses.
- Students who follow a different programme than the one they are enrolled for: students at EUR only follow the programmes they are enrolled for.
- Funding of customised courses: in terms of basic education, no agreements for the provision of customised programmes were concluded with companies or other organisations.
- Funding of arts education: EUR has a double degree programme at the Rotterdam Arts and Sciences Lab (RASL) in collaboration with Codarts Rotterdam. The students are enrolled at both institutions but funded by Codarts, not EUR.

Report of the Supervisory Body

The Audit Committee, a subcommittee of the Supervisory Board, met four times in the year under review. For more information on the subjects discussed at these meetings, see the Supervisory Board's report. The key subjects discussed by the Audit Committee and the Supervisory Board were:

Annual accounts and auditor's report for 2017

The auditor's report and accompanying management letter were discussed in May 2018. The external auditor appointed by the Supervisory Board provided a detailed explanation at the meeting.

Financial progress reports

The Audit Committee and the Supervisory Board received regular written reports about the overall financial situation during the financial year, and about the financial status of major investment programmes. This was discussed in the regular meetings with the Executive Board.

Framework Policy Document for 2019

The Framework Policy Document sets out the financial parameters for the 2019 budget. Faculties and support services can draw up their budgets based on the budgets allocated in the Framework Policy Document.

Campus under Construction III

The second phase was completed in 2017, and was shortly followed by the commencement of the third phase, Campus under Construction III. The Audit Committee provides detailed information about the (financial) status of this programme in half-yearly reports.

EUR IT

In 2018, the audit of the General IT Controls (GITC) was discussed with the Audit Committee. Compliance with the GDPR has placed IT security high on the agenda at EUR. The audits of the IT controls are standardised by the Baseline Information Security in Higher Education (BIHO).

GDPR

The General Data Protection Regulation (GDPR) came into force on 25 May 2018. The discussion of this subject regarded the compliance measures taken and their outcome.

Institutional Quality Assurance Assessment

In late 2017/early 2018, the Accreditation Organisation of the Netherlands and Flanders (NVAO) carried out the Institutional Quality Assurance Assessment. The discussions about the findings included a quality audit of education and research linked to the financial audit, the integrated planning-and-control cycle, and the quality agreements with the ministry.

Risk management

Steps were taken in 2018 to conduct risk management in a more structured way. In this context, the risk management associated with real estate was reviewed on the basis of a report by Twynstra & Gudde, in which the role of the Supervisory Board in relation to real estate was clearly described. A decision was taken to give the subject a more prominent place on the annual calendar. Fraud risk analysis, an element of risk management, was also discussed.

Strategy

The progress made in the development of the strategy for 2020-2024 was discussed on various occasions with the Supervisory Board.

National funding

In September, the latest developments in connection with the national Macro-Budgetary Framework and the allocation of the available funds to the different universities was discussed following the publication of the CHEPS report.

Erasmus MC

The Supervisory Board discussed the collaborative relationship with the Erasmus MC on several occasions. Particular attention was given to an addendum to the collaboration agreement currently in force and to the considerable investments planned for the renovation of the educational building (EREAD), among other things.

Appendices

Appendix 1
Governance and participatory bodies

Organization chart Erasmus University Rotterdam

```
                           ┌──────────────┐
                           │ Supervisory  │
                           │    Board     │
                           └──────────────┘
                                  │
┌────────────────────────┐ ┌──────────────┐ ┌────────────────────────┐
│ stichting Erasmus Sport │ │  Executive   │ │     EUR Holding BV      │
│        Centrum          │ │    Board     │ │                         │
└────────────────────────┘ └──────────────┘ └────────────────────────┘
┌────────────────────────┐                  ┌────────────────────────┐
│     stichting ECSP      │                  │         RSM BV          │
└────────────────────────┘                  └────────────────────────┘

┌────────────────────────────────────┐
│  General Management Directorate      │
└────────────────────────────────────┘     ┌──────────────────────────────┐
┌────────────────────────────────────┐     │  Erasmus University Library   │
│     University Support Centre        │     └──────────────────────────────┘
└────────────────────────────────────┘
```

| Erasmus School of Economics | Erasmus School of Law | Erasmus School of Social and Behavioural Sciences / Erasmus University College | Faculty of Medicine and Health Sciences/ Erasmus MC/ Erasmus School of Health Policy & Management | Erasmus school of Philosophy | Erasmus School of History, Culture and Communication | Rotterdam School of Management, Erasmus University | International Institute of Social Studies |

Erasmus University Rotterdam (EUR) has been a legal entity established under public law in Rotterdam since 1 February 1973.

Supervisory Board

The Supervisory Board (SB) is the statutory body of EUR prescribed by law that supervises the governance and management of the university. The tasks assigned to the Supervisory Board include assessing and approving the institutional plan, the annual report, the budget, and the administration and management regulations. The Minister for Education, Culture and Science (OCW) appoints the members. The Supervisory Board is accountable to the Minister for Education, Culture and Science.

Members of the Supervisory Board
- **Prof. J.E.J. Prins** (President), President Advisory Council on Government Policy [member 2012 - 2018, chair 2018 - 2020]
- **P.H.J.M. Visée RA**, supervisory director Coöperatieve Rabobank U.A. [2014 - 2022]
- **Prof. C.J. van Duijn**, President of the Permanent Committee for Large-Scale Scientific Infrastructure (NWO) [2015 - 2019]
- **J.M. van Bijsterveldt-Vliegenthart**, Mayor of Delft (2015 - 2019)

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

Name	Ancillary activities
Prof. Corien Prins	• Member of the Royal Netherlands Academy of Arts and Sciences (KNAW) • Member of the Erasmus University Rotterdam (EUR) Supervisory Board • Member of the Selection Advisory Committee, Procurator General's Office of the Supreme Court • Member of the Board, Social Sciences Council (SWR) • Member of the Royal Holland Society of Sciences and Humanities • Member of the Netherlands Academy of Technology and Innovation (AcTI) • Member of the Advisory Council, Netherlands Organisation for Scientific Research (NWO) • Editor-in-Chief, Netherlands Law Journal (NJB) • Member of the Editorial Board, Computer Law & Security Report, Elsevier Magazine • Member of the Editorial Board, Information and Communications Technology Law, Carfax Publishing, UK • Member of the Editorial Board, Journal of Ambient Intelligence and Smart Environments, IOS Press • Member of the Advisory Board, International Data Privacy Law, Oxford University Press • Professor of Law and Information Technology, TILT, Tilburg University
Pascal Visée RA	• Member of the Supervisory Board, Rabobank Group • Member of the Supervisory Board at Royal FloraHolland, and chairman of its audit committee • Member of the Albron Executive Board • Senior Advisor Genpact (external) • Senior Advisor McKinsey & Company Inc. (external) • Member of the Supervisory Board at Mediq, and chairman of its audit committee • Member of the Plus Retail Supervisory Board and chairman of its audit committee • Member of the Board and Treasurer, Prins Claus Fund • Chairman of the Supervisory Board, Stedelijke Museum Schiedam
Prof. Hans van Duijn	• Chairman of the Permanent Committee for Large-Scale Scientific Infrastructure (NWO: one day a week) • President of the Board of JMBC (national research school for Fluid Dynamics) • Member of the Mathematics Board (NWO) • Member of the Royal Holland Society of Sciences and Humanities • Zero-time appointment at the Mechanical Engineering Faculty, Eindhoven University of Technology • Zero-time appointment at the Geosciences Faculty, University Utrecht
Marja van Bijsterveldt-Vliegenthart	• Chairwoman of the Supervisory Board, Reading & Writing Foundation • Member of the Erasmus University Rotterdam Supervisory Board • Member of the Advisory Council of the NCOI (until August 2018) • Member of the Governing Board, Veiligheidsregio Haaglanden (Haaglanden Safety Region) • Member of the Governing Board, Rotterdam-The Hague Metropolitan Region • Member of the Governing Board and Member of the Executive Committee/Supervisory Board Haaglanden Urban District • Member Economic Board Zuid-Holland

R.M. Ritsema van Eck, K.F.B. Baele, and Prof. R.C.M.E. Engels

Executive Board

The Executive Board is the highest governing body of EUR. Its three members are appointed by the Supervisory Board following advice from the University Council. The Executive Board reports to the Supervisory Board.

Members of the Executive Board

President - K.F.B. Baele

The President, Kristel Baele, is responsible for general administrative matters, such as the relationship with the Supervisory Board and the University Council. Her tasks include strategic policy, international affairs and external contacts, such as with the Rotterdam region, trade and industry, other knowledge institutions and government ministries. Ms Baele was appointed on 1 December 2015 for a period of four years.

Rector Magnificus - Prof. H.A.P. Pols / Prof. R.C.M.E. Engels

The Rector Magnificus is primarily responsible for education and research — including academic staff policy — students and science communication. Professor Huibert Pols was succeeded by Professor Rutger Engels on 15 June 2018 for a period of four years.

Member of the Executive Board - E.P. Hus / R.M. Ritsema van Eck

Eddy Hus had been an interim member of the Executive Board since June 2017, and he was succeeded by Roelien Ritsema van Eck on 1 November 2018. The duties relate to operational management (finance, economic policy, land and buildings, and information provision).

Improved Governance (Higher Education) Act

EUR applies and abides by the VSNU's Code of Good Governance for Universities. In addition, EUR ensures prompt and complete implementation of any changes to the Higher Education and Research Act and the rules based on this Act.

Deans

Prof. P.H.B.F. Franses, Dean of ESE
Prof. S.L. van de Velde, Dean of RSM
Prof. J.P.T.M. van Leeuwen, Dean of FGG/
Erasmus MC
Prof. W.S.R. Stoter, Dean of ESL
Prof. V.J.J.M. Bekkers, Dean of ESSB
Prof. F.A. van der Duyn Schouten, Dean of FW
(ad interim) ESPhil (to 1 October 2018)
Prof. H.A.E. Zwart, Dean of ESPhil (as of
1 October 2018)
Prof. D. Douwes, Dean of ESHCC (to 1 March 2018)
Prof. D.C. van den Boom (interim) ESHCC (as of
1 March 2018)
Prof. J.L. Severens, Vice-Dean ESHPM
Prof. I. Hutter, Rector of ISS

Participation in Decision-Making

University Council
The University Council (UR) is EUR's participatory body at university level. This council consists of twelve student members and twelve staff members. Ms. A.P Barmentlo has been the chair since 1 November 2017. The UR maintains contact with the representatives of the EUROPA (Erasmus University Rotterdam Consultation for Personnel Affairs), the Faculty Councils and the advisory boards.

Staff section representatives 2018
Dr C.M.A.W. Festen (EMC/ESHPM), Dr B. Bode (RSM), N. Gersak (to March 2018), J.C.M. van Wel (ABD/UB/USC), Dr E. von Bone (ESL), Dr V. Karamychev (ESE), F.S.M. Franke (RSM), D. Boogaard MSc (ABD/UB/USC, to March 2018), M.J.A.G. Gallé (ABD/UB/USC, as of April 2018), B.S. Jadoenath (ISS), J. Piarelal (EMC/ESHPM), Dr J.J.A.M. Schenk (ESSB), J. Wiskie MSc (ESSB), J. van der Klaauw MSc (ESPhil), Dr E.M. Engelbert (ESHCC, to July 2018).

Student section representatives up to 1 September 2018
N. Nieuwstad (RSM), S. Kim (ESE), R. Hordijk (ESE), D. Sieczkowski (EMC/ESHPM), J.H. Loosveld (EMC/ESHPM), K. Neuman (RSM), C.H. Meinsma (ESSB), L.O.E. van Koppen (ESSB), N. van Kalken (ESHCC), B.N. Pulskens (EPHil), S. Yekhlef (ESL), S. Oassem (ESL).

Student section representatives after 1 September 2018
J. van der Burgt (RSM), L.C. van Laar (RSM), J. Dingenouts (ESE), A. Abdullatif (ESE), E. Meier (EMC/ESHPM), N. El Manouzi (EMC/ESHPM), F. Schaatsbergen   (ESSB), S. Polat (ESSB), G. Garsevanishvili (ESHCC), F. Wijker (ESPhil), N. Djankov (ESL), D. Adu (ESL).

Executive Board and University Council consultation meetings
The Executive Board held monthly meetings with the University Council (UR) on the basis of a jointly prepared agenda. The subjects of discussion at these meetings included not only the compulsory subjects prescribed by law, but also matters the Executive Board wanted to inform the UR about or that the UR had requested additional information on. The University Council's advice was followed in almost all cases. Naturally, the opinions of the other participatory bodies were also taken into consideration, even when there was no formal obligation to do so. Working groups were formed comprising representatives from the UR and relevant policy staff for the joint fulfilment of the national Quality Agreements for Higher Education, and to ensure their continued notification of and involvement in the development of the university's institutional strategy. The praesidium of the University Council was represented at all academic ceremonies.

Advisory Board
Three support services — the University Support Centre, the General Management Directorate and the University Library — have each been represented in a separate advisory board since 1 November 2016. The advisory boards hold regular meetings with the heads of the relevant organisational units. Representatives of the advisory boards maintain contact with the University Council and EUROPA representatives.

EUROPA
For the EUROPA Local Consultations, the Executive Board makes further agreements with the representatives of the trade unions within EUR, which have a joint delegation in the EUROPA consultation council.

Central Electoral Committee
EUR has a Central Electoral Committee, which organises elections for the University Council and the advisory boards of the central support services. The Central Electoral Committee also coordinates the work of the faculty electoral committees, which organise elections for the faculty advisory boards. In 2018, the Central Electoral Committee took a decision, in collaboration with the members of the UR, to organise EUR-wide elections for the student representatives in the UR (instead of via electoral districts in each faculty), and a new electoral system was set up for this.

Complaints policy
EUR has introduced the regulations and procedures prescribed by law for handling complaints and objections. These not only concern formal objections and appeals on the basis of the General Administrative Law Act and the Higher Education and Research Act, but also various other types of complaints. The university amends its own rules and regulations when there are grounds to do so, such as amendments to

legislation and regulations. EUR has a special website listing all regulations, guidelines and rules for staff and students.

Students submitted a total of 304 appeals to EUR's Examination Appeals Board in 2018 (compared to 209 in 2017 and 275 in 2016). These were mainly appeals against the examination appeals board's decisions regarding (unfavourable) binding study advice, admission onto a course of study, and interim and final examinations. An appeal was lodged with the Appeals Tribunal for Higher Education (CBHO) on 18 occasions (compared to 16 in 2016 and 2017). In addition, a total of 37 objections were handled in 2018 (compared to 31 in 2017 and 36 in 2016). These mainly concerned decisions taken by or on behalf of the Executive Board. In addition to the appeals and objections, a further 156 complaints, reports and requests were submitted to the Legal Protection Facility, which is required by law. These were handled by or on behalf of the administrators (the faculty deans).

Appendix 2
Laureates and prize winners

Dies Natalis

Three distinguished professors were awarded honorary doctorates on 8 November at a ceremony in the Aula, during the university's 105th anniversary celebrations, on the recommendation of the Erasmus Initiatives. Professor Jack Vromen was the honorary supervisor for Professor Debra Satz, Professor Johan Mackenbach for Professor George Davey Smith, and Professor Inge Hutter for Professor Nina Glick-Schiller.

Education Prize

In 2018, the Education Prize was awarded to Professor Maarten Frens, founding dean of Erasmus University College (EUC). Professor Frens has demonstrated an unflagging dedication to raising the standards of EUC's curriculum from the college's very inception, both in terms of its content and its delivery. He devised new teaching formats, educational themes, and complete curricula, and was closely involved in setting up EUC's talent development programme. The jury praised both his educational achievements and his dedication to advancing the causes of diversity and internationalisation, not only within the EUC, but within the EUR as a whole. The jury expressed its admiration for his work as the founding dean of EUC, his involvement in the Erasmus MC Honours Programme, and his initiative in introducing the EUC junior college programme (EUCjr).

Research Prize

The 2018 Research Prize was awarded to Dr Daphne van de Bongardt, an assistant professor in EUR's Department of Psychology, Education and Child Studies since 2016. Dr Van de Bongardt's research focuses on understanding and promoting young people's relational and sexual development. The jury lauded Van de Bongardt for the social relevance and impact of her research. The jury also expressed strong enthusiasm for her creative theme and data-collection methods. The jury further expressed its admiration for the extensive international network that she had managed to build up in such a short space of time, and for the interdisciplinary character of her research and the associated publications.

Professor G.W.J. Bruins Prize

Eva Janssens (ESE) was awarded this year's Professor G.W.J. Bruins Prize, for excelling with respect to academic performance and the promise of her research. She graduated summa cum laude in 2016 with a bachelor's degree in econometrics and operations research and was a member of the Bachelor Honours Research Class. The jury was greatly impressed by her outstanding academic achievements and her abilities as a researcher. She has co-authored various papers and, according to the jury, constantly seeks new opportunities to demonstrate the value of her discipline. The jury expressed approval for Janssens' well-thought-out plans regarding how she would be spending the prize money, and was further impressed by the fulsome praise of her faculty dean. Eva Janssens is currently in the second year of the MPhil/Ph.D. in Economics (Econometrics track).

The award is named after Professor Bruins, who in 1913 was the first professor and Rector Magnificus of the Netherlands School of Commerce (NHH).

Professor H.W. Lambers Prize

The Professor H.W. Lambers Prize was awarded to Maikel Samson and Sadaf Soloukey at the official opening of the academic year. The prize consists of a medal and a cash prize of € 3,500, intended as a contribution towards expenses for courses, workshops, attending conferences or additional studies, either in the Netherlands or abroad. Professor H.W. Lambers was Professor of Economics and Rector Magnificus at the Netherlands School of Economics at various times between 1950 and 1970. The prize was established with a donation from the ARK Fund.

Maikel Samsom completed three programmes cum laude: a Master in Economics and Business Economics at the Erasmus School of Economics, a Master in Liability and Insurance at the Erasmus School of Law, and a Bachelor in Philosophy. The jury was impressed by Maikel's outstanding academic achievements and his wide range of extracurricular activities, ranging from his role on the board of the student association to teaching economics in secondary schools. Maikel plans to invest the prize money in various courses and subjects related to his doctoral research into "Private and Personal Injury".

Sadaf Soloukey was awarded a double bachelor's degree: in medicine (valedictorian) and philosophy (cum laude). She subsequently completed three full-time master's degree programmes: a neuroscience research master's degree, a master's degree in philosophy (cum laude), and a Master in Health, Economics, Policy and Law. She received the Jan Brouwer Thesis Award for her master's degree thesis in philosophy. Sadaf also took a variety of courses in the pre-master's Biomedical Engineering programme at the Delft University of Technology, and has contributed to a variety of extracurricular projects. Her ambition is to become a multidisciplinary clinician and researcher. Sadaf aims to put the prize money towards her PhD research into the development of a new treatment for paraplegic patients in the neuroscience and neurosurgery wards of a renowned research group in Switzerland.

Rotterdam Thesis Award
Evan van der Holst, a master's degree student at RSM, received the Rotterdam Thesis Award for his thesis "A Search for a Fertilizer for Social Enterprises", which contains rich insights for the city of Rotterdam.

FAME Athena Prize
The prize for the employee who made exceptional efforts to promote female talent in 2018 was awarded to Lizzy Boonen, policy development officer at Erasmus MC. According to the jury, Lizzy is a talent development and diversity role model, ambassador and inspiration.

Top Support Award
The Top Support Award (Individual) went to Kevin van der Poel, project manager of the "Erasmus Preparatory Year" programme at the USC's Education and Student Affairs department. The team award went to the ESSB's web team. Both awards were presented during the New Year's reception on Tuesday 8 January 2019..
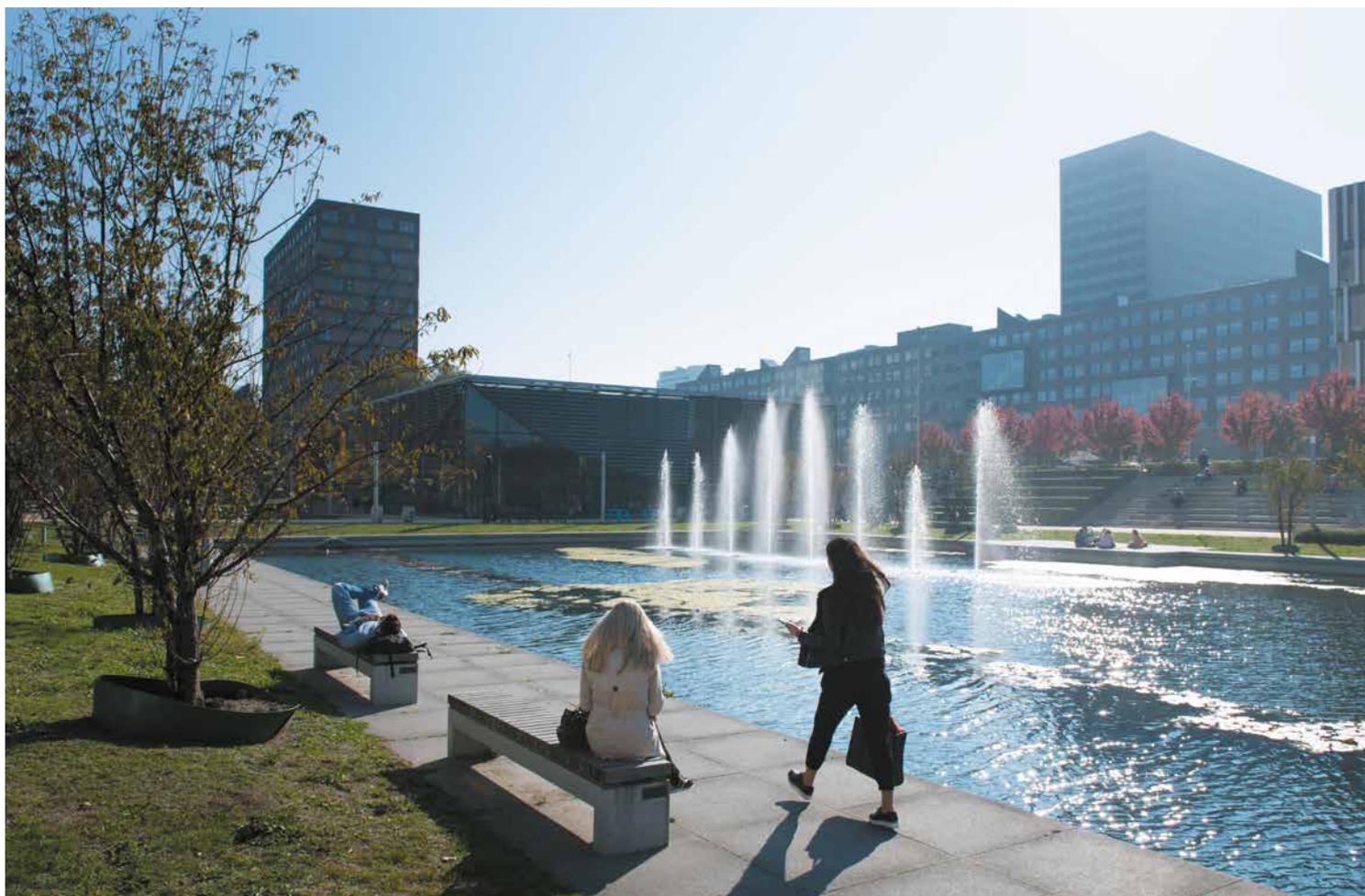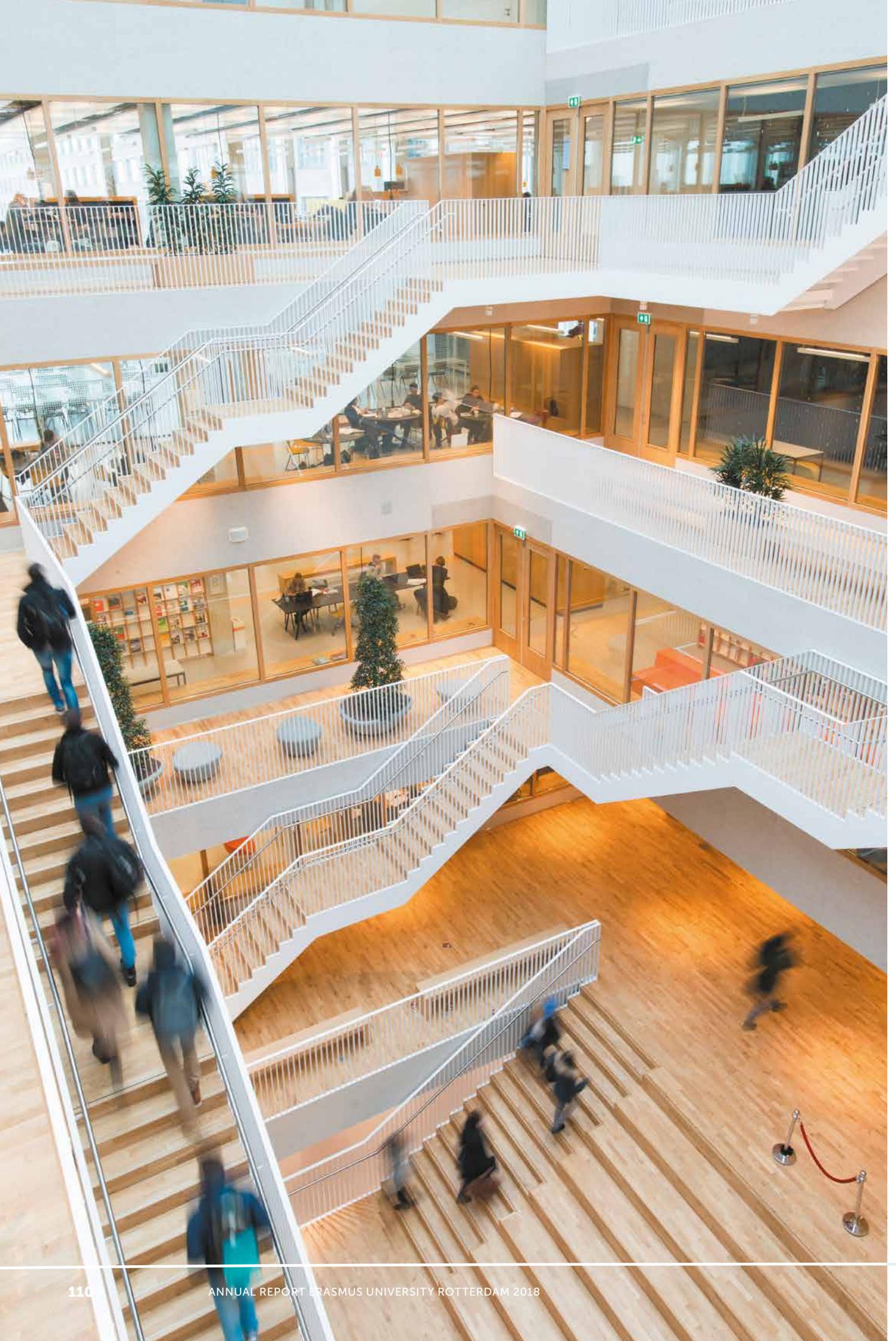
Laureate research grants

Research Talent
A new three-year, open-competition based NWO Research Talent funding programme has been set up to offer talented and ambitious young researchers that have demonstrated their commitment to pursuing a scientific career within the social and behavioural sciences a platform to do so and conduct high-quality PhD research

Brandon Rasman	Erasmus MC

Veni
Veni is a funding instrument in the Innovational Research Incentives Scheme. It is a grant for researchers who have recently obtained their PhD, and is intended to allow them to continue developing their ideas for three further years.

Dr H.H.H. (Hieab) Adams	Erasmus MC
Dr I (Inge) de Kok	Erasmus MC
Dr L. (Lieke) Kros	Erasmus MC
Dr M. (Marco) Medici	Erasmus MC
Dr E.A.H. (Esther) Warnert	Erasmus MC
Dr J.J. (Joshua) White	Erasmus MC
Dr L.E. (Lieke) Oldenhof	ESHPM
Dr J. (Jelle) de Vries	RSM

Vidi
Vidi is a funding instrument in the Innovational Research Incentives Scheme. It allows researchers who have been doing research at postdoctoral level for a number of years to develop their own innovative line of research and appoint one or more researchers for the purpose.

Dr J.C. (Jacco) van Sterkenburg	ESHCC
Dr W. (Willem) de Koster	ESSB
Dr H.J. (Rik) Vos	Erasmus MC
Dr G.M. (Geeske) van Woerden	Erasmus MC
Dr D.A.J. (Debby) van Riel	Erasmus MC
Dr O.R. (Olivier) Marie	ESE
Dr A. (Aleksandra) Badura	Erasmus MC

Vici
Vici is a funding instrument from the Talent Scheme. It enables senior researchers to build up their own research group, often in anticipation of a tenured professorship. The research group must then be structurally integrated within the research institute.

Dr G. (Gijs) van Soest (Laureate 2017)	Erasmus MC
Dr M. (Marleen) de Bruijne	Erasmus MC
Dr J. (Jurgen) Marteijn	Erasmus MC

ERC Starting Grant
The ERC Starting Grant supports talented early-career scientist (with 2-7 years of experience since completing their PhD) in setting up their own research groups.

Dr Klazina Kooiman	Erasmus MC

Marie Curie
The Marie Curie individual fellowships are designed to facilitate the international mobility of experienced researchers with at least four years' full-time research experience.

Dr D. (Deborah) Castro Marino	ESHCC
Dr A. (Anna) Baiardi	ESE
Dr C. (Carlos) Riumallo Herl	ESE
Dr M. (Marianne) Tenand	ESHPM
Dr F. (Frederica) Giardina	Erasmus MC
Dr S. (Sergio) Curto Ramos	Erasmus MC

NWO Stevin Prize
The Stevin Prize is an award for a researcher (or small team of researchers) who has achieved exceptional success in utilising scientific knowledge for the public good. NWO awards a maximum of two grants per year. The laureates each receive €2.5 million to spend on research and/or activities related to the exploitation of knowledge.

Prof. M.P.G. (Marion) Koopmans	Erasmus MC

NWO Large-Scale Scientific Infrastructure Investment Programme
The NWO grants subsidies for innovative scientific facilities as part of its Large-Scale Scientific Infrastructure Investment Programme. The NWO uses this programme to finance major scientific facilities at which scientists from all over the Netherlands can work together, often with international partners.

Prof. C. I. (Chris) de Zeeuw	Erasmus MC

National Roadmap for Large-Scale Scientific Infrastructure 2017/18

Funds for the National Roadmap for Large-Scale Scientific Infrastructure make it possible to build or modernise top research facilities with an international allure.

Dr J.M. (Martje) Fentener van Vlissingen	EUR/Erasmus MC

Fellowships

Each year, EUR offers fellowships to promising young EUR researchers who have obtained their doctorates, to enable them conduct their research. These fellowships are offered for a maximum of two years. EUR uses these fellowships to encourage researchers to pursue a career in academic research.

Dr K. (Kimberley) Breevaart	ESSB
Dr C. (Chen) Li	ESE
Dr E. (Elena) Kantorowicz-Reznichenko	ESL
Dr S. (Samira) van Bohemen	ESSB
Dr P. (Pauwke) Berkers	ESHCC
Dr N. (Nadine) van der Beek	Erasmus MC
Dr R. (Ryan) Muetzel	Erasmus MC
Dr P. (Pieter) Kruizinga	Erasmus MC
Dr E. (Elena) Martens-Uzunova	Erasmus MC
Dr T. (Tjakko) van Ham	Erasmus MC

Erasmus MC Fellowships

Each year, Erasmus MC offers fellowships for a four-year research period to young, promising scholars who have obtained their PhD. These fellowships make it possible for them to start or continue their own research enquiries.

Dr M.-P. (Miao-Ping) Chien	Erasmus MC
Dr R. (Ralph) Stadhouders	Erasmus MC
Dr A. (Astrid) Van der Veldt	Erasmus MC
Dr E. (Edward) Visser	Erasmus MC

LDE Fellows

The LEaDing Fellows Postdoc Programme gives researchers from all around the world who have recently obtained their PhD the opportunity to work as a postdoc at Leiden University, Delft University of Technology, Erasmus University Rotterdam, Erasmus MC or the Leiden University Medical Centre.

Dr Zoltan Duijsin	ESHCC
Dr Maryse Helbert	ISS
Dr Cecil Meeusen	ESSB
Dr Cecilia Biaggi	ESHCC
Dr Charissa Arlette Granger	ESHCC
Dr Bastian Ravesteijn	ESE
Dr Carlos Javier Riumallo Herl	ESE

CLI Fellows

The Community for Learning & Innovation (CLI) organises projects in collaboration with the faculties for the professional development of lecturers, innovation in online and offline education, education research and student4student projects. The CLI supports these projects by making it possible for faculties to appoint CLI Research Fellows. CLI fellowships were awarded to:

Dr Ed van Beeck	Erasmus MC
Dr Martine Baars	ESSB
Dr Delia Dumitrica	ESHCC
Dr Gijs Elshout	Erasmus MC
Dr Aleid Fokkema	ESHCC
Dr Joep Hofhuis	ESHCC
Dr Marieke Meeuwisse	ESSB
Dr Tim de Mey	ESPHIL
Dr David Pols	Erasmus MC
Dr Jason Pridmore	ESHCC
Dr Floor van Rosse	Erasmus MC
Dr Karen Stegers-Jager	iMERR
Dr Andrea Woltman	Erasmus MC

Appendix 3
Overview of the programmes

Bachelor's degree programmes

- General Cultural Sciences
- Business Administration
- Public Administration
- Communication and Media
- Criminology
- Econometrics and Operational Research
- Economy and Business Economics
- Philosophy
- Philosophy of a Specific Area of Science
- Tax Law
- Fiscal Economics
- Medicine
- History
- Health Sciences
- International Business Administration
- Clinical Technology (joint degree with TU Delft and Leiden University)
- Liberal Arts and Sciences
- Nanobiology (joint degree with TU Delft)
- Pedagogical and Educational Sciences
- Psychology
- Law
- Sociology

Master's degree programmes

- Liability and Insurance
- Accounting Auditing and Control
- Employment law
- Business Administration
- Business Information Management
- Commercial Law
- Criminology
- Econometrics and Management Science
- Economics and Business
- Philosophy
- Finance & Investments

- Financial Law
- Tax Law
- Fiscal Economics
- Medicine
- History
- Global Business & Sustainability
- Health Economics and Management (international joint degree)
- Health Economics, Policy and Law
- Human Resource Management
- International Management
- International Public Management and Public Policy
- Arts and Culture Studies
- Management of Innovation
- Marketing Management
- Media Studies
- Nanobiology (joint degree with TU Delft)
- Company Law
- Organisational Change & Consulting
- Pedagogy and Education
- Psychology
- Public Administration
- Health Care Law
- Law
- Sociology
- Strategic Entrepreneurship
- Strategic Management
- Supply Chain Management
- Technical Medicine (joint degree with TU Delft and Leiden University)
- A programme for those who wish to work as lawyers, judges or prosecutors
- Health Care Management

Research master's degree programmes

- Clinical Research
- Philosophy
- Health Sciences
- Infection and Immunity

- Media Studies
- Molecular Medicine
- Neuroscience
- Research in Public Administration and Organisational Science
- Research Master in Business and Management
- Tinbergen Institute Master of Philosophy in Economics

Executive master's degree programmes

- Private Commercial Law
- Corporate Communication
- Customs and Supply Chain Compliance
- Development Studies
- Erasmus Mundus Master's Program in Public Policy
- Executive Master in Accounting and Financial Management
- Executive Master of Finance and Control
- European Master in Law and Economics
- Executive MBA
- Global Executive OneMBA
- Health Sciences
- International MBA
- LL.M. Arbitration and Business Law
- Master City Developer
- Master in Financial Management
- Master in Management Consultancy
- Master of Public Information Management
- Maritime Economics and Logistics
- Urban Management and Development

Appendix 4
Staff composition

Diagram B4.1 **Ratio of male/female employees in each salaried position excluding Erasmus MC**
(reference date: 31 December 2018)
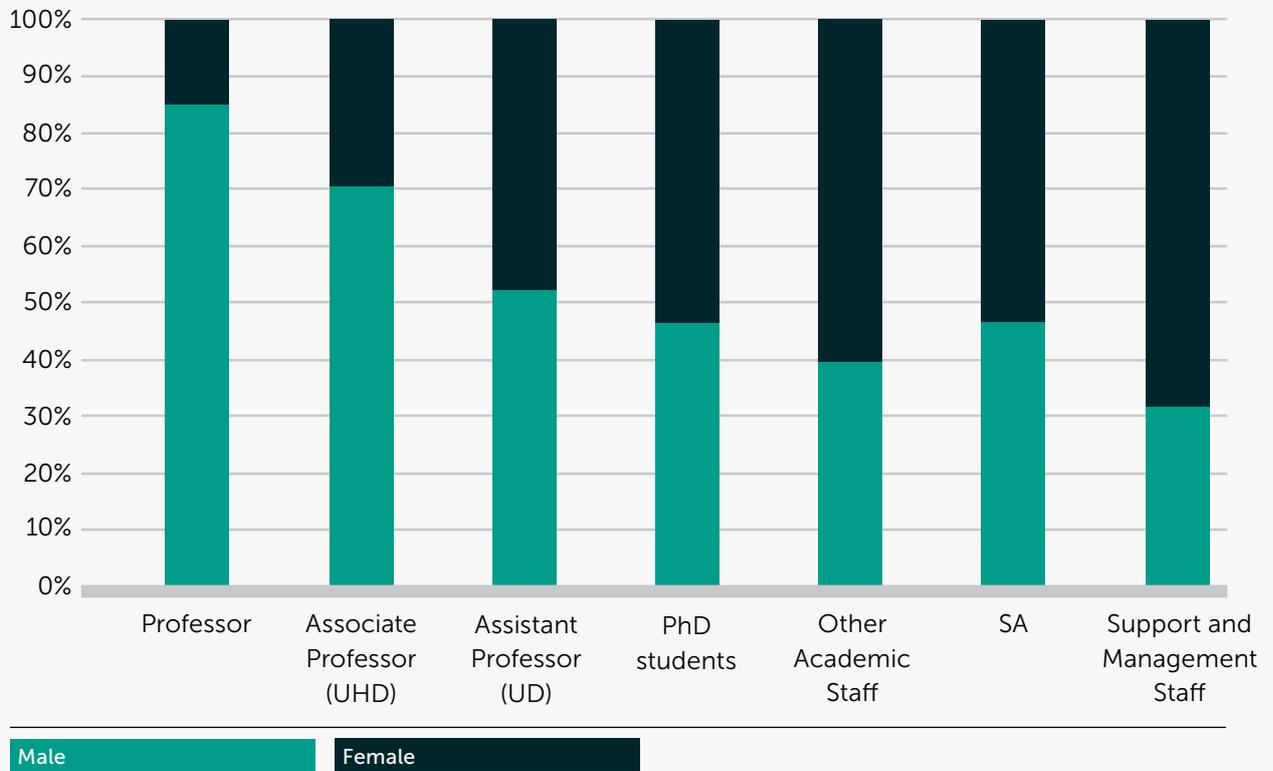
2017	2018
46.6% male	45.1% male
53.4% female	54.9% female

Diagram B4.2 **Percentage of female staff holding academic positions in FTEs, salaried staff excluding Erasmus MC** (reference date: 31 December 2018)

% Female Assistant Professors | % Female Associate Professors | % Female Professors
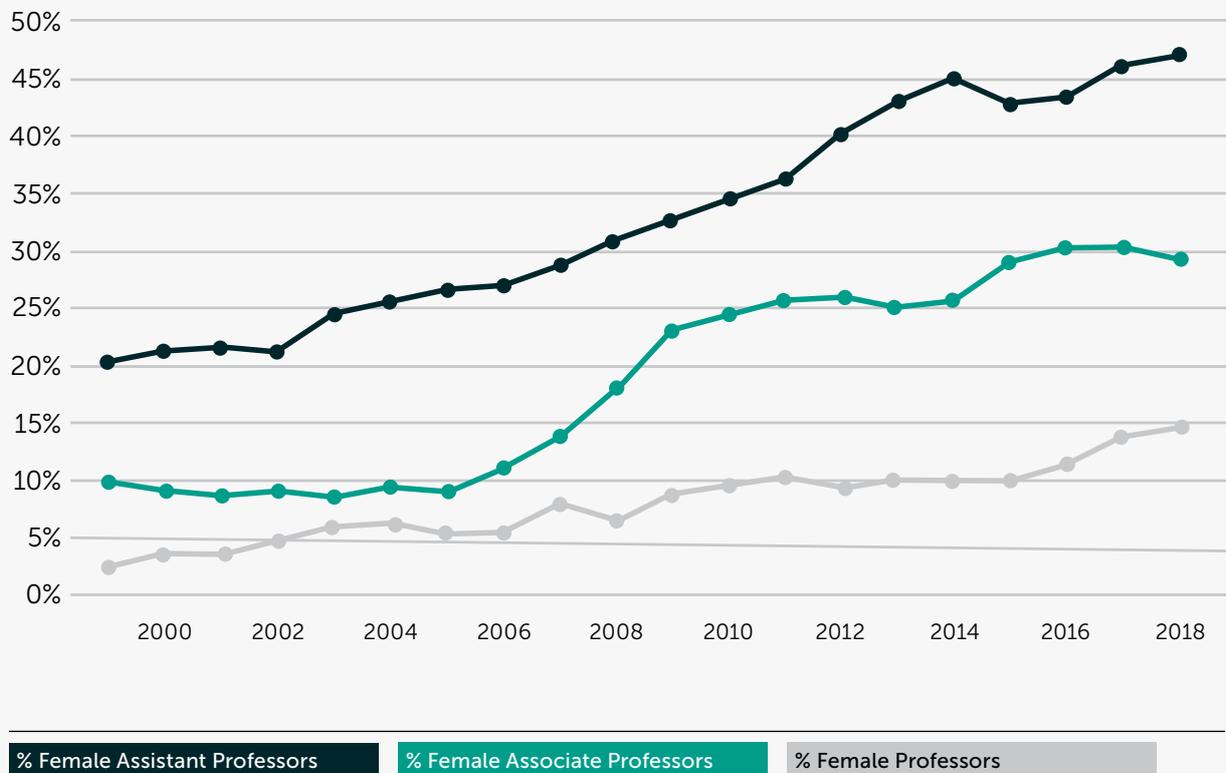
The male-female ratio in the staff complement remained more or less the same from 2017 to 2018: 45.1% male and 54.9% female in 2018. The percentages of female academic staff (WP) went up in all categories: the percentage of female full professors went up by 1.9%, female associate professors (UHD) by 1.8%, and female assistant professors (UD) by 1.6%. The greatest difference in the male-female ratio can be seen in the position of full professors (Diagram B4.1). In this category, 14.5% are female. In the categories for other academic staff, PhDs, and Support and Management Staff (OBP), the majority were female. The male-female ratio in the student assistant staff category is almost equal, 46.7% male and 53.3% female.

Diagram B4.2 highlights the percentages of women occupying academic positions over the past two decades on the basis of full-time equivalents (FTEs).

Table B4.1 **Number of professors (in persons) by gender, per faculty, salaried and non-salaried**
(reference date 31 December 2018)

Faculty	Professor			Endowed professor			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ESE	39	1	40	14	4	18	53	5	58
ESL	44	12	56	11	4	15	55	16	71
ESSB	26	6	32	14	8	22	40	14	54
Erasmus MC	101	18	119	65	22	87	166	40	206
- ESHPM	7	2	9	5	5	10	12	7	19
ESPhil	7	1	8	5	1	6	12	2	14
ESHCC	9	3	12	7	2	9	16	5	21
RSM	37	0	37	13	5	18	50	5	55
ISS	8	4	12	2	1	3	10	5	15
EUR subtotal	**177**	**29**	**206**	**71**	**30**	**101**	**248**	**59**	**307**
Erasmus MC	**101**	**18**	**119**	**65**	**22**	**87**	**166**	**40**	**206**
Total*	**278**	**47**	**325**	**136**	**52**	**188**	**415**	**99**	**514**
% EUR	85.9%	14.1%		70.3%	29.7%		80.8%	19.2%	
% Erasmus MC	84.9%	15.1%		74.7%	25.3%		80.6%	19.4%	
% Total	85.5%	14.5%		72.3%	27.7%		80.7%	19.2%	

* Including 1 male professor in the Executive Board

Diagram B4.3 **Percentage of female professors, salaried and non-salaried and EUR & Erasmus MC**
(reference date: 31 December 2018)
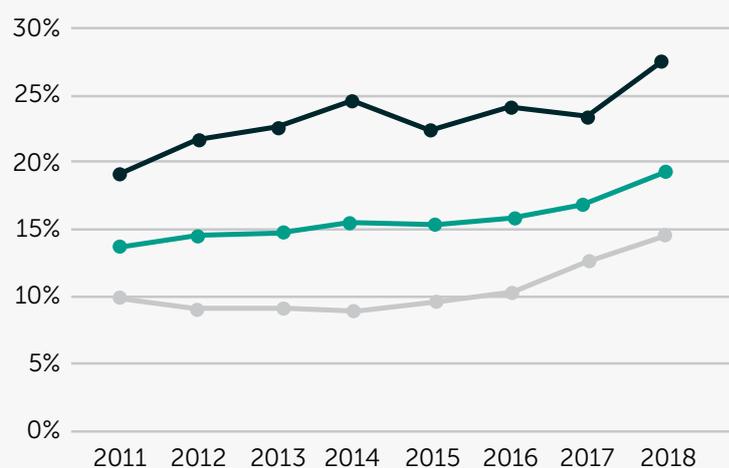
Endowed professor   Total   Ordinary professors

Professors

The total number of professors (salaried and unsalaried, endowed and full, EUR and Erasmus MC) went up by 21 persons, from 493 in 2017 to 514 in 2018. Of these, 19.2% were female (+2.2% compared to 2017).

The percentage of female full professors at both EUR and Erasmus MC went up by 1.9% to 14.5%, while the percentage of female endowed professors went down by 4.2% to 27.7% (Table B4.1 and Diagram B4.3).

Absenteeism due to illness

The total sick leave percentage went up from 2.99% in 2017 to 3.36% in 2018 (see Table B4.2). There was a slight increase in the sick leave percentage amongst both the academic staff (+0.34%) and the support staff (+0.41%). The average duration of sick leave went down from 15.74 days in 2017 to 12.66 days in 2018. The drop was greater for the support staff (-3.14 days) than for the academic staff (-1.86).

The average number of times each individual person reported sick (sickness notification frequency) remained almost the same compared to the previous calendar year. For the academic staff and support and management staff combined, an employee reported sick an average of 0.57 times in 2018. On average, this was 0.38 times per person for the academic staff and 0.73 times per person for the support and management staff.

The percentage of staff members who did not report sick at all in 2018 went up by 0.57% compared to 2017. This increase can be attributed to the support and management staff, who on average reported sick 1.53% less often. The percentage of the academic staff who did not report sick fell slightly (-0.75%).

Table B4.2 **Sickness absenteeism in 2018 compared to 2017**

Sick leave percentage			
Staff category	2017	2018	Difference
Academic Staff	1.82	2.16	+0.34
Support and Management Staff	4.51	4.92	+0.41
Academic staff & support and management staff	2.99	3.36	+0.37

Average sick leave duration in days			
Staff category	2017	2018	Difference
Academic Staff	17.05	15.19	-1.86
Support and Management Staff	14.76	11.62	-3.14
Academic staff & support and management staff	15.47	12.66	-2.81

Sickness notification frequency (average number of sickness notifications per person)			
Staff category	2017	2018	Difference
Academic Staff	0.35	0.38	+0.03
Support and Management Staff	0.64	0.73	+0.09
Academic staff & support and management staff	0.51	0.57	+0.06

Percentage of non-sick staff			
Staff category	2017	2018	Difference
Academic Staff	76.57	75.82	-0.75
Support and Management Staff	64.05	65.58	+1.53
Academic staff & support and management staff	69.69	70.26	+0.57

Workforce in numbers of employees and FTEs

On the reference date, 31 December 2018, a total of 3,225 persons were employed at EUR (see Table B4.3), an increase of 136 employees compared to 31 December 2017. In other words, the total number of jobs expressed in full-time equivalents (FTEs) was 2,413.45 (Table B4.4). These figures do not include the employees who work for EUR Holding or Erasmus MC. EUR Holding, which consists of 21 subsidiaries and has 324 salaried employees (reference date 31 December 2018), forms part of the organisational framework at EUR, but it has its own structure and procedures. Professors at FGG/Erasmus MC are appointed by EUR, but are employed by Erasmus MC. This means that although they have been included in the table for professors (Table B4.1), they have not been included in the tables for EUR staff (Tables B4.3 and B4.4).

Age

Diagram B4.4 shows the staff composition at EUR in each age category over the past decade. The number of staff aged under 35 (excluding student assistants) went up by 100 persons (+1.2%) compared to 2017: 38.9% of EUR staff belonged to this age category. The number of employees aged between 35 and 50 went up by 111 persons (+1.8%). Finally, the number of employees aged 50 and above went down by 33 persons (-3%) compared to 2017.

Diagram B4.3 **Percentage of female professors, salaried and non-salaried and EUR & Erasmus MC** (reference date: 31 December 2018)

Legend: <35 | 35-49 | 50+
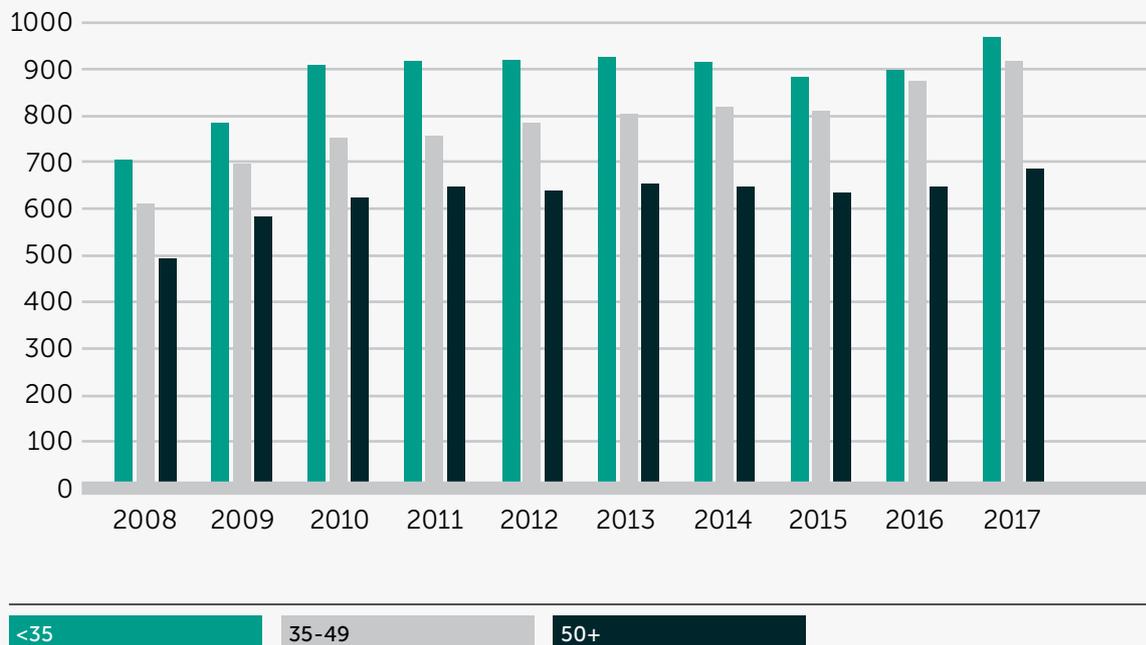
Table B4.3 **Total number of persons remunerated at EUR, excl. EMC** (as at 31 December 2018)

Total number of persons at EUR		Professor (HL)	Associate Professor (UHD)	Assistant Professor (UD)	Other Academic Staff	PhD students	Student assistants	Support and Management Staff	Total
ESE	Male	39	41	49	10	48	133	18	338
	Female	0	11	30	8	24	115	72	261
	Total	**39**	**52**	**79**	**18**	**72**	**248**	**90**	**599**
ESL	Male	36	18	22	55	16	26	20	193
	Female	12	10	21	92	27	54	58	274
	Total	**48**	**28**	**43**	**147**	**43**	**80**	**78**	**467**
ESSB	Male	20	22	20	67	19	3	25	176
	Female	5	15	38	118	52	15	70	313
	Total	**25**	**37**	**58**	**185**	**71**	**18**	**95**	**489**
ESPhil	Male	6	7	5	2	5	4	3	32
	Female	1	1	3		2	2	11	20
	Total	**7**	**8**	**8**	**2**	**7**	**6**	**14**	**52**
ESHCC	Male	9	8	13	22	10	3	4	69
	Female	3	2	19	42	16	11	31	124
	Total	**12**	**10**	**32**	**64**	**26**	**14**	**35**	**193**
RSM	Male	35	46	49	31	58	45	34	298
	Female	0	11	26	26	33	44	127	267
	Total	**35**	**57**	**75**	**57**	**91**	**89**	**147**	**551**
ESHPM	Male	6	12	21	9	16	0	9	73
	Female	2	10	25	14	37	4	24	116
	Total	**8**	**22**	**46**	**23**	**53**	**4**	**33**	**189**
ISS	Male	7	10	7	6	2	0	7	39
	Female	4	8	8	9	7	0	34	70
	Total	**11**	**18**	**15**	**15**	**9**	**0**	**41**	**109**
GMD & Executive Board	Male	1	0	0	0	0	1	20	22
	Female	0	0	0	0	0	3	45	48
	Total	**1**	**0**	**0**	**0**	**0**	**4**	**65**	**70**
UL	Male	0	0	0	0	0	0	31	31
	Female	0	0	0	0	0	0	39	39
	Total	**0**	**0**	**0**	**0**	**0**	**0**	**70**	**70**
USC	Male	0	0	0	0	0	6	182	188
	Female	0	0	0	0	0	4	237	241
	Total	**0**	**0**	**0**	**0**	**0**	**10**	**386**	**396**
Total	Male	159	164	186	202	174	221	353	1459
	Female	27	68	170	309	198	252	748	1770
	Total	**186**	**232**	**356**	**511**	**372**	**473**	**1101**	**3229**
Total in %	**Male**	**85.5%**	**70.7%**	**52.2%**	**39.5%**	**46.8%**	**46.7%**	**32.1%**	**45.2%**
	Female	**14.5%**	**29.3%**	**47.8%**	**60.5%**	**53.2%**	**53.3%**	**67.9%**	**54.8%**

Table B4.4 **Total number of paid FTEs, excl. EMC** (as at 31 December 2018)

Total number of persons at EUR		Professor (HL)	Associate Professor (UHD)	Assistant Professor (UD)	Other Academic Staff	PhD students	Student assistants	Support and Management Staff	Total
ESE	Male	28.4	33.60	43.85	7	48	26.65	16.4	203.90
	Female	0.00	9.4	28.70	6.45	22.40	23.65	56.71	147.51
	Total	**28.4**	**43.00**	**72.55**	**13.45**	**70.40**	**50.30**	**73.11**	**351.41**
ESL	Male	20.35	11.54	18.40	37.09	15.50	7.40	21.20	131.48
	Female	8.50	8.60	19.60	68.75	25.80	18.26	45.80	195.31
	Total	**28.85**	**20.14**	**38**	**105.84**	**41.30**	**25.66**	**67**	**326.79**
ESSB	Male	17.85	19.70	18.10	48.84	18.30	1.20	23.40	147.39
	Female	4.50	12	31.85	81.57	49.40	5.05	57.87	242.64
	Total	**21.75**	**31.70**	**49.95**	**130.41**	**67.70**	**6.25**	**81.27**	**390.03**
ESPhil	Male	5.60	6.20	3.94	1.30	4.60	1.05	1.90	24.59
	Female	0.6	1	3	0.00	1.60	0.40	5.50	12.10
	Total	**6.20**	**7.20**	**6.94**	**1.30**	**6.20**	**1.45**	**7.4**	**36.69**
ESHCC	Male	7.3	7.1	11.86	11.60	10.20	0.70	2.80	51.56
	Female	1.79	1.90	18.40	27.03	15.60	2.60	24.24	91.56
	Total	**9.1**	**9**	**30.26**	**38.63**	**25.20**	**3.30**	**27.04**	**143.32**
RSM	Male	28.75	40.89	46.60	20.95	57.30	10.59	32.35	237.43
	Female	0	10.40	25.00	19.90	32.60	10.79	106.02	204.71
	Total	**28.75**	**51.29**	**71.60**	**40.85**	**89.90**	**21.38**	**138.37**	**442.14**
ESHPM	Male	4.73	8.84	15.49	6.52	15.70	0	8.40	59.68
	Female	1.20	9	21.54	12.50	36.60	1.20	20.19	102.23
	Total	**5.93**	**17.84**	**37.03**	**19.02**	**52.30**	**1.20**	**28.59**	**161.91**
ISS	Male	6.70	9.00	6.84	4.60	2.00	0.00	6.30	35.44
	Female	4.00	7.80	7.80	6.30	7.00	0.00	27.99	60.89
	Total	**10.70**	**16.80**	**14.64**	**10.90**	**9.00**	**0.00**	**34.29**	**96.33**
GMD & Executive Board	Male	1.00	0.00	0.00	0.00	0.00	0.40	17.60	19
	Female	0.00	0.00	0.00	0.00	0.00	1.00	40.30	41.30
	Total	**1.00**	**0.00**	**0.00**	**0.00**	**0.00**	**1.40**	**57.90**	**60.30**
UL	Male	0.00	0.00	0.00	0.00	0.00	0.00	29.61	29.61
	Female	0.00	0.00	0.00	0.00	0.00	0.00	33.77	32.77
	Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**62.83**	**62.83**
USC	Male	0.00	0.00	0.00	0.00	0.00	1.83	165.40	167.23
	Female	0.00	0.00	0.00	0.00	0.00	1.17	192.40	193.57
	Total	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**3**	**357.80**	**360.80**
Total	Male	120.68	136.87	165.09	137.90	171.60	49.81	325.81	1107.77
	Female	20.99	60.1	155.89	222.50	191	64.12	609.79	1324.59
	Total	**141.67**	**196.97**	**320.98**	**360.40**	**362.60**	**113.93**	**935.60**	**2432.36**
Total in %	**Male**	**85.2%**	**69.5%**	**51.4%**	**38.2%**	**47.3%**	**43.7%**	**34.8%**	**45.5%**
	Female	**14.8%**	**30.5%**	**48.6%**	**61.8%**	**52.7%**	**56.3%**	**65.2%**	**54.5%**

Appendix 5
Information about EUR as a legal entity

Competent authority
number   00010 – 21PE
Statutory name   Erasmus University
                                              Rotterdam
Legal form   Legal entity governed
                                              by public law
Chamber of Commerce number   24495550
Sector   University Education

Statutory address

Street   Burgemeester
                                              Oudlaan 50
Postcode   3062 PA
Place   Rotterdam

Correspondence address

PO Box number   1738
Postcode   3000 DR
Place   Rotterdam
Telephone number   +31 (0)10 408 1111
Internet address   www.eur.nl

Contact person

Name   P.J. Jellema
Position   Head of Corporate
                                              Planning & Control
Telephone number   +31 (0)10 408 1692
E-mail   pieter.jellema@eur.nl

Details of accountant

Name of the
accountancy firm   Deloitte
Name of accountant   G. Straatman RA

Appendix 6
List of abbreviations

ABD	General Management Directorate		ERC	European Research Council
ACE	Academic Centre of Excellence		ERIM	Erasmus Research Institute of Management
AOE	Administrative Organisational Unit		ERSB	Erasmus Research and Business Support
ATLAS	Association of Transnational Law Schools		ESE	Erasmus School of Economics
GDPR	General Data Protection Regulation		ESHCC	Erasmus School of History, Culture and Communication
AZ	General Affairs		ESHPM	Erasmus School of Health Policy & Management
BaMa	Bachelor-Master programmes		ESL	Erasmus School of Law
BUTQ	Basic University Teaching Qualification		ESNR	European Student Network Rotterdam
BSA	Binding study advice		ESPhil	Erasmus School of Philosophy
Bsik	Investments in Knowledge Infrastructure (Subsidies) Decree		ESSB	Erasmus School of Social and Behavioural Sciences
CDHO	Higher Education Efficiency Committee		ESSC	Erasmus Student Service Centre
CEPHIR	Centre for Effective Public Health in the Greater Rotterdam Area		EUC	Erasmus University College
CIP	Career in Progress		Eu-HEM	European Master in Health Economics and Management
CLI	Community for Learning & Innovation		EUR	Erasmus University Rotterdam
CPC	Corporate Planning and Control		FGG	Faculty of Medicine and Health Sciences
CROHO	Central Register of Higher Education Study Programmes		FTE	Full-time equivalent
CvB	Executive Board		GUO	Joint executive body
CWI	Committee for Scientific Integrity		HL	Professor
			HO	Higher education
DRIFT	Dutch Research Institute for Transitions		HST	Institute of Health Science & Technology
ECE	Erasmus Centre for Entrepreneurship		IBA	International Business Administration
ECLC	Erasmus China Law Center		IHS	Institute for Housing and Urban Development Studies
ECSP	Erasmus Centre for Strategic Philanthropy		IMERR	The institute of Medical Education Research Rotterdam
ECTs	European Credit Transfer System		IPRC	International Peer Review Committee
ECV	Erasmus Centre for Valorisation			
EDLE	European Doctorate in Law and Economics		ISO	Dutch National Students Association
EDSC	Erasmus Data Service Centre		ISS	International Institute of Social Studies
EEPI	Erasmus Electronic Publishing Initiative		ITK	Institutional Quality Assurance Assessment
EEA	Erasmus Education Research		KNAW	The Royal Netherlands Academy of Arts and Sciences
EGSH	Erasmus Graduate School of Social Sciences and Humanities		KWP	Knowledge Lab
EGSL	Erasmus Graduate School of Law		LDE	Leiden-Delft-Erasmus: cooperative arrangement between the three universities
EHA	Erasmus Honours Academy			
EHP	Erasmus Honours Programme			
EI VCC	Erasmus Initiative Vital Cities and Citizens		LEI	Leiden University
EMDI	Erasmus Migration and Diversity Institute		LEC	Leadership in Education Course
			LSH	Life Science & Health
ENVH	Erasmus Network of Female Professors		LSVB	Dutch National Union of Students
Erasmus MC	Erasmus University Medical Centre Rotterdam		LTC	Language & Training Centre
			MB	Medical Library

MMAPP	Mundus Master programme in Public Policy	VWO	Pre-University Education
MO	Employee Satisfaction Survey	WFHW	Higher Education (Funding) Act
MOOC	Massive Open Online Course	WHOO	Higher Education and Research Act
NIHES	Netherlands Institute for Health Sciences	WNT	Dutch Executives' Pay (Standards) Act
NOA	National Agreement on Education	WO	Academic Education
NRO	Netherlands Initiative for Education Research	WP	Academic staff
NVAO	The Accreditation Organisation of the Netherlands and Flanders	ZonMW	Netherlands Organisation for Health Research and Development
NWA	National Science Agenda		
NWO	Netherlands Organisation for Scientific Research		
OBP	Support and Management Staff		
OCW	Ministry of Education, Culture and Science		
OECR	Educational Expertise Centre Rotterdam		
OECD	Organisation for Economic Cooperation and Development		
PoR	Port of Rotterdam		
QANU	Quality Assurance Netherlands Universities		
P&D	Performance and development cycle		
RDO	Research Development Office		
REI	Research Excellence Initiative		
RISBO	Rotterdam Institute for Social Science and Policy Research		
RMIH	Rotterdam. Make it Happen		
RSM	Rotterdam School of Management, Erasmus University		
RSO	Research Support Office		
SB	Supervisory Board		
SEP	Standard Evaluation Protocol		
STQ	Senior Teaching Qualification		
SPP	Strategic Staff Planning		
SSC	Shared Service Centre		
SSH	Foundation for Student Housing		
TOP	Training and Development Platform		
TTO	Technology Transfer Office		
TUD	Delft University of Technology		
UL	University Library		
UD	Assistant professor		
UHD	Associate professor		
UNSDG	United Nations Sustainable Development Goals		
UR	University Council		
USC	University Support Centre		
VJE	Erasmus Preparatory Year		
VSNU	Association of Dutch Universities		

Appendix 7
Exchange Agreements

Erasmus School of Economics

	Outbound	Inbound	Student exchange agreement Y/N
Argentina, University of Buenos Aires	2	4	Y
Australia, Swinburne University of Technology, Melbourne	1	-	Y
Australia, University of Technology, Sydney	-	1	Y
Australia, Western Sydney University	1	-	Y
Australia, Australian National University, Canberra	1	3	Y
Australia, Monash University	1	2	Y
Austria, WU Vienna University of Economics and Business	4	2	Y
Belgium, Ghent university	-	1	Y
Belgium, Katholieke Universiteit Leuven	-	1	Y
Belgium, University of Antwerp	-	-	Y
Brazil, University of São Paulo	3	2	Y
Canada, Carleton University, Ottawa	1	4	Y
Canada, Haskayne School of Business, Calgary	1	-	Y
Canada, Queen's University	4	1	Y
Canada, University of Western Ontario, London	1	1	Y
Canada, York University, Toronto	1	-	Y
Chile, University of Chile	2	-	Y
China, Fudan University, School of Economics, Shanghai	2	1	Y
China, City University of Hong Kong	4	6	Y
China, Shanghai University of Finance and Economics	4	5	Y
China, Renmin University, School of Economics, Beijing	3	3	Y
China, Peking University, School of Economics, Beijing	1	6	Y
China, Wuhan University	2	3	Y
Colombia, Universidad de los Andes	-	1	Y
Croatia, University of Zagreb, Faculty of Economics and Business	2	-	Y
Czech Republic, University of Economics, Prague	4	2	Y
Denmark, Aarhus University, School of Business and Social Sciences	1	1	Y
Denmark, University of Copenhagen	3	2	Y
Finland, University of Helsinki	3	-	Y
Finland, University of Turku	2	2	Y
France, Audencia Business School	2	1	Y
France, Ecole de Management de Normandie	3	3	Y
France, EM Lyon Business School	1	1	Y
France, ESSEC Business School, Cergy	3	6	Y
France, Université Paris 1 Panthéon-Sorbonne	5	3	Y
France, University of Strasbourg	-	1	Y
France, Toulouse 1 Capitole University	2	2	Y
France, ENSAI - National School for Statistics and Information Analysis	-	-	Y

	Outbound	Inbound	Student exchange agreement Y/N
Germany, Goethe University Frankfurt am Main	4	2	Y
Germany, Humboldt's School of Business and Economics	1	2	Y
Germany, Ludwig Maximilians Universität München	3	4	Y
Germany, University of Mannheim	2	2	Y
Greece, Athens University of Economics and Business	3	4	Y
Hungary, Corvinus University of Budapest	4	4	Y
Indonesia, Universitas Gadjah Mada, Yogyakarta	2	3	Y
Iran, University of Tehran	-	1	Y
Ireland, Trinity College Dublin	4	-	Y
Italy, Bocconi University, Milan	10	13	Y
Italy, University of Milano-Bicocca	2	-	Y
Italy, University of Pisa	2	2	Y
Italy, University of Bologna	4	4	Y
Jpan, Hitotsubashi University, Tokyo	6	3	Y
Jpan, Keio University, Tokyo	2	2	Y
Jpan, Keio University, School of Economics, Tokyo	5	-	Y
Jpan, Waseda University	2	1	Y
Mexico, ITAM	-	-	Y
New Zealand, The AUT Business School, Auckland University of Technology	4	-	Y
Norway, BI Norwegian Business School, Oslo	2	-	Y
Norway, Norwegian University of Science and Technology, Trondheim	2	2	Y
Norway, University of Bergen	2	-	Y
Norway, University of Oslo	2	2	Y
Peru, Universidad del Pacífico	4	-	Y
Poland, Warsaw School of Economics	3	2	Y
Portugal, ISEG - Universidade de Lisboa	1	2	Y
Portugal, Nova School of Business and Economics, Lisbon	2	2	Y
Portugal, University of Coimbra	2	2	Y
Russia, National Research University Higher School of Economics, Moscow	11	4	Y
Russia, Lomonosov Moscow State University	3	3	Y
Singapore, Nanyang Technological University	3	-	Y
Singapore, Singapore Management University	2	3	Y
Slovenia, University of Maribor	-	1	Y
South Africa, University of Pretoria	2	-	Y
South Korea, Korea University	1	-	Y
South Korea, Sung Kyun Kwan University (SKKU), Seoul	10	4	Y
South Korea, Yonsei University, Seoul	4	6	Y
Spain, Universidad Autònoma de Barcelona	2	4	Y
Spain, Universidad Autònoma de Madrid	4	-	Y
Spain, Carlos III University of Madrid	5	5	Y

	Outbound	Inbound	Student exchange agreement Y/N
Spain, Universitat de Barcelona	2	1	Y
Spain, Pompeu Fabra University, Barcelona	4	5	Y
Sweden, University of Gothenburg	2	3	Y
Sweden, Örebro University	2	-	Y
Sweden, Stockholm University	2	-	Y
Sweden, Lund University	2	1	Y
Switzerland, University of Zurich	4	4	Y
Turkey, Bogaziçi University	2	1	Y
Turkey, Middle East Technical University, Ankara	-	1	Y
United Kingdom, City University London	2	-	Y
United Kingdom, University of Essex	4	2	Y
United Kingdom, University of Glasgow	4	1	Y
Uruguay, Universidad de Montevideo	2	1	Y
USA, George Mason University	2	-	Y
USA, Texas A&M University	7	5	Y
Total	**238**	**185**	

Erasmus School of Law

	Outbound	Inbound
Aristotle University of Thessaloniki		1
Athene	2	2
Barcelona	2	4
Bergen	2	
Bilkent		2
Bocconi	7	
Bologna	2	1
Bournemouth	1	
Buenos Aires	1	
Carleton	5	2
City University	3	1
Copenhagen	2	1
Cork	2	1
CUPL		2
East China University of Political Science and Law	3	2
Eotvos Lorand	3	
ESL-NUS	1	3
Essex	1	
Friedrich University		1
FSU	2	
Fudan	2	2

	Outbound	Inbound
Ghent		1
Gadjah Mada	2	
Glasgow	6	4
Hamburg		1
Hebrew University Jerusalem	3	
Helsinki		4
Iceland		1
Hofstra	1	
Hong Kong		1
University of Indonesia		2
Innsbruck		2
Istanbul	1	1
Istanbul Bilgi	1	
Kolkata		1
Konstanz		1
Kutafin Moskou	1	
Latvia		2
Lisbon	6	
Leuven		1
Luiss Guido Carli University		2
Lund		1
Mannheim	2	1
Masaryk University		2
Middlesex	1	
National University Singapore	4	
New South Wales		4
Oslo	4	
Ottawa	1	5
Palacky		1
Peking University	2	1
Potstroom North West University		2
Pretoria	3	
Renmin University	1	1
Salamanca	1	1
Sao Paulo	1	3
Seoul	2	
Shanghai Jiao Tong	2	3
Sofia		2
Stockholm	4	1
University College Cork		3
Universitas Indonesia	2	
UNSW	7	
Vienna		2
Warschau	1	2
Warwick		2

	Outbound	Inbound
Western Sydney	2	1
Wuhan		2
Yeditepe	2	
Zagreb	1	1
Zurich		4
Total	**102**	**94**

Erasmus School of Social and Behavioral Sciences

	Outbound	Inbound	Student exchange agreement Y/N
Adam Mickiewicz University	1		Y
Bocconi university	1	1	Y
Ca'Foscari	2		Y
Carleton University	5	5	Y
Chinese University of Hong Kong	3	4	Y
Chung-Ang University	4	2	Y
City University of Hong Kong	2	3	tot juni 2018
Corvinus University Budapest	2		Y
George Mason University	3	2	tot november 2018
Glasgow Caledonian University	3	1	Y
Hanyang University	1	2	Y
IEP de Grenoble	1	2	Y
IEP de Lille	3	2	Y
Instanbul Bilgi University	2		Y
Instituto Superior de Ciencias do Trabalho e da Empresa		3	
Keio University	4	2	Y
Koç University	1	3	Y
Konkuk University	5		Y
KU Leuven		1	Y
Lingnan University	2	1	Y
Lund University		1	Y
Nanyang Technological University	4		Y
National University of Singapore	5	4	Y
Pusan National University	4	3	Y
Queen's University of Belfast	3		Y
Renmin University of China	1		Y
Roskilde Universitet	3	2	Y
Sabanci University		2	Y
San Francisco State University	5	6	Y

	Outbound	Inbound	Student exchange agreement Y/N
Seoul National University	2	1	Y
Stony Brook University	1		Y
Swinburne University of Technology		2	N
Tallinn University of Technology	1	2	Y
Universidad Autónoma de Barcelona	3		Y
Universidad de Mayor	1		Y
Universita ca Foscari Venezia	4		Y
Universität Konstanz	1		Y
Université catholique de Louvain (UCL)		2	Y
University of Eastern Finland	2	2	Y
University of Essex	4	3	Y
University of Fraser Valley	1		Y
University of Konstanz		1	Y
University of Limerick	4	3	Y
University of New South Wales	2	1	Y
University of Oslo	1	1	Y
University of Ottawa	1		Y
University of Sydney, Australia	2	1	N
University of Technology, Sydney	1		Y
University of Waterloo		4	Y
Vrije Universiteit Brussel		1	Y
Western University, Ontario	6	5	N
Western Washington University		3	Y
Total	**104**	**87**	

Erasmus MC

	Outbound	Inbound	Student exchange agreement Y/N
Peking University Health Science Center, Peking, China	1		Y
University of the Philippines College of Medicine, Philippine General Hospital		2	Y
Academisch Ziekenhuis Paramaribo	11		Y
Katatura State Hospital, Windhoek, Namibia	1		Y
Pontaficia Iniversidad Catolica de Chile, Santiago, Chili	1		Y
St Lukes Hospital, Chilema, Zomba, Malawi	2		Y
St Elisabeth Hospital, Willemstad, Curacao	6		Y
Visiomed Eye and Laser Clinic, South Africa	1		Y
Fakultas Kedokteran Universitas Gadjah Mada, Yogyakarta, Indonesia	5	3	Y

	Outbound	Inbound	Student exchange agreement Y/N
AZ Zeno Knokke, Belgium	1		Y
Hong Kong University, Hong Kong	2		Y
Psychiatrisch Centrum, Paramaribo, Suriname	1		Y
RSUD Dr. Soetomo, Surabaya, Indonesia	2		Y
Hoxton Surgery in England	1		Y
Psychiaters Maatschap Antillen, Willemstad, Curacao	1		Y
Scarto Medical Centre in England	1		Y
Mungra Medisch Centrum, Nickerie, Suriname	1		Y
's Lands Hospital, Paramaribo, Suriname	1		Y
Great North Children's Hospital, Newcastle upon Tyne, UK	3		Y
Tygerberg Academic Hospital, Cape Town, South Africa	2		Y
Littlefield surgery practice in Grimsby	6		Y
Diakonessenhuis Paramaribo, Suriname	2		Y
Littlefield Practice of Roxton	4		Y
Groote Schuur Hospital, Cape Town, South Africa	3		Y
Victor Chang Cardiac Research Institute, Sydney Australia	1		Y
Dr Horacio Oduber Hospital Oranjestad, Aruba	2		Y
SickKids Hospital, Toronto, Canada	4		Y
Keio University School of Medicine, Tokyo, Japan	6	2	Y
Universidad de Ciancias Mèdicas de la Habana, Havana, Cuba	1		Y
Hospital das Clinicas UFMG, Belo Horizonte, Brazil	1		Y
Great Ormond Street Hospital, London, UK	3		Y
Sulaymaniyah Teaching Hospital, Iraq	1		Y
Boston Children's Hospital, Boston, USA	4		Y
University College London Hospitals	1		Y
Pietersburg and Mankweng Hospital, Polokwane, South Africa	2		Y
Siriraj Hospital, Faculty of Medicine, Mahidol University	2	2	Y
Johannes Wesling Klinikum Minden, Germany	1		Y
Hospital de Manises, Valencia, Spain	1		Y
Red Cross War Memorial Children's Hospital, South Africa	2		Y
Donkorkrom Hospital, Donkorkrom, Ghana	2		Y
Clinique Doukkala, Al Jdida, Morocco	1		Y
Khayelitsha Hospital, Cape Town, South Africa	1		Y
University Teaching Hospital of Kigali	1		Y
The University of Edinburgh, United Kingdom	1		Y
Regionshosptalet Viborg in Denmark	1		Y
DRK-Kinderklinik, Siegen, Germany	5		Y
St. Marien-Krankenhaus Siegen, Germany	2		Y
Diakonie Klinikum Jung-Stilling, Siegen, Germany	2		Y
Macha Mission Hospital, Macha, Zambia	3		Y
The Holy Family Teaching Hospital, Techiman, Ghana	2		Y
United Mission Hospital Tansen, Palpa, Nepal	1		Y
Universidad CES, Medellin, Colombia	1		Y
Chikombedzi Hospital - Chikombedzi - Zimbabwe	1		Y

	Outbound	Inbound	Student exchange agreement Y/N
Klinikum Kempten , Kempten in Germany	1		Y
Kumi Hospital Uganda	1		Y
University of Nottingham	1		Y
Kiwoko Hospital, Kiwoko, Uganda	2		Y
University of Washington - Seattle - USA	2		Y
Westmead Hospital, Sydney, Australia	1		Y
Inverclyde Royal Hospital, Glasgow, Great Britain	1		Y
Unfallkrankenhaus Berlin	1		Y
The Chinese University of Hong Kong	1		Y
Fundacion Sonrisa NaranJ, Guayaqull, Ecuador	1		Y
Central Hospital of Yaoundé, Yaoundé, Cameroon	1		Y
Nsawam Govemment Hospital, Nsawam, Ghana	1		Y
University Medical Centre / Emergency Department & Internal, Ho Chi Min City, Vietnam	1		Y
FUCS, Bogota, Colombia	2		Y
Johns Hopkins University School of Medicine, Baltimore, US	1		Y
Komfo Anokye Teaching Hospital / Kumasi / Ghana	1		Y
University of Auckland, Auckland, New Zealand	1		Y
General Massachusetts Hospital / Boston / USA	1		Y
University of Cambridge, Cambridge, England	2		Y
University of Malaya / Kuala Lumpur, Malaysia	1		Y
Royal Adelaide Hospital / Adelaide / Australia	1		Y
New York University	1		Y
University of Edinburgh	2		Y
Kyoto University, Japan	2		Y
Monash University and Alfred Hospital	2		Y
Hong Kong University Pasteur Research Pole	1		Y
Staten Seruminstitute Copenhagen	2		Y
Universitätsklinikum Erlangen	1		Y
University Medical Center Hamburg-Eppendorf	1		Y
Stockholm University	2		Y
Manchester University	2		Y
IISER Thiruvananthapuram	2		Y
Catholic University of Rome	2		Y
Guy's Hospital	2		Y
Hammersmith Hospital, Imperial College, London	3		Y
Hospital Clinic, Barcelona	2		Y
Hospital Édouard Herriot, Lyon, France	2		Y
Institute for Clinical and Experimental Medicine, Prague, Czech Republic	2		Y
Manchester Royal Infirmary	2		Y
Medical University of Warsaw	2		Y
Medizinische Universität Innsbruck	2		Y
Queen Elisabeth Hospital, Birmingham, England	2		Y

	Outbound	Inbound	Student exchange agreement Y/N
Royal Infirmary Edinburgh	2		Y
Universitair Ziekenhuis Leuven	1		Y
Universitätsklinikum Freiburg	2		Y
University of Bologna	2		Y
University of Padua	2		Y
Faculdade de Medicina - Universidade Federal de Minas Gerais, Belo Horizonte	8		Y
Universidad Ciencias Medicas De La Habana - Facultad de Ciencias Medicas "Salvador Allende", Havana, Cuba	12		Y
Facultad Ciencias Medicas - Universidad Central del Ecuador, Quito	6		Y
Elective Ghana; Donkorkrom Presbyterian Hospital; Greater Accra Regional Hospital	10		Y
Fakultas Kedokteran - Universitas Indonesia, Jakarta	10		Y
Fakultas Kedokteran - Universitas Airlangga, Surabaya	6		Y
Fakultas Kedokteran - Universitas GadJh Mada, Yogyakarta	6		Y
Theran University of Medical Sciences (TUMS), Iran	4		Y
Moi University, School of Medicine, Eldoret, Kenya	10		Y
Faculty of Medicine, Sultan Qaboos University, Muscat	7		Y
University of Cape Town, School of Health Sciences; Groote Schuur Hospital, SHAWCO, Kaapstad	8		Y
University of Limpopo; Provincial Hospital Polokwane, Polokwane	9		Y
Diakonessenhuis, Paramaribo; Medische Zending	7		Y
Pham Ngoc Thach University of Medicine, Ho Chi Minh city, Vietnam	5		Y
University of Medicine and Pharmacy, Ho Chi Minh city, Vietnam	5		Y
University of Zambia, School of Medicine, Lusaka; University Teaching Hospital, Lusaka; Macha Mission Hospital, Macha; Macha Research Trust, Macha	6		Y
University of Zimbabwe, School of Health Sciences, Harare; Parirenyatwa Hospital, Harare; Solidarmed, Masvingo; Silveira Mission Hospital, Silveira; Chikombedzi Mission, Chikombedzi Hospital,	4		Y
Total	**299**	**7**	

Erasmus School of Philosophy

	Outbound	Inbound	Student exchange agreement Y/N
Università degli studi di Urbino Carlo Bo	0	1	Y
Universita degli Roma Tre	0	1	Y
Universita di Bologna	1	1	Y

	Outbound	Inbound	Student exchange agreement Y/N
Wroclaw	0	1	Y
Fudan University	2	1	Y
University Bayreuth	0	2	Y
Oxford Brookes	0	1	Y
University of Sydney	2	0	Y
Sapienza, Rome	1	0	Y
University of Helsinki	1	0	Y
Complutense Madrid	1	0	Y
Total	**8**	**8**	

Erasmus School of History, Culture and Communication

	Outbound	Inbound	Student exchange agreement Y/N
Torcuato Di Tella University	2	-	Y
Swinburne University of Technology	1	7	Y
University of New South Wales	4	1	Y
University of Sydney	3	1	Y
University of Technology Sydney	1	5	Y
Western Sydney University	2	3	Y
University of Vienna	2	3	Y
Catholic University Leuven	1		Y
Free University of Brussels	2	-	Y
University of Antwerp		-	Y
PUC-Rio	2	1	Y
Carleton University	3	1	Y
University of Calgary	3	1	Y
University of Ottawa	5	-	Y
University of Waterloo	2	-	Y
University of Western Ontario	1	1	Y
York University	1	1	Y
Major University	2	-	Y
PUC-Chile		-	Y
Chinese University of Hong Kong	7	7	Y
City University of Hong Kong	2	4	Y
Communication University of China		4	Y
Hong Kong Baptist University	1	-	Y
Hong Kong University of Science and Technology	3	-	Y
Jinan University		-	Y
Lingnan University		1	Y
Renmin University of China	1	-	Y

	Outbound	Inbound	Student exchange agreement Y/N
Shanghai International Studies University		1	Y
Anglo-American University	1	-	Y
Charles University	1	4	Y
Aarhus University	1	5	Y
Copenhagen Business School	2	1	Y
University of Copenhagen	1	-	Y
Tallinn University	1	5	Y
University of Helsinki	2	3	Y
Audencia Nantes	2	1	Y
Sciences Po Paris	3	2	Y
Free University Berlin	2	3	Y
Humboldt University of Berlin		1	Y
Mannheim University		2	Y
University of Münster	1	2	Y
Central European University		-	Y
University of Iceland		-	Y
University College Dublin		1	Y
University of Limerick		-	Y
Bocconi University	4	2	Y
LUISS Guido Carli University	11	6	Y
Sapienza University of Rome	3	-	Y
University of Bologna		2	Y
Chuo University	1		Y
Keio University	4	1	Y
Rikkyo University	3	-	Y
Waseda University	1	-	Y
University of Monterrey	2	-	Y
University of the Americas Puebla	1	-	Y
Victoria University of Wellington	2	1	Y
Norwegian University of Science and Technology	2		Y
University of Bergen			Y
University of Oslo	1	2	Y
Nanyang Technological University	4	4	Y
National University of Singapore	7	5	Y
Singapore Management University	2	2	Y
University of Ljubljana		2	Y
Rhodes University	1	-	Y
Chung-Ang University	4	4	Y
Korea University	2	-	Y
Seoul National University	2	2	Y
Yonsei University	4	4	Y
ESERP Barcelona	2	2	Y
Ramon Llull University	2	2	Y

	Outbound	Inbound	Student exchange agreement Y/N
CEU San Pablo University	4	-	Y
University Carlos III of Madrid	2	2	Y
University of Navarra	2	-	Y
Linköping University	1	-	Y
Lund University	1	2	Y
Stockholm University		1	Y
University of Lugano		-	Y
University of Zurich		1	Y
National Chengchi University	1	1	Y
National Taiwan University	1		Y
Istanbul Bilgi University		-	Y
Koç University	1	2	Y
Sabanci University		1	Y
Newcastle University	3	-	Y
Cardiff University		1	Y
Glasgow University	1		N, via ESL
Goldsmiths University of London	2	2	Y
Loughborough University		-	Y
Nottingham Trent University		2	Y
Queen's University Belfast			Y
University of Birmingham			Y
University of Essex		2	Y
University of Exeter		4	Y
University of Leeds	9	3	Y
University of Leicester		1	Y
University of Manchester			Y
University of Sheffield	1	1	Y
University of Stirling	1	-	Y
Central Michigan University		-	Y
Florida State University	2	1	Y
George Mason University	4	-	Y
Hawai'i Pacific University	3	-	Y
Indiana University	1	2	Y
Purdue University Northwest		1	Y
San Diego State University	5	2	Y
San Francisco State University	4	3	Y
Stony Brook University	1	-	Y
University of Illinois at Chicago		-	Y
University of Minnesota Duluth	1	2	Y
Western Washington University	1	1	Y
Pace University		1	
Total	**83**	**80**	

Rotterdam School of Management EU

	Outbound	Inbound	Student exchange agreement Y/N
Management Centre Innsbruck	0	0	Y
Vienna University of Economics and Business Administration	4	6	Y
UCL Louvain + Mons	3	1	Y
University of Economics Prague	5	6	Y
Aarhus	2	3	Y
Copenhagen Business School	9	13	Y
Aalto University School of Business	5	4	Y
EDHEC Business School	2	4	Y
EM Lyon Business Business School	3	1	Y
ESC Rennes	3	1	Y
ESSCA	2	2	Y
ESSEC	2	0	Y
Grenoble École de Management	2	0	Y
HEC Paris	0	1	Y
Aix-Marseille University, AMU	2	0	Y
Institut d'etudes Politiques de Paris, SciencesPo	0	4	Y
University Paris Dauphine	5	3	Y
University of Cologne	3	1	Y
Universitat Mannheim	3	4	Y
WHU	2	0	Y
AUEB	0	2	Y
Corvinus University of Budapest	3	3	Y
ReykJvik University	0	5	Y
Trinity College Dublin	3	5	Y
University College Dublin - Smurfit	1	3	Y
University College Dublin - Quinn	5	2	Y
Tel Aviv University	1	3	Y
Bocconi University	15	18	Y
LLUIS	0	0	Y
BI Norwegian School of Management	2	4	Y
The Norwegian School of Econ. and Bus. Admin.(NHH)	11	14	Y
Warsaw School of Economics	1	1	Y
Universidade Nova de Lisboa	7	6	Y
Universidade Católica Portuguesa	6	7	Y
St. Petersburg State University	7	5	Y
Instituto de Empresa University (IE Madrid)	6	5	Y
EADA	0	2	Y
ESADE	5	8	Y
ICADE	2	2	Y
Universidad Carlos III de Madrid	2	8	Y

	Outbound	Inbound	Student exchange agreement Y/N
University of Navarra	1	4	Y
Universitat Pompeu Fabra	2	2	Y
Stockholm School of Economics	9	13	Y
University St. Gallen	9	7	Y
Koç University	6	0	Y
Aston University	5	4	Y
University of Bath	6	1	Y
City University of London	1	1	Y
Imperial College Business School	1	1	Y
Lancaster University	0	4	Y
Leeds University	1	1	Y
London School of Economics	2	2	Y
University of Manchester	2	2	Y
University of Strathclyde	0	0	Y
University of Glasgow	0	0	Y
University of Warwick	2	3	Y
University of Calgary	1	3	Y
HEC Montréal	3	4	Y
McGill University	0	1	Y
Queen's University	6	11	Y
University of British Columbia	1	2	Y
Western University (Ivey)	9	10	Y
York University	5	5	Y
Babson College	1	2	Y
Brandeis University	0	2	Y
University of Chicago	1	0	Y
Duke University	0	3	Y
Emory University	2	1	Y
Florida International University	0	0	Y
Florida State University	2	0	Y
Georgia State University	5	0	Y
Indiana University– Kelley	0	1	Y
Indiana University – SPEA	4	4	Y
University of Illinois	0	0	Y
University of Iowa	1	0	Y
Northwestern University (MBA)	0	0	Y
New York University	0	0	Y
Ohio State University	1	1	Y
Texas Tech University	0	2	Y
Tulane University	0	0	Y
UC Davis	0	0	Y
University of Maryland	0	0	Y

	Outbound	Inbound	Student exchange agreement Y/N
University of Michigan	10	11	Y
University of North Carolina	5	13	Y
University of Virginia	5	2	Y
University of Pennsylvania	1	5	Y
University of Southern California	7	9	Y
University of South Carolina	4	4	Y
University of Texas at Austin	2	0	Y
University of Washington	7	10	Y
University Belgrano	0	0	Y
Universidad Torcuato di Tella (UTDT)	11	4	Y
Fundaçao Getúlio Vargas	4	6	Y
Coppead	2	0	Y
Pontificia Universidad Católica de Chile (PUC)	4	4	Y
Universidad Adolfo Ibanez	2	3	Y
INCAE	1	1	Y
Instituto Tecnológico Autónomo de México (ITAM)	0	1	Y
Instituto Tecnológico de Estudios Superiores (ITESM)	0	1	Y
Escuela de Administración de Negocios (ESAN)	0	1	Y
IESA	0	0	Y
The Chinese University of Hong Kong (CUHK, SZ)	4	1	Y
Fudan University	2	2	Y
Peking University	4	4	Y
Renmin University	2	1	Y
Shanghai Jiaotong University - Antai	0	2	Y
Shanghai Jiaotong University - SAIF	0	2	Y
Shanghai university SUFE	5	3	Y
Sun Yat-sen University	4	2	Y
Tongji University	2	2	Y
Tsinghua University	5	5	Y
The Chinese University of Hong Kong (CUHK)	5	9	Y
Hong Kong Baptist University	2	4	Y
The Hong Kong University of Science and Technology (HKUST)	4	5	Y
The City University of Hong Kong (CityU)	4	5	Y
Hong Kong Poly U	2	2	Y
The University of Hong Kong	4	2	Y
Gadjah Mada University	7	7	Y
Indian Institute of Management Bangalore (IIMB)	2	1	Y
IIM Calcutta	0	1	Y
Indian School of Business Hyderabad (ISB)	2	2	Y
Management Development Institute	1	0	Y
Keio University	0	4	Y

|	Outbound	Inbound	Student exchange agreement Y/N
Nagoya University of Commerce & Business (NUCB)	0	6	Y
Wasade	0	0	Y
Ewha Womans University	0	2	Y
KAIST	0	2	Y
Korea University KUBS	1	7	Y
Seoul National University	2	5	Y
Yonsei University	0	4	Y
Kuwait University	0	0	Y
AIM	0	0	Y
Nanyang Technological University (NTU)	4	4	Y
National University of Singapore	8	12	Y
Singapore Management University (SMU)	7	7	Y
National Chengchi University (NCCU)	5	8	Y
National Taiwan University	4	5	Y
Thammasat University B	2	2	Y
Thammasat University E	2	5	Y
University of Chulanlongkorn	1	2	Y
Monash University	0	0	Y
Queensland University of Technology	1	2	Y
University of Melbourne	3	4	Y
University of Sydney	6	10	Y
University of New South Wales	4	4	Y
University of Technology, Sydney	1	1	Y
University of Otago	2	1	Y
University of Waikato	1	2	Y
ESCA	1	1	Y
University of Pretoria	0	3	Y
University of Witwatersrand	0	0	Y
Total	**404**	**494**	

Erasmus School of Health Policy Management

|	Outbound	Inbound	Student exchange agreement Y/N
University of Oslo	6	9	Y
Management Center Innsbruck	6	20	Y
University of Bologna	7	5	Y
Copenhagen Business School	2		Y
University of Eastern Finland - Kuopio	9		Y
University of Ottawa (Canada)	1		Y

	Outbound	Inbound	Student exchange agreement Y/N
University of Bayreuth		5	Y
University of Hamburg		4	Y
Eotvos Lorand University, Budapest	1		N
Total	**32**	**43**	

Erasmus University College

	Outbound	Inbound	Student exchange agreement Y/N
Acibadem		2	Y
Charles University Prague	1		Y
Chinese University of Hong Kong	1	1	Y
Chulalongkorn University, Bangkok	2	1	Y
City University of Hong Kong (CityU)	4	3	Y
Fudan University	3		Y
Indiana University	3	3	Y
Kansai University	1		Y
KEIO University, Tokyo	1	1	Y
King's University College, London, Canada	2	1	Y
Koç, Istanbul		2	Y
Rocky Mountain College	1		Y
Roskilde University, Roskilde	1	3	Y
Seoul National University		2	Y
Universidad de Monterrey	1	1	Y
Universidad Loyola Andalucía	2	1	Y
Università Bocconi, Milan	2		Y
Universitat Pompeu Fabra	2		Y
Université Grenoble Alpes		1	Y
University Adolfo Ibáñez, Chile	2		Y
University Mannheim	1		Y
University of Leeds	1	2	Y
University of Limerick	2	3	Y
University of NSW, Sydney	2		Y
Total	**35**	**27**	