



# Annual Report 2015

Erasmus  
University  
Rotterdam



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## Annual Report 2015

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# Annual Report

# Introduction

This report provides an overview of Erasmus University Rotterdam's most important developments in the year 2015. The first part consists of descriptions, policy-related information and the institution's financial report. The financial statements form the second part. Miscellaneous information can be found in the appendices. Moreover, this report contains the results achieved with respect to the performance agreements made with the Department for Education, Culture & Science in 2012.

Erasmus University Rotterdam's 2015 Annual Report was adopted by the Executive Board on 21 April 2016 and by the Supervisory Board on 26 May 2016.

Drs. K.F.B. Baele, President of the Executive Board





# 1 Message from the Supervisory Board



# 1 Message from the Supervisory Board

In 2015, Erasmus University Rotterdam (EUR) Supervisory Board was responsible for supervising the Executive Board. By means of this report, the Supervisory Board accounts for the supervision it exercised in 2015.

## Supervisory Board

The Supervisory Board respects the principle of independence. In 2015, the composition of the Supervisory Board was such that the members of the board were able to operate independently and critically both of each other and the Executive Board. The composition of the Supervisory Board changed in 2015. Two members retired from the board and two new members were welcomed.

The Presidents of the Supervisory Boards of Dutch Universities had two joint meetings which were attended by the Minister of Education, Culture and Science. Finally, the Supervisory Board carried out a critical internal evaluation of its own performance during the year under review.

## Audit Committee

In 2015, the Audit Committee provided advice in respect of Erasmus University Rotterdam's annual report, the 2015 financial statements and the 2016 Budget Plan. The Board's Audit Committee met four times. The external auditor, appointed by the Supervisory Board, reported his findings during an Audit Committee meeting.

## Other committees

In 2015, preparations were made for the establishment of a Quality Committee which will focus on the setting up and functioning of a quality assurance procedure for education and research within EUR. Prior to the Supervisory Board meeting in the spring, this committee will meet for the first time; it intends to meet a total of four times in 2016.

## Subjects of consultation

The following subjects were discussed during the meetings:

### ■ The 2014 Annual Report & the 2014 Financial Statements

In May 2015, the Audit Committee and the Supervisory Board discussed the annual report, the financial statements and the auditor's report on the basis of the financial statements; subsequently the Supervisory Board adopted EUR's 2014 Annual Report and Financial Statements.

### ■ 2016 Budgetary Framework and 2016 Budget

In the spring, the Board discussed the 2016 Budgetary Framework, which forms the basis of EUR's 2016 Budget. In December, the Audit Committee and the Supervisory Board discussed the budget, and subsequently the Board adopted it.

### ■ Multi-year scenarios and funding plans

The Executive Board and the Supervisory Board had in-depth discussions about the scenarios and multi-year plans set out in the Budgetary Framework. These scenarios form the basis of the 2016-2019 multi-year budget.

### ■ Partnership between Leiden University, Delft University of Technology and EUR (LDE)

The assessment of whether the three universities in the province of South Holland should collaborate more intensively, which started in 2011, and the structural consultative meetings between the Presidents of the Supervisory and Executive Boards, set up in this context in 2012, resulted in a Joint Scheme [Gemeenschappelijke Regeling] in 2014.



The Joint Scheme has been adopted by the Supervisory Board, is applicable until 2018 and will serve as an umbrella for current and future activities within this partnership.

- **Evaluation of the Supervisory Board and Executive Board**

The Supervisory Board conducted the annual evaluation interviews with the Executive Board. The outcome of the evaluations was then discussed with the Executive Board as a whole and with each of the members individually. The Supervisory Board also evaluated its own performance.

- **Administration and Management Regulations ('BBR')**

During the year under review, the Board updated the Administration and Management Regulations.

- **Dutch Executives' Pay (Standards) Act [Wet Normering Topinkomens]**

The Supervisory Board complied fully with the Dutch Executives' Pay (Standards) Act governing the remuneration of members of the Executive Board. Furthermore, it applied the same criteria to the remuneration of the members of the Supervisory Board. The Board will continue to pay close attention to any amendments to this Act.

- **Independence**

The Supervisory Board believes it applied the principle of independence when fulfilling its duties.

- **Meetings with the Presidents of the Supervisory Boards of Dutch universities**

The Presidents of the Supervisory Boards of Dutch Universities had two joint meetings in the year under review.

- **Composition of the Executive Board**

The Supervisory Board appointed Kristel Baele as President of the Executive Board as of 1 December 2015. She will succeed Pauline van der Meer Mohr who is retiring from the Board at her own request. The appointment of Ms Baele was supported by the members of the Executive Board, the deans and the University Council, and has the confidence of all the members of these bodies. There were no further changes to the composition of the Executive Board.

- **Governance and Compliance**

The Supervisory Board acted in accordance with the Universities' Code of Good Governance, as adopted in 2014. This means that, among other things, the annual report must demonstrate extensive accountability in respect of the Code as well as provide an explanation of how the Code is complied with.

- **Joint discussions between Erasmus MC and EUR**

In 2015, the Supervisory Board had four meetings with the Executive Board. In addition, the entire Supervisory Boards of Erasmus University Rotterdam (EUR) and the Erasmus Medical Centre (Erasmus MC) held one meeting with the Executive Board and the Management Board.

- **Meetings with the University Council**

Last year, the President of the Supervisory Board and one of the Board's members had two meetings with a large delegation of the University Council. The Supervisory Board believed these meetings were beneficial.

- **Contacts within EUR**

During the year under review, the members of the Supervisory Board also regularly consulted one another and/or members of the Executive Board informally. Whenever necessary - both during and outside meetings - one or more members of the Executive Board and/or one or more Deans of the faculties informed the Supervisory Board of any important developments within or outside Erasmus University Rotterdam.

In the year under review, Professor Werner Brouwer, vice-dean of the iBMG (Institute of Health Policy & Management), gave the faculties' annual presentation, thus providing the Board with insight into developments within this faculty. By providing an explanation of the completed reorganisation and the steps taken with an eye on the future, he demonstrated that iBMG is well prepared for an exciting future.

- **LDE Partnership**

The Supervisory Boards and Executive Boards of Leiden University, Delft University of Technology and EUR met once to have a joint discussion about their partnership. The aim of these governing bodies is to achieve intensive collaboration.

## Conclusion

In 2015, the Executive Board worked dynamically and continuously to ensure initiatives launched in previous years were carried out. These initiatives will enable EUR to retain and strengthen its good position.

The Supervisory Board is satisfied with its interaction with the Executive Board and the way the Executive Board provides updates about significant developments. This has allowed the Supervisory Board to exercise its supervisory duties satisfactorily and to advise the Executive Board on important decisions. The Supervisory Board has established that the Deans greatly value their cooperation with the Executive Board. This cooperation facilitates useful discussions, even on difficult subjects. The Deans of EUR's various faculties are very involved in the university's general policy and make a significant contribution to the relevant discussions.

The Supervisory Board would like to express its huge appreciation of all the efforts made by EUR's employees. It is only thanks to the constant commitment of both academic and support staff that EUR is able to realise its strategic objectives and ambitions.

Finally, the Supervisory Board would also like to express its appreciation of all the work undertaken by Pauline van der Meer Mohr during recent years. Throughout her presidency, she performed her role exceptionally well in the interests of the university. The Supervisory Board is extremely grateful to her for this hard work and dedication.

## Composition of the Supervisory Board

In 2015, the composition of the Supervisory Board of Erasmus University was:

- Hans Smits, President
- Professor Corien Prins,
- Pascal Visée, RA
- Véronique Timmerhuis (until 1 August 2015)
- Erik van den Emster (until 1 August 2015), also a member of the Supervisory Board of Erasmus MC
- Professor Hans van Duijn (since 1 August 2015)
- Marja van Bijsterveldt-Vliegenthart (since 1 December 2015)

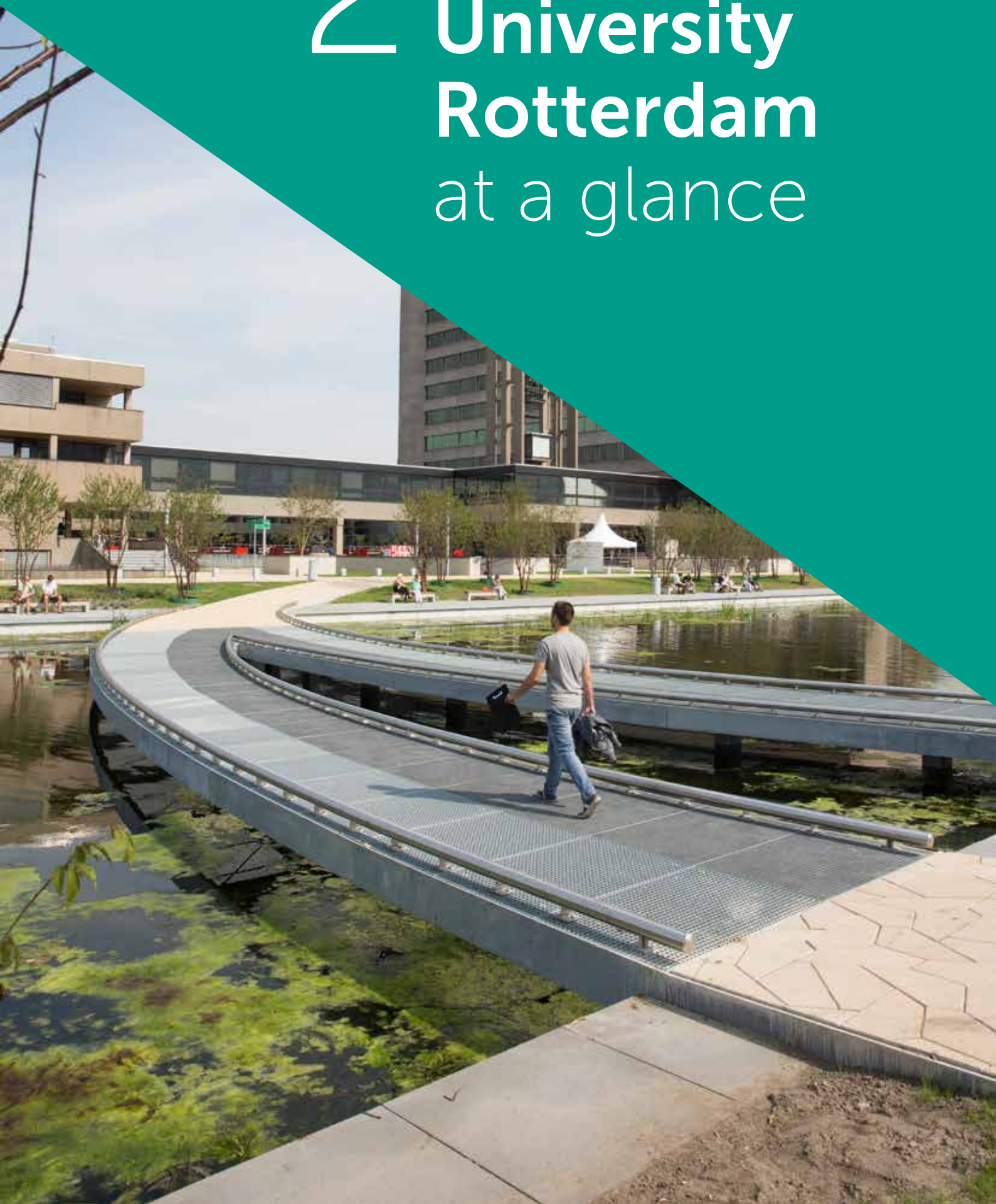
The composition of the Audit Committee was:

- Pascal Visée, RA, a member of the Supervisory Board, chairperson
- Erik van den Emster, a member of the Supervisory Board (until 1 August 2015)

The Supervisory Board of Erasmus University Rotterdam

ir. drs. Hans Smits, President

# 2 Erasmus University Rotterdam at a glance



# 2 Erasmus University Rotterdam at a glance

## Vision and mission

Erasmus University Rotterdam (EUR) is a relatively specialised research university with a distinct social orientation in its education and research. Since its inception as the Netherlands School of Commerce [Nederlandsche Handels-Hoogeschool] in 1913, this social orientation has been one of EUR's fundamental features. EUR's vision is that its scientists and students should work on global societal challenges in the areas of prosperity, health, governance and culture. 'Social commitment', 'responsibility' and 'curiosity' are the university's classic core values.

### Key figures of Erasmus University Rotterdam

2014

2015

24,820 students\*



26,212 students\*

\*reference date 8 October

15,385  
bachelor  
enrolments\*

9,435  
master  
enrolments\*



10,010  
master  
enrolments\*

16,202  
bachelor  
enrolments\*

\*including students doing two or more degrees

7,394 diplomas



7,337 diplomas

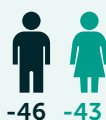
354 doctorate conferrals



374 doctorate conferrals

1,350 males  
1,473 females

2,823  
employees



2,734  
employees

1,304 males  
1,430 females

478 professors



475 professors

538 M€ annual turnover



554 M€ annual turnover

En route to 2018, the end of the current strategic planning period, EUR has added the values of 'solidarity' and 'relevance', in the knowledge that only together can new standards actually be set. The student population is very diverse and the programmes attract a high international intake. EUR distinguishes itself through excellent graduation rates, the relevance of its programmes to the job market, a 'full career' range, sharply focused research and wide cooperation among scientists.

Erasmus University Rotterdam has an excellent, global reputation in the fields of economics, management, health sciences, law, social science, history, culture and communication, and philosophy. It has created an exceptional profile by combining a select number of disciplines with a melting pot of talented people of all ages and cultural backgrounds. EUR's mission is to cultivate international, national and regional talent and to produce academic knowledge for mankind, business and society.

### Erasmus University Rotterdam (EUR) has seven faculties and two institutions

In 2015, the following names and abbreviations were used:

<b>ESE</b>	Erasmus School of Economics
<b>ESHCC</b>	Erasmus School of History, Culture and Communication
<b>ESL</b>	Erasmus School of Law
<b>FGG / Erasmus MC</b>	Faculty of Medicine and Health Sciences including the Institute of Health Policy and Management/Erasmus Medical Centre
<b>FSW</b>	Faculty of Social Sciences
<b>FW</b>	Faculty of Philosophy
<b>RSM</b>	Rotterdam School of Management, Erasmus University
<b>iBMG</b>	Institute of Health Policy and Management
<b>ISS</b>	International Institute of Social Studies (The Hague)

### Notable events in 2015:

- Launching the new slogan Make it Happen!
- Opening the Erasmus Sustainability Hub
- The appointment of philosopher Marli Huijter as Denker des Vaderlands (the Thinker Laureate)
- The 'Good Discussions' between the EUR community and the Executive Board, in which agreements were reached about the role and value of participation in decision-making
- The start of the first EUR MOOC on Econometrics in Coursera
- The appointment of Kristel Baele as new President of the Executive Board
- The opening of the Polak Building, the new Multifunctional Education Building
- The appointment of Hanneke Takkenberg as EUR's first Chief Diversity Officer
- The start of the renovations to the UL and the Sanders Building
- The reception of refugees in the Sports Building
- The appointment of Pearl Dykstra as one of the most important scientific advisers to the European Commission
- The start of the joint European Master's programme Eu-HEM
- The initiative to establish the Rotterdam Arts & Science Lab, in cooperation with the Willem de Kooning Academy and Codarts



In 2015, Erasmus University Rotterdam remained on course in respect of the 2012 performance agreements and the university's 2014 – 2018 strategy Impact & Relevance. Large, multi-year projects such as the graduation rates policy, the reform of business operations and the campus renovation were all completed or remained part of strategic programmes. In particular, huge strides were taken in areas such as the internationalisation of education and (international) research cooperation. One example of this is a trajectory which should lead to the establishment of an international network of like-minded universities. The links with the municipality of Rotterdam were also strengthened, most notably in the collective brand alliance with the pay-off Make it Happen. In addition, the partnership with the universities of Leiden and Delft is showing increasingly concrete results. Below is a description of a few important developments in 2015.

### Strategic programmes 2014-2018 - Impact & Relevance

The university's 2014 strategy was put into effect in covenant agreements between the Executive Board and the faculties as well as in a number of strategic programmes. EUR's strategy focuses primarily on improving the performances in education and research. First and foremost, Impact & Relevance will, therefore, be realised within the faculties and, in particular, in their education and research programmes. In the period 2014-2018, €17.1 million is available annually for the implementation of the total strategic policy.

The following five EUR-wide strategic programmes were active in 2015:

- Internationalisation of Education
- Online Education and Digital Services
- Top Support Making the difference!
- Impact & Relevance
- Academic quality & graduation rates

By the end of 2015, there were in excess of twenty active projects. The volume of these activities illustrates EUR's high ambitions but, simultaneously, puts pressure on both the institution and its personnel. For this reason, through portfolio management, consideration is being given to which priorities are realistic within the range of strategic activities. This means a number of difficult choices will have to be made in 2016.

### Sustainability & Corporate Social Responsibility

The Sustainability project is part of EUR's Impact & Relevance strategic programme. In cooperation with Erasmus Real Estate Services, research is being carried out into ways in which EUR could ensure sustainability practices were better embedded. Guiding principles in this context are the Global Goals for Sustainable Development. The Erasmus Sustainability Hub has launched several initiatives, varying from reducing waste to film evenings about the Grand Societal Challenges and a series of lectures on food and climate change. Regarding sustainability, EUR has high ambitions for the renovation of the Tinbergen Building. To this end an ELENA subsidy has been granted. EUR is the first university in Europe to be granted this subsidy by the European Investment Bank.

#### A handful of the most important projects:

- Facilities Services & Hospitality
- Internationalisation of the Curriculum
- Strategic Networks & Academic Partnerships
- Internationalisation of Master Programmes
- Online Education
- Digital Testing
- Identity & Access Management
- Digital Learning & the Working Environment
- Professionalisation of Information Management
- International Communication Concept & Campaign
- Career Services
- Multi-channel Content Strategy

### Diversity

Another equally important aspect of corporate social responsibility is the diversity policy. In 2015, the existing diversity policy was reviewed. The principle reasons for the policy review were the fragmented diversity initiatives within EUR and the disappointing results of existing policy. This review resulted in the development of a new EUR-wide Diversity programme. In this programme, all the knowledge and expertise within EUR will, as far as possible, be shared.





To implement the policy, EUR opted for a centralised and integrated approach. The programme is based on three pillars:

- Education & Students
- Research and
- Personnel & Organisation

In this programme the focus is on the broad spectrum of diversity and inclusivity (belonging), with priority being given to gender and cultural diversity. The viewpoint is not that diversity is a problem but rather that it offers our university added value.

#### **Appointment of a Chief Diversity Officer**

In 2015, Professor Hanneke Takkenberg was appointed Chief Diversity Officer (CDO). She will be ultimately responsible for the content of the theme diversity. Together with the Diversity programme manager, she will be responsible for the policy and its implementation. A Diversity steering group has also been established. This steering group comprises decision-makers within EUR, such as the Rector Magnificus, Deans and faculty directors. In addition to the steering group, a Diversity Advisory Board (DAB) has been formed. The DAB comprises content experts and a broad representation of both the staff and the student population. The DAB draws attention to and advises on policy and policy-related measures.

#### **Start Taskforce The Future is Diversity VU-EUR-UL**

An important milestone in the new policy is the establishment of intensive cooperation with the University of Leiden (UL) and the VU University Amsterdam (VU). In the form of a Taskforce The Future is Diversity, the three universities hope to improve the intake and progression (graduation rates) of bicultural students, as well as the number of bicultural graduates entering the labour market.

This will be brought about by means of joint scientific research and the development of a sustainable, evidence-based policy.

#### **Partnership with the municipality of Rotterdam**

Being an international trade hub, the city and greater region of Rotterdam form a natural partner with which Erasmus University can cooperate in the areas of education, research and valorisation. Being situated in the centre of the city, Erasmus University College is a powerful symbol of this cooperation. Since 2010, the municipality and EUR have worked together in knowledge workshops. During these workshops, scientists, policymakers and social organisations share their knowledge of social issues and undertake new research. In 2015, the following knowledge workshop were organised in Rotterdam: Smart-port 2.0 (issues related to the port), Rotterdam's Talent (education), Liveable Neighbourhoods (an initiative to stimulate social cohesion), 'e-Urban' (big data in the context of urban conurbations), CEPHIR (health in the city) and the Economy & Labour Market. In 2015, the basis was also laid for a Rotterdam Summer School, which will welcome its first students in the summer of 2016.

The expression of EUR's partnership with the municipality has been underlined by the establishment of a brand alliance: the Municipality of Rotterdam, the Port of Rotterdam Authority, Erasmus University Rotterdam and Rotterdam Partners are working together to ensure the profile of Rotterdam, its port and university is strengthened even further, both at home and abroad. Through the collective pay-off Make it Happen, the objective of this collaboration is to bind the highly educated, companies, trade, visitors, students and inhabitants to the city.





# 3 Performance agreements & main features of the policy

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## Ambition & realisation of the performance agreements

In 2012, an outline agreement was concluded between the collective universities, united in the VSNU (association of universities in the Netherlands), and the Department for Education, Culture and Science. 2015 is the target year of the performance agreements EUR made in 2012 in respect of improving and profiling education, research and knowledge valorisation. In the profiling document compiled by EUR At home in the world, the university committed itself to a number of specific ambitions regarding education, the professionalism of the teaching staff and support.

In the last three years, the EUR community has made a united effort to realise the ambitions stated. The institution-wide performance agreements were translated into agreements between the Executive Board and the faculties and recorded in covenants. Annually, in official meetings, the progression of both the quantitative indicators and the profiling ambitions have been assessed and, where necessary, revised. Across all the faculties, measures were introduced in areas such as the quality of teaching staff, indirect costs, honours education, graduation rates, valorisation and the flagship research policy. Consequently, by the end of 2015, it became clear that the ambitions set in 2012 had been realised.

Below is a summary of the most important results:

2012 Ambition	2015 Performance
Improvement in graduation rates	✓ Bachelor pass rate 80% and the broad introduction of motivational education
Flagship research policy	✓ 40 million extra subsidy for top groups
The Internationalisation of Education	✓ Large-scale investment in internationalisation programme and 19.8% international students
Added value from the Leiden-Delft-Erasmus alliance	✓ 9 active centres, numerous educational initiatives and large international subsidies secured
Impulse to education excellence	✓ 8.3% bachelor honours places and establishment of Erasmus Honours Academy
Lower generic overheads	✓ Overheads fell to 19.7%
Greater educational intensity	✓ All bachelor programmes at least 12 contact hours
Investment in the valorisation policy	✓ Establishment of the Erasmus Centre for Valorisation and embedding valorisation in the HR policy
Reduction in the student drop-out rate	✓ Drop-out rate fell to 17.6%
Strengthened relationship with the city	✓ Joint brand alliance 'Make it happen' and six active knowledge workshops
Higher quality of teaching staff	✓ 70% of the lecturers have a basic teaching qualification ('BKO')

These results are explained in more detail in the following paragraphs. The detailed report about the profiling agreements and the non-compulsory indicators is integrated into other sections of the annual report.

## Quality and graduation rates

Anticipated result of the profiling document: The bachelor pass rate would rise to 75% (cohort 2011).

The central challenge facing EUR was to improve the quality of education and the graduation rates further, given its extremely diverse student population. Consequently, EUR opted for At home in the World, a strong and daring education profile. As a result of this profile, an increasing number of programmes work with a year class in the first year, with compensation for examinations and tests, and with fewer re-sits, so that suitable students can progress without any delay, i.e. 'nominal is normal'. In this context, teaching in small groups and other forms of motivational and intensive education have been implemented in phases. teaching will be in small groups, and other forms of motivational and intensive education phased in. Digital learning methods are playing an increasingly important role in this context. In this light, EUR's most important performance agreement was to increase the numbers re-enrolling on the four-year bachelor programme to 75%; an ambition which was comfortably achieved. In addition, the number of students dropping out or switching programmes was lower than the level aimed for.

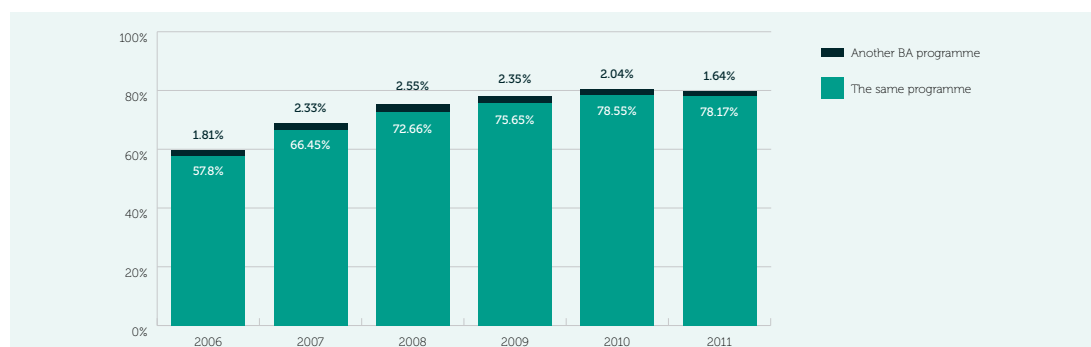
Since 2008, EUR has actively been working to improve the student pass rate. The increase in the pass rate clearly demonstrates that the policy has borne fruit. The most impressive measure in this context was the phased introduction of binding study advice of 60 ECTS in the years 2011- 2013 (nominal = normal). This measure went hand-in-hand with more intensive forms of education, fewer re-sit opportunities and compensatory tests, resulting in a 'year class' system. In recent years, considerable attention has also been paid to thesis supervision. Where possible, every attempt has been made to teach in small groups and to work with serial timetabling; and part of the

performance budget was used for this purpose. This involved, for example, a complete review of the bachelor's and master's curricula offered in the Erasmus School of Law programmes. Just like the pedagogy programme started in 2012 and the Erasmus University College started in 2013, these programmes have introduced problem-centred, small-scale education. The resources from the student loan system, expected as of 2018, and the pre-investments made by EUR offer potential for more intensive education in a larger number of programmes.

The year 2015 was dedicated to the progression and monitoring of 'Nominal = Normal' as well as to the further introduction of motivational education in the programmes. Now that all the programmes are working with this system, the effects can be analysed scientifically; this analysis will be part of a specially set-up research programme into 'academic quality and graduation rates'. Furthermore, quality assurance has been improved and a start made on preparing for the institution's audit of educational excellence which is expected to take place in 2017.

In the pass rate calculation shown below account is taken of students who started a full-time bachelor programme between 2006 and 2011, who were first-year Higher Education students in the cohort year and who followed the same study in the second year as they had in the first. Of this group, account was taken of the share of students who graduated from the same programme within four years, or graduated from a different bachelor within four years. The pass rate of the 2011 cohort was measured on 1 September 2015. The graph below presents an overview of the cohorts 2006 to 2011. (Source: VSNU, 1 cijfer HO). The cohort of those re-enrolling in 2011 had a four-year pass rate of 79.81%. Consequently, the pass rate was well above the target rate of 75% laid down in the performance agreement.

Graph 3.1: Four-year pass rate






## Re-enrolment

Anticipated result of the profiling document: the dropout rate would fall to 19% and the switch to 9% (cohort 2014).

The impact of the aforementioned graduation rate measure is most clearly demonstrated by the re-enrolment figures. The percentage of first-year higher education (HO) students from 2014 that enrolled for the same programme in 2015 was 74.3%. This is a significant increase

compared to the 72.1% in 2014 (see the following graph). The dropout rate fell further compared to the previous year: 17.6% of the first-year higher education students failed to re-enrol for one of EUR's programmes, compared to 18.48% in the previous year. Furthermore, the percentage of students who transferred to another EUR programme fell slightly to 7.3%. (Source: VSNU, 1 cijfer HO). When the 2009 and 2014 cohorts are compared, a significant improvement in the re-enrolment percentages is visible.

Table 3.1: Stayer, Switcher, Advancer, Dropout



Cohort year	Stayer	Switcher	Advancer	Dropout
2009	67.63%	10.93%	0.60%	20.84%
2010	69.20%	10.38%	0.82%	19.61%
2011	73.80%	7.76%	2.18%	16.25%
2012	71.89%	7.68%	1.22%	19.22%
2013	72.16%	8.30%	1.18%	18.36%
2014	74.27%	7.28%	0.83%	17.62%

NB. 'Advancers' [Stijgers] are transfer students who after one year on a bachelor programme enrol on a master programme.

## Quality of teaching staff

Anticipated result of the profiling document: at least 70% of the teaching staff (limited to a target group of assistant professors - associate professors - professors) would have a basic teaching qualification or a basic teaching qualification exemption.

EUR has adopted a broad policy that is focused on the continuous and professional development of its teaching staff. One of the basic elements of this is the Basic Teaching Qualification (BKO). In addition to the BKO, EUR recognises the Senior Teaching Qualification and the Leadership in Education Course.

A valid BKO certificate may have been awarded by EUR or by another university. The BKO policy prevailing at the time of exemption determines whether the exemption was just. In 2015, all the BKO files were individually checked and, where necessary, supplemented. On 31 December 2015, 69% of the target group of lecturers (assistant professors - associate professors - professors) already possessed a BKO or had been granted an exemption. Given the starting point of 15%, EUR has taken a major step in the right direction. Due to teaching staff with a BKO leaving, the percentage fell slightly compared to 2014. However, the graph clearly illustrates that, for three years, about 70% of EUR teaching staff have been BKO certified.



Partly due to the EUR's high ambitions, the BKO policy and the corresponding regulations were evaluated in 2015. On the basis of organisation-wide consultation, a new 'Basic Teaching Qualification Scheme' was adopted for EUR. In this scheme, the exemption system is virtually discontinued and exceptional cases, due to appointments and/or duties, are clearly defined.

## Education intensity

Anticipated result of the profiling document: all fulltime bachelor programmes would average at least 12 contact hours per week in the first year.

In accordance with the agreement, in the academic year 2015/2016, all the fulltime bachelor programmes, referred to in the profiling document, complied with the performance agreement of at least 12 contact hours per week in the first year. The programmes which started after the baseline measurement (Erasmus University College, Nanobiology, and Clinical Technology) were also well above this standard. As a result, in the last four years, Erasmus University has doubled the number of bachelor programmes offering its students at least 12 contact hours. In addition, other measures intensifying the level of education have been introduced; these include small-scale teaching in an increasing number of programmes and the use of blended educational forms; consequently, not only has the number of hours increased, but also the quality of interaction during lectures has improved.

## Profiling of education

Anticipated result of the profiling document: by attracting talented international students and creating more international classrooms, internationalisation would contribute to the quality of the education. Moreover, this would minimise the problems of a declining student population with a too one-sided/regional composition.

While, in the years prior to 2012, the strategy focused on starting new bachelor programmes to broaden the programme offer and cater for the higher education demand, EUR is now consciously marking time as far as new programmes are concerned. However, to ensure sufficiently customised programmes can

be offered, more honours and international tracks have been created, as it is anticipated that the increasing quality and reputation of EUR's research and education, as well as the positive profile and good alignment with the labour market, will attract more international talent. In addition, in 2012, EUR gave a commitment to offer at least 8% of its honours places to its most excellent bachelor students.

Since the publication of its strategic plan Impact & Relevance 2014-2018, EUR has accelerated the rate at which it is internationalising its education. By 2018, the university wants to be a 'truly international university' that is part of a global knowledge network in the prominent EUR domains. In 2015, all the projects in the institution-wide programme Internationalisation of Education got off the ground. Through this programme, EUR is fulfilling its ambition of educating its students to be 'citizens of the world'. The objective is to help students embark on careers successfully from a multicultural and global perspective. With an eye on that objective, work has been undertaken to increase international student mobility and to stimulate educational collaboration. In this light, a project has been initiated to realise more 'international classrooms', consisting of a mix of cultures and nationalities and with considerable attention being paid to the proven added value of cooperation between culturally diverse groups. New forms of digital learning and 'blended learning' form an integral part of this educational vision.

The most important consideration in the field of internationalisation is, however, safeguarding the high quality of education and research: international educational programmes attract aspirational students (both Dutch and international) and create an ambitious learning environment; one in which students learn to use the advantages which can be derived from various cultures and nationalities. By developing educational programmes together with international partners, synergy is created. Moreover, studying in an 'international classroom' will ensure that EUR graduates are even better equipped for the labour market. In addition, the international profile means EUR can more successfully acquire (EU) education and research funding and recruit more international students and staff. In 2015, the number of international students was already 19.8% of the total number of students.

## Educational Excellence

Anticipated result of the profiling document: The EUR would like to offer the scope to develop to students who want and are able to do more. In the coming period, EUR intends to extend and structure the opportunities for excellent students further by:

- Establishing Erasmus University College;
- Streamlining and broadening the honours programmes;
- Ensuring there is structured coordination and knowledge sharing between the various honours programmes.
- EUR's aim is for at least 8% of the bachelor degree programmes to have honours places in 2015.

Since 2014, EUR has participated in the national Sirius Programme and it coordinates its excellence policy from the Erasmus Honours Academy. Both in 2013 and 2014, the honours programmes were given a positive evaluation by Sirius' expert panel. However, EUR has not received any form of subsidy from the Sirius Programme and finances its excellence policy entirely from its own resources. All EUR faculties are now providing one or more honours trajectories for their most motivated and talented bachelor students. In addition, there are two interdisciplinary Erasmus Honours Programmes for students from the various EUR disciplines: Over the Borders and Grand Challenges. Erasmus University College has just entered its third year.

In 2015, EUR Excellence policy was further strengthened and expanded with the help of the coordinators of the various programmes. To this end, a system of scouting and selection was established and use made of a common evaluation instrument in order to safeguard the quality of the honours programmes. In addition to strengthening and quality assurance, considerable attention was paid to community forming in 2015. In this context, the Erasmus Honours Academy offers a masterclass in Personal Leadership in which fifty students from the various honours programmes may take part annually. With financial support from the Executive Board and the Erasmus Trust Fund, preparations are underway to set up a separate location for the EUR Honours community in the conservatory of the Erasmus Pavilion, right at the heart of the campus.

The table below shows how many students in each faculty followed a bachelor honours trajectory in 2015. In accordance with the performance agreements 8.3% of bachelor students followed an honours trajectory. In this 8.3%, the number of places in 2015 is compared with the number of bachelor students in 2011 who re-enrolled for a programme at EUR.

Table 3.2

Faculty	Bachelor honours places in 2015
ESE	33
RSM	40
FGG/Erasmus MC	19
iBMG	13
ESL	39
FSW (incl. EUC)	35
ESHCC	38
FW	2
EHP	74
<b>Total</b>	<b>293</b>

## Range of Programmes

Anticipated result of the profiling document: In the years up to 2012, EUR expanded its programme offer considerably. However, this expansion phase is virtually complete. In the coming years, EUR's profiling is to concentrate on developing and attracting talent by raising the graduation rates and diversifying the scope of the programmes offered.

In accordance with these intentions, no more large, new monodisciplinary programmes have been started in the last few years. Several programmes have been offered in an international variant though, for example within Philosophy, History, Arts & Culture studies, and Psychology. In 2015, a few shorter programmes started, or a start was made on setting up new programmes, whether or not in the form of an (international) joint degree. For example, in the academic year 2015-2016, the international master programme European Master in Health Economics and Management (Eu-HEM) welcomed its first students. In September 2015, the joint degree master programme Nanobiology was also officially started (in collaboration with the Leiden University). Prior to this, the joint bachelors Nanobiology and

Clinical Technology and Erasmus University College had already been set up. By pursuing this strategy of qualitative expansion, EUR is able to offer an increasingly richer range of programmes yet remain faithful to its specialist profile.

## Profiling of research

Anticipated result of the profiling document: Excellence will be at the heart of our research policy for the coming period. The objective of the excellence policy is to position EUR research more effectively through long-term investments and to improve its reputation by enhancing the impact of the research further and strengthening its research profile.

In 'At Home in the World' it became clear that while the quality of the research, measured in citations, was without a doubt excellent, EUR's academic reputation among its peers lagged behind. Consequently, the strategy focused on strengthening the best and most promising research groups through selective investment and, therefore, improve the global impact and visibility, and raise EUR's profile. To increase the income from the second and third flow of funds (research grants and contract research), only a limited number of very promising and high-profile Grand Challenges and Top sectors would be selected.

In 2012, the research flagship policy was introduced through the Research Excellence Initiative (REI). The government funding which EUR has received since 2008 for arts & humanities/social sciences research has been supplemented by our own strategic research resources, to a tune of more than €6.5 million. Of this, €5 million is invested in the REI annually, by means of which EUR supports and encourages the best and most promising research groups on the Woudestein campus. The same amount is matched by the faculties; consequently the annual investment amounts to €10 million. Inspired by the university's new strategy, Impact & Relevance, and to fulfil the wish for greater multidisciplinary collaboration, the structure of the Research Excellence Initiative was revised in 2014. The emphasis is now on multidisciplinary excellence rather than monodisciplinary excellence. This facilitates a better link between, on the one hand, the top research groups and the European policy within the context of 'Grand Challenges' and, on the

other, the Dutch Top Sector policy.

In 2015, seven consortia of researchers received a subsidy to expand their research. By means of the investments, Erasmus University hopes to stimulate the cooperation between its best scientists, further enhance the quality of its top research and raise the international profile of the research. Moreover, in 2015, a new policy was adopted, the aim being to take the next step towards undertaking even more distinctive and socially relevant research by exploring the possibility of the permanent establishment of a select number of Research Flagships.

Given its narrow, socially-oriented profile, EUR has consciously chosen to focus on a limited number of top sectors. Erasmus MC is active in the top sector Life Sciences & Health (LSH), while the Woudestein faculties mainly focus on the logistics sector and creative industry. In 2015, this resulted in eight new top sector subsidies.

In addition to the flagship policy, an extra amount has been invested in the promotion of academic talent by substantially expanding the EUR Fellowship Programme for young researchers. Through the EUR Fellowship Programme, EUR wants to offer exceptionally talented young researchers the opportunity to undertake research for two or four years. The university's intention is to encourage people to choose a career in the academic research world and ensure that academic talent is not lost to the world. In 2015, the total budget for EUR Fellowships has been supplemented to €1,410,000, which will enable a grant to be awarded to ten candidates each year.

Given the position Erasmus University has held in the most important rankings in past years, it would appear that the strategy of enhancing the visibility of the research combined with creating a more distinct profile is beginning to bear fruit. The 'perception gap' apparent in 2012 is gradually being closed. Significant rankings for EUR are the Times Higher Education (THE), Centre for Science and Technology Studies (CWTS – Leiden ranking) and the QS Ranking. In rankings which take account of reputation (QS and THE), EUR increasingly scores better in comparison to the other rankings and can consistently be found among the world's best hundred universities (see Chapter 6).

## Valorisation

Anticipated result of the profiling document: Valorisation would be more firmly embedded in the organisation and additional external funding secured by capitalising on the university's distinctive profile. As one of the university's main responsibilities, valorisation must be given an appropriate place in the annual P&D interviews with the academic staff; in these interviews the central EUR policy would be HR's guiding principle.

One of EUR's central ambitions is to make (the quality of) research more visible. In order to draw attention to its research results, EUR pursues a dual impact strategy: scholars are explicitly encouraged both to attain academic excellence and to generate social benefits, and are rewarded for doing so. EUR's innovation and valorisation policy is linked to academic quality; innovation and valorisation are particularly visible in areas of excellence, where scholarship is at its best and the research profile thus maximised. EUR has, therefore, consciously opted for a valorisation dynamic that begins with academic excellence and uses the 'excel-innovate-valorise' formula. This is also a better way to prepare for the European Grand Challenges, in which valorisation plays an important role. In 2015, valorisation became a permanent, independent assessment category in the new P&D system, a significant step in the policy-related integration of valorisation (see Section 8).

Valorisation activities are supported by Erasmus MC TTO and by the Erasmus Centre for Valorisation (ECV). The ECV was opened on 17 April 2014. Since then, the ECV has focused on supporting the valorisation activities of scholars in arts & humanities/social sciences. In 2015, the ECV primarily operated as a hub for knowledge sharing and the exchange of expertise in the field of knowledge valorisation. The ECV also provided support to people submitting subsidy applications, and setting up and expanding valorisation chains, in accordance with the principle 'excel – innovate – valorise'.

## Indirect costs

Anticipated result of the profiling document: EUR aims to achieve a generic overhead rate of at most 19.9% by the end of 2015.

When making the performance agreement, EUR stated its intention to achieve an overhead percentage of 19.9% by 2015. It was aware this was an ambitious but feasible goal. But it was also a goal hampered by the cutbacks in Government funding and the consequent reduction in the number of academic staff which would negatively influence the overhead percentage.

In the last few years, EUR has undertaken a large-scale improvement programme, partially focused on reducing overheads and improving the quality of the support. A corollary of this programme was the concentration of various support activities in a shared service organisation. This reorganisation resulted in various employees being declared redundant. From the perspective of the social policy and good employment practices, EUR has opted to guide these employees from job to job, as far as possible. Consequently, not all the redundant employees had left EUR by the end of 2015.

To provide insight into the effects of the reorganisations on the indicator, the question of placing redundant employees in a separate administrative organisational unit was discussed with the review committee during the midterm evaluation of the performance agreement. The overhead percentage including redundant employees was 20.3%. When the personnel who are still to leave EUR were left out of the equation, EUR had a generic overhead percentage of 19.7% and, therefore, complied with the performance agreement.

## Strategic alliance partnership Leiden-Delft-Erasmus (LDE)

In 2012, the three universities presented their joint profiling agenda Added Value to the State Secretary of the Department for Education, Culture and Science as a supplement to their individual profiling plans, which formed the basis of their performance agreements with the Government. The 2012 agenda Added Value contained five specific ambitions. Some of the plans in Added Value have now been implemented, others have not been realised or are still being developed.

The objective of the strategic alliance, started in 2012, was to enhance the quality of education and research further by raising the profile of the educational offer and by improving the (international) position of the research. To this end, the alliance partners cooperate substantively by making use of their own strengths to contribute to today's academic, societal and economic challenges. They are working on broadening the educational offer and making their own programmes accessible to each other's students. Regarding research, the alliance partners are making use of intensive multi- and interdisciplinary collaboration to contribute to the academic and societal issues formulated in national and European research agendas.

### Notable results in 2015 were:

#### LDE education:

- Start of the Master programme Nanobiology at TUD and EUR;
- First sixteen Bachelor diplomas in Nanobiology at TUD and EUR;
- 244 students in broader minors offered by the alliance partners;
- 7000 enrolments from 155 countries for the MOOC 'The Circular Economy: an introduction'.

#### LDE Research:

- New centre "BOLD Cities" (BOLD: Big, Open and Linked Data);
- Marie Skłodowska-Curie Cofund "LEaDing Fellows" submitted (and now accepted);
- Global attention to developments in the fields of nanotechnology and quantum computers.

#### LDE valorisation and organisation:

- Dinner debate about security in the European Parliament, during the European Innovation Summit;
- Circulating knowledge in the region together with the InnovationQuarter, the Metropolitan Region Rotterdam - The Hague (MRDH) and the Economic Programme Council 'Zuidvleugel';
- Start of the second LDE management trainee programme.

## The centres

Education & Learning, Frugal Innovation in Africa, Governance, Global Heritage and Development, Safety & Security, Sustainability, Economic & Financial Governance, Metropolis & Mainports, Bold Cities, Medical Delta.







### Ambitions of "Added Value"

**1** The institutions wish to improve the quality of their research by raising the (international) position of the research. They wish to raise their distinctive research profiles.

### Leiden-Delft-Erasmus Centres:

A number of the universities' research flagships have been incorporated into the eight Leiden-Delft-Erasmus Centres set up in 2013 (Governance, Education and Learning, Sustainability, Global Heritage & Development, Financial and Economic Governance in the EU, Metropolis and Mainport, Safety and Security, Frugal Innovation in Africa). These multi- and interdisciplinary, thematic partnerships focus on education and research activities, and respond substantively to the important social issues on which the 2020 European research policy and the Dutch Top Sectors policy are based. Regionally, the centres actively and substantively contribute by circulating knowledge on subjects such as sustainability, the port, security, urbanisation and accessibility.

- The Centre for Sustainability played an important role in the establishment of a European Knowledge Innovation Community (KIC) in the field of Raw Materials.
- In 2015, the new centre "BOLD Cities" (BOLD: Big, Open and Linked Data) was opened. This centre focuses on big data and its application to specific 'urban challenges'.
- In 2015, a Marie Skłodowska-Curie Cofund "LEaDing Fellows" application was submitted for 90 postdocs. This was granted in 2016.

### Partnership in Medical Delta:

Since 2006, the three universities have been part of the Medical Delta consortium and cooperate intensively in the field of medical technology. The consortium has since expanded and, in addition to the three universities, now consists of the Erasmus Medical Centre, the Leiden University Medical Centre and in excess of 150 companies, science parks and government bodies.

- Medical Delta plays an important role in EIT Health, launched in 2014, a Knowledge and Innovation Community (KIC) of the European Institute for Innovation & Technology. 140 partners from 14 EU countries participate in this institute.
- In 2014, eleven professors were given dual appointments at Leiden University, Delft University of Technology and Erasmus University Rotterdam.
- In 2015, the first pile of the Holland Particle Therapy Centre (HollandPTC) - the first proton clinic in the Netherlands - was driven into the ground.

**2** The three universities intend to broaden their educational offer and make it more attractive. It should be easier for students from Leiden, Delft and Rotterdam to choose to follow education and courses offered by either of the other two universities.

In addition to the existing joint programmes, the universities have designed new joint multidisciplinary programmes, minors, MOOCs and honours classes, which engage with social themes and new scientific developments:



- In 2014, the following programmes started: the bachelor programme Clinical Technology, the LDE minor Responsible Innovation and the bachelor honours class cyber security.
- And in 2015, the following programmes started: the joint master programme Nanobiology, the post-initial master in Cyber Security and the Executive Master Customs and Supply Chain Compliance.
- The master honours programmes Leiden Leadership are accessible for students from the other universities.

**3** The three universities intend to strengthen their joint contribution to valorisation and innovation in the South Holland region and, therefore, in Europe by combining a number of activities and initiatives.

Throughout the region, subjects are being placed on agendas and addressed and the three universities want to be closely involved: as ‘suppliers of knowledge’, property owners, large employers, representatives of employees and students, discussion partners in the education community, investors in the InnovationQuarter, and as representatives in the Economic Programme Council Zuidvleugel and the Metropolitan region Rotterdam - The Hague. Moreover, they participate wholeheartedly in innovation clusters in the area of public-private cooperation, such as Medical Delta, Cleantech Delta and The Hague Security Delta. In this way, the universities contribute their knowledge and expertise to regional issues in the field of, for example, sustainable energy, security, urbanisation and accessibility.

**4** Combining energies on international issues offers the chance of added value, as it profiles the individual partners and gives greater potency to their joint activities.

Whenever opportune in the fields of research, valorisation and innovation, the universities have combined their strengths internationally. Examples of this are the aforementioned Knowledge and Innovation Communities (KICs) and subsidy applications within the context of Horizon2020.

**5** Areas of partnership will acquire form by appointing coordinators for each subject, forming and setting up joint ventures (primarily under Joint Schemes), providing a specific action plan and having progress monitored by a steering group in which each member is designated specific responsibilities.

- The Joint Scheme, Leiden-Delft-Erasmus, adopted in 2014, outlines how the partnership is to work. The setting up of joint ventures is a long term possibility.
- ‘Added Value’ was converted into a specific plan for the years 2013 to 2015, with a review in 2015.
- The alliance is managed by a steering group from the Executive Boards of the three universities. Each LDE centre has a contact in the steering group.

### Compulsory performance indicators

The table below provides an overview of the realisation of the compulsory performance indicators, as audited by the auditor, compared with the baseline measurement and the ambitions.

Table 3.3

Realisation of the 2015 performance agreements	Baseline measurement % 2010-2011	Ambition % 2015	Realisation % 2015
Educational excellence	1.0%	8.0%	8.3%
Graduation rates: dropout	20.0%	19.0%	17.6%
Graduation rates: switch	10.0%	9.0%	7.3%
Graduation rates: bachelor pass rate	69.0%	75.0%	79.8%
Teaching quality (BKO qualification)	15.0%	70.0%	72.0%
Education intensity (programme <12 contact hours)	50.0%	0.0%	0.0%
Indirect costs / generic overheads	21.04%	19.9%	20.3%





# 4 **Education:** improving our educational and international profile

# 4 Education: improving our educational and international profile

## Education profile of Erasmus University Rotterdam

The education provided by Erasmus University focuses on satisfying both the regional demand for academic education and the growing international demand. In addition to initial education, EUR offers a range of programmes for professionals who wish to continue developing (transfer programmes, post-initial programmes). These applied programmes are motivational, require students to work independently and are, where possible, small scale. Digital learning methods are playing an increasingly important role in this context. Moreover, in recent years, EUR has invested heavily in its offer of honours programmes; an offer which has been coordinated by the Erasmus Honours Academy since 2014.

## The internationalisation of education

In 2015, six projects were started in the area of internationalising education. These projects, which will contribute to the realisation of the internationalisation ambition, are:

- Internationalisation of the Curriculum
- Projects & Funding
- Facilities, Services & Hospitality (FSH)
- Rotterdam Summer School
- Master Student Recruitment
- Strategic Networks & Academic Partnerships

The university is, where possible, hoping to create synergy between its research strategy and the activities of the Taskforce Diversity and other strategic programmes such as 'Online Learning' and 'Education Quality and Graduation rates'. In 2015, a start was also made to enhance the position of the Central International Office structurally. The objective is to be able to take over the new tasks ensuing from the Internationalisation programme more effectively after the programme period.

In 2015, once the six projects in the strategic programme to internationalise education started, the faculties became far more aware of its importance. Steps were also taken to make the curricula more international. Below a number of these steps are explained in detail.

Firstly, as of 2015, 'international and intercultural learning objectives' have been introduced in all the curricula. The aim is for every curriculum to be offered in the form of an 'international classroom'. In addition, a start has been made on the design of an international programme for the third year of the Dutch bachelor degrees. This has been done in order to facilitate student exchanges and also to ensure students are better prepared for the English-language master programmes. In addition, a training course Teaching in the International Classroom has been designed for EUR lecturers. EUR also launched the Rotterdam Summer School offering Rotterdam Summer Courses in higher education to international students and professionals. The university undertook this venture in cooperation with the Rotterdam University of Applied Sciences, Codarts and the Willem de Kooning Academy. In addition, in partnership with the universities of Bologna, Innsbruck and Oslo, EUR coordinated the start of the first funded international joint master (EU-Health Economics & Management).

The number of EUR students who follow an international period of study is increasing, particularly in the faculties where, until recently, exchange was unusual. New opportunities to gain international experience have also been created by, among other things, EUR's participation in the Clinton Global Initiative University Network. Moreover, all the EUR faculties have created 'free space' in their curricula so they can offer more students the opportunity to go abroad.

A rapidly increasing number of lecturers are taking advantage of the availability of staff mobility grants.

The number of students following a Dutch Course has also increased significantly. EUR students very successfully set up the Erasmus Culture & Language Sharing platform. This platform enables participating students to become familiar with each other's language and culture. Four of the seven Erasmus+ proposals submitted by EUR were accepted:

- Mobility for staff and students;
- Mobility with partner countries: Western Balkan and Russia (159 grants for PhD students and post-docs);

- Capacity Building: Anti Virus; a multinational toolkit for healthy life education (Erasmus MC);
- Mobility with partner countries: Armenia, Georgia and Moldova.

In addition, two faculties (RSM, ISS) were partners to proposals successfully submitted by partner universities. Furthermore, the EUR concluded an agreement with the Indonesian Government (LDPDP), so that Indonesians with an LDPDP grant can follow a master or PhD at EUR.

Table 4.1: Number of international students (enrolments) (reference date 8 October 2015)

Faculty	2012	2013	2014	2015
<b>International students</b>				
ESE	1,171	1,339	1,255	1,470
RSM	1,577	1,654	1,692	1,900
FGG/Erasmus MC	267	272	282	268
iBMG	88	100	113	115
ESL	402	441	403	416
FSW	199	215	291	372
EUC		37	71	99
ESHCC	256	299	388	475
FW	23	28	29	71
<b>National students</b>				
ESE	4,054	4,332	4,402	4,634
RSM	4,484	4,493	4,216	4,115
FGG/Erasmus MC	2,659	2,762	2,922	3,093
iBMG	848	877	844	800
ESL	3,530	3,723	4,024	4,220
FSW	2,334	2,512	2,579	2,506
EUC		48	99	171
ESHCC	905	937	952	978
FW	286	321	396	509
<b>Total</b>	<b>23,083</b>	<b>24,390</b>	<b>24,958</b>	<b>26,212</b>
<b>Percentage international</b>				
ESE	28.9%	30.9%	28.5%	31.7%
RSM	35.2%	36.8%	40.1%	46.2%
FGG/Erasmus MC	10.0%	9.8%	9.7%	8.7%
iBMG	10.4%	11.4%	13.4%	14.4%
ESL	11.4%	11.8%	10.0%	9.9%
FSW	8.5%	8.6%	11.3%	14.8%
EUC		77.1%	71.7%	57.9%
ESHCC	28.3%	31.9%	40.8%	48.6%
FW	8.0%	8.7%	7.3%	13.9%
<b>Total</b>	<b>17.3%</b>	<b>18.0%</b>	<b>18.1%</b>	<b>19.8%</b>

Students whose first nationality is not Dutch, and students born abroad and who have a second nationality which is not Dutch are designated as foreigners.



Table 4.2: Enrolments of exchange students (inbound) (reference date 23 March 2016)

Faculteit	2012	2013	2014	2015
ESE	108	85	85	115
RSM	319	374	391	426
FGG/Erasmus MC	54	77	117	92
iBMG	4	12	14	1
ESL	138	96	87	81
FSW	81	82	60	65
EUC				4
ESHCC	80	116	122	137
FW	10	6	10	8
<b>Total result</b>	<b>794</b>	<b>848</b>	<b>886</b>	<b>929</b>

### Lectures in English

Increasingly more EUR programmes offer an international 'track' or are only offered as an international programme. In 2015, EUR offered 11 international bachelor programmes and 51 international master programmes (initial). The number of international students also increased significantly last year. More and more Dutch pupils and students are showing a preference for an international university programme. Given that, in 2015, 130 of the 642 schools in the Netherlands offering pre-university education were registered as TTO schools (offering bilingual education), this is a logical development. These schools teach in the English language and intend to broaden the international orientation of their pupils. EUR also takes more pupils with an IB qualification (International Baccalaureate) than any other Dutch university. The IB may have been obtained either in the Netherlands or abroad. (Currently, the Netherlands has twenty of the world's seven thousand IB schools).

### Status of the new programmes

In 2015, a few new programmes were started or a start was made on setting up new programmes, whether or not in the form of an (international) joint degree. For example, in the academic year 2015-2016, the subsidised international master programme European Master in Health Economics and Management (Eu-HEM) welcomed its first students. The Eu-HEM is a joint master programme offered by the Institute of Health Policy & Management, in cooperation with the universities of Oslo and Bologna and the Innsbruck Management Institute. In September 2015, the joint degree master programme Nanobiology was also officially started (in collaboration with Leiden University).

Various new master programmes were also designed in 2015, as stipulated in the university strategy. When compiling its education portfolio, EUR's express ambition was to enter into international cooperative arrangements. In addition, Erasmus University Rotterdam wishes to continue expanding its partnership with the universities of Leiden and Delft (LDE). The current initiatives are: the joint degree master programme Technical Medicine (Erasmus MC in LDE context), the joint degree master programme Medical Delta (Erasmus MC with Leiden University/LUMC), the joint degree research master European and International Criminology (ESL with Ghent University and the University of Kent) and the international bachelor programme in Global Law (ESL), the joint degree master programme Global Markets, Local Creativities (ESHCC with the University of Glasgow), the master programme Fashion Economics (ESHCC) and the LL.M in International Law, Society & Development (ISS).

### Alumni

Erasmus University Rotterdam is proud of its graduates and believes it is essential to maintain good contact with them – wherever in the world they are. After all, alumni make a substantial contribution to the realisation of EUR's objectives: as mentors, guest lecturers, advisers, investors, reputation ambassadors or donors. For this reason, the platform [crowdfunding.eur.nl](http://crowdfunding.eur.nl) was launched at the end of 2015. The aim of the platform is to encourage EUR alumni to co-fund specific projects. One example is the Body Donation Memorial, a plaque for people who have donated their bodies to science. Investing in this relationship at an early stage is crucial.



The faculties/institutes are taking the lead in strengthening ties with the students who will later become alumni. To this end, the Erasmus School of Law established the ESL Coachcafé, where alumni help law students and recent graduates plan the next stage of their career. To give students who are about to graduate a 'kick start' on the labour market, the Career Services project was started in 2015; its primary objective is to ensure EUR alumni are well prepared to enter the labour market.

The central alumni office supports faculties by sharing knowledge and providing information. By means of the digital magazine 'ea.' (Erasmus Alumni Magazine), the website and social media focused on graduates, in particular LinkedIn, the network is nurtured and updated on a daily basis. To assess whether these activities are effective, the Alumni Barometer was introduced as a measurement tool. Twice a year, the central alumni office compiles a report to provide insight into the effects of the alumni policy.

### Career services

In 2015, a strategic project in the field of career services was started; the project had a range of objectives. These involved the presentation of targeted information to students, career activities and stimulating interest in career orientation.

On the basis of this vision, the EUR website, [www.eur.nl/careerservices](http://www.eur.nl/careerservices), was launched at the beginning of 2016 in cooperation with the faculties, and the study and student associations.

In addition, various career activities were offered in cooperation with a number of parties, both internal and external; and visits were made to other institutions. A number of pilots were also prepared, for example, offering students six-months' work experience in cooperation with the municipality and Rotterdam Partners. Finally, the possibility of setting up an international variant of the current EUR (Rotterdam Talent 4 Erasmus) traineeship is being investigated.

### Digital learning

EUR made important strides in the further development of online education in 2015. Online education is a major strategic focal point at Erasmus University Rotterdam. Online education is regarded as a clearly integrated activity giving shape to EUR's strategic objectives in the field of internationalisation, the further improvement of the quality of education and to give form to life-long learning.

### Faculty projects

In the summer of 2014, using a bottom-up approach, EUR began developing online and 'blended learning'. Both faculties and BVs submitted project proposals and implemented them. In total, sixteen new projects started, seven of which have been completed. One of the projects was EUR's first Massive Open Online Course (MOOC) on the Coursera platform: Econometrics: Methods and Applications from ESE. The other projects will be completed in 2016. The objective of seven of the projects is to promote the international 'exposure' of EUR's initial bachelor and master programmes. The focus of eight projects is to give a quality impulse to the education by means of online/blended education and learning trajectories. The sixteenth project focuses specifically on re-modelling an existing post-initial programme.

### Knowledge exchange

In 2015, EUR organised several meetings to exchange knowledge in the areas of online and blended education. Within the ONE-network (Online Network EUR), meetings were arranged to facilitate the exchange of knowledge and experience. In addition, good examples of how to use online education at EUR were shared. In September 2015, the first online education convention was held. During this convention, the results of the projects started in 2014 were presented. Interested parties from both within and outside EUR attended the convention.

### Expert team: Online Education

At the start of 2015, EUR formed an expert team for Online Education, the objective being to support the design of online modules and the production of high-quality products. The team is led by the research-training-consultancy Risbo and its composition is multidisciplinary (education experts, marketing and communication experts, video/multimedia and ICT experts).



# 5 Education: quality and graduation rates



# 5 Education: quality and graduation rates

## Main features of the policy

Ethnically, the student population is extremely diverse. There is a large intake from the region and an increasing number of international students. The central challenge facing EUR is to improve the quality of education and the graduation rates further, given this extremely varied population. Consequently, EUR has opted for a strong and daring education profile: Nominal = Normal. An increasing number of programmes are working with a year class in the first year, with compensation for examinations and tests, and with fewer re-sits, so that suitable students can progress without any delay. In this context, teaching in small groups and other forms of motivational and intensive education will be implemented in phases.

In 2015, the emphasis was on:

- the progress of 'Nominal = Normal' (N=N) and motivational education in all the programmes;
- the implementation of improvements in quality assurance and the start of the project institutional education audits.

## Nominal = Normal

Anticipated result of the profiling document: the concept N = N would be introduced throughout EUR, thus enhancing motivation and ensuring stronger links to the programme. Better results help prevent dropouts and raise the level of progression.

The concept Nominal = Normal revises the testing system in the first year of all the bachelor programmes. The intention is to change the study behaviour, as a result of which students will complete their first year in a shorter time. It involves forms of compensation combined with reducing the number of re-sits and making binding study advice (BSA) dependent on acquiring at least 60 ECTS (study points). In the academic year 2014-2015, Nominal = Normal was introduced into all EUR's programmes, making it a permanent part of the policy.

Monitoring the progress is, therefore, part of the current quality assurance. Naturally, special attention is still paid to the progress of the students themselves.

In 2015, in-depth analyses were also conducted of the progress of the 2012 cohort of students who were in their second year and of the intake of bicultural groups in particular. These analyses confirmed the results of previous analyses: there have been no significant changes in the intake in the first year or the progress of subgroups to the second year. However, the percentage of students who successfully complete the first year in one go has risen significantly. Despite this, the gap between bicultural students and native Dutch students has not been entirely closed. This is one of the reasons why a supplementary 'diversity' project has been started (see Section 2).

After two years, the progress in a number of programmes (ESE, ESL, History) is a lot higher than with N=N, but there are a large number of programmes where that is not the case (RSM, iBMG, other ESHCC). In the official discussions in respect of the programmes, extra attention will be paid to this in the coming years.

## Motivational and intensive education, and student loan system

Nominal = Normal is part of EUR's education vision of 'motivational learning'. This vision is described in the institutional audit documents for 2013. Motivational learning is based on scientifically researched approaches which should result in students being actively involved in their education from the start of their programmes. Other elements of motivational learning visible in EUR programmes are series of teaching blocks, regular testing and small-scale teaching methods with considerable interaction between students, as well as between students and lecturers. One significant innovation introduced by Erasmus School of Law was 'active academic learning' based on problem-centred learning.

Table 5.1: Binding Study Advice (BSA)

		Positive		Special advice*		Negative		Dropout		Unknown advice		
		Students***	n	%	n	%	n	%	n	%	n	%
<b>ESE</b>	Econometric and Operational Research	200	88	44.0%	2	1.0%	71	35.5%	37	18.5%	2	1.0%
	Economics and Business Economics	546	375	68.7%	4	0.7%	76	13.9%	76	13.9%	15	2.7%
	Fiscal Economics	125	45	36.0%	2	1.6%	22	17.6%	15	12.0%	41	32.8%
	International Bachelor Econometrics and Operations Research	76	56	73.7%	0	0.0%	18	23.7%	2	2.6%	0	0.0%
	International Bachelor Economics and Business Economics	212	144	67.9%	27	12.7%	19	9.0%	18	8.5%	4	1.9%
<b>RSM</b>	Business Administration	749	399	53.3%	98	13.1%	151	20.2%	100	13.4%	1	0.1%
	International Business Administration	475	342	72.0%	61	12.8%	58	12.2%	14	2.9%	0	0.0%
<b>FGG/Erasmus MC</b>	Medicine	414	301	72.7%	22	5.3%	15	3.6%	11	2.7%	65	15.7%
<b>iBMG</b>	Health Science Policy and Management	140	76	54.3%	13	9.3%	46	32.9%	0	0.0%	5	3.6%
<b>ESL**</b>	Criminology	127	79	62.2%	1	0.8%	25	19.7%	22	17.3%	0	0.0%
	Fiscal Law	190	119	62.6%	6	3.2%	24	12.6%	30	15.8%	11	5.8%
	Law	522	316	60.5%	13	2.5%	100	19.2%	91	17.4%	2	0.4%
<b>FSW</b>	Public Administration	102	76	74.5%	4	3.9%	12	11.8%	10	9.8%	0	0.0%
	Pedagogy	131	76	58.0%	0	0.0%	33	25.2%	22	16.8%	0	0.0%
	Psychology	415	221	53.3%	20	4.8%	114	27.5%	53	12.8%	7	1.7%
	Sociology	71	43	60.6%	3	4.2%	12	16.9%	13	18.3%	0	0.0%
<b>EUC</b>	Liberal Arts and Sciences	104	86	82.7%	4	3.8%	8	7.7%	0	0.0%	6	5.8%
<b>ESHCC</b>	Arts and Culture Studies	41	27	65.9%	3	7.3%	4	9.8%	7	17.1%	0	0.0%
	History	67	48	71.6%	8	11.9%	5	7.5%	6	9.0%	0	0.0%
	International Bachelor Communication and Media	181	141	77.9%	14	7.7%	14	7.7%	10	5.5%	2	1.1%
	International Bachelor Arts and Culture Studies	87	64	73.6%	7	8.0%	11	12.6%	5	5.7%	0	0.0%
<b>FW</b>	Philosophy	36	12	33.3%	6	16.7%	10	27.8%	7	19.4%	1	2.8%

\* Personal circumstances.

\*\* ESL-students without students mr.drs.-programme.

\*\*\* Full time students cohort 2014 and for the first time enrolled in the programme.



In 2015, the programmes developed plans for new investments in motivational education due to the student loan system. In anticipation of extra funding from the Ministry of Education, Culture and Science, EUR will invest €18 million in the coming years, starting in 2018. For instance, in close cooperation with the University Council, an innovation fund will be established from which initiatives involving all the faculties can be developed. When making its choices, EUR is following the Ministry of Education, Culture and Science's strategic agenda by investing in subjects such as the quality of the teaching staff, contact time and online learning.

### Research agenda: quality of education and graduation rates

In 2014, successful N=N pilots were followed by a four-year research programme into the quality of education and the graduation rates. Since then, PhD Students have been undertaking research within the framework of this research agenda. The research questions being posed include the quality of the compensatory tests and graduation rates in relation to small-scale and motivational programmes. The Executive Board is supporting this research programme by granting resources for a research database. The aim of this database is to have the education data organised in such a way that analyses can quickly be conducted on the basis of academic or policy-related research questions in the field of education. This relates, for example, to information about BSA, the students' backgrounds, their academic results and grades.

There are, moreover, bi-monthly lunch meetings to stimulate cooperation in educational research and encourage the sharing of research results. In 2015, there were five of these lunch meetings, during which subjects such as motivation, 'goal-setting', compensatory testing and the EUR-wide findings of the N=N-research were discussed.

### Graduation rates and choice of study

Not only can graduation rates be improved by interventions once students have started their programmes (educational and educational-support measures), but also by interventions before they enrol. Consequently, EUR has decided to concentrate on the quality of the intake of new students. In so doing, we hope to improve the student pass rate. A higher pass rate leads to the retention of talent, higher

grades, financial efficiency and less chance of students accruing formidable student debts. EUR, therefore, wants to be involved in the provision of support when students are choosing their study programmes.

### Activities

In addition to general information activities, such as open days, orientation days and taster courses, EUR has also organised a few unique activities, such as study choice workshops and the 'Pre Academic Programme'. Annually, EUR's study choice workshops cater for approximately 1,500 pupils from the fifth and sixth years of VWO (pre-university education). And, in 2015, EUR organised the third 'Pre Academic Programme' for first year law students. This programme is offered during the summer holidays and is primarily intended to help students successfully prepare for their studies. In the year under review, the programme attracted considerable attention from the national media.

As the school career advisory service is under considerable pressure, EUR has intensified its contact with schools and school heads. On 8 October, the highly valued and well-attended annual conference for school careers advisers was held; around a hundred careers advisers from havo/vwo schools (senior general secondary education/pre-university education) were received at Erasmus University College. Furthermore, in January 2015, the annual parents evening for prospective students was held; approximately 400 parents of pupils from the fifth and sixth years of VWO were informed about studying at EUR, the academic community, student life and finances.

### Student Satisfaction

In addition to its own evaluations, EUR assesses the level of student satisfaction on the basis of the National Student Survey, the International Student Barometer and the WO Monitor. Both national and international students awarded EUR above average scores in all three monitors in 2015. Traditionally, EUR scores well in subjects such as timetables, internships, the campus and study environment, hospitality and multiculturalism. In the coming years, EUR will pay greater attention to its career preparation via the aforementioned Career Services.

## Students in numbers

On 8 October 2015, Erasmus University Rotterdam had 26,212 enrolments. In the following tables, the number of enrolments is presented for each phase as is the division of students and diplomas over the various faculties and years. The numbers in the tables may differ from the actual number of enrolments as some students enrol for more than one programme. Therefore, the number of enrolments for bachelor and master programmes is higher than the number of students. Moreover, a small number of students enrolled at Erasmus MC does not come under the bachelor-master degree category but under the category 'doctor' or the old style university degree system (doctoral).

Table 5.2: Enrolments per phase, last five academic years

	2011	2012	2013	2014	2015
<b>Bachelor</b>	14,015	13,971	14,905	15,385	16,202
<b>Master</b>	8,117	8,506	9,345	9,435	10,010
<b>Total</b>	<b>22,132</b>	<b>22,477</b>	<b>24,250</b>	<b>24,820</b>	<b>26,212</b>

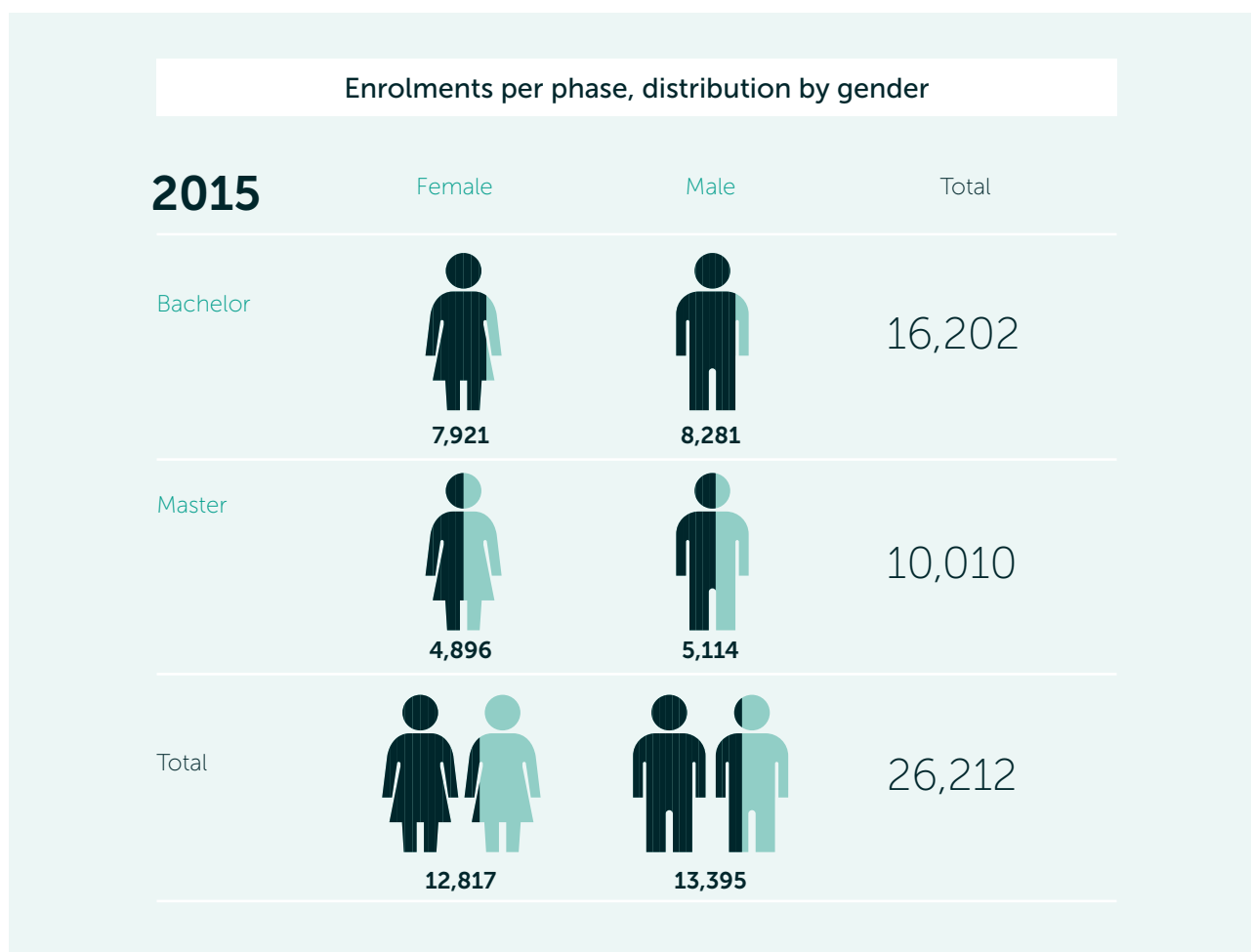


Table 5.3: Enrolments per faculty

	2012	2013	2014	2015
Erasmus School of Economics (ESE)	5,252	5,720	5,663	6,104
Rotterdam School of Management, Erasmus University (RSM)	6,052	6,210	5,896	6,015
Erasmus School of Law (ESL)	2,993	3,077	3,196	3,361
Faculty of Social Sciences (FSW)	973	991	959	915
Erasmus School of History, Culture and Communication (ESHCC)	3,975	4,169	4,431	4,636
Faculty of Philosophy (FW)	2,584	2,813	2,862	2,878
Faculty of Medicine and Health Sciences / Erasmus MC (FGG/Erasmus MC)		85	170	270
Institute of Health Policy & Management (iBMG)	1,156	1,254	1,342	1,453
Erasmus University College (EUC)	319	359	425	580
<b>Total</b>	<b>23,304</b>	<b>24,678</b>	<b>24,944</b>	<b>26,212</b>

Figures include double counting and students doing an old style 'doctoral' in Medicine, reference date 8 October 2015

Table 5.4: Diplomas

Academic year 2014/2015	Bachelor	Master	Doctoral	Doctor
ESE	649	802		
RSM	787	1412		
FGG/Erasmus MC	387	266	9	75
iBMG	73	280		
ESL	522	628		
FSW	354	503		
ESHCC	213	225		
FW	41	20		

Table 5.5: Diplomas per academic year

Academic year	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Bachelor	2,700	3,002	2,937	2,807	3,027
Master	3,510	3,921	3,466	4,193	4,226
Doctoral	348	395	177	54	9
Doctor	317	336	348	340	75
<b>Total</b>	<b>6,875</b>	<b>7,654</b>	<b>6,926</b>	<b>7,394</b>	<b>7,337</b>

#### Numerus Fixus (intake restriction)

Four bachelor programmes imposed the statutory intake restriction due to limited education capacity. The Criminology programme awarded all its places via a central

lottery system. The other programmes selected the students themselves either entirely or partially via decentralised admissions.

Table 5.6: Numerus fixus

Bachelor	Decentralised admissions	Capacity	Enrolment 1 October 2015
Criminology	0%	134	125
Medicine	100%	410	392
International Bachelor in Communication and Media	100%	185	163
Psychology	25%	400	260

### Quality Assurance of the education

During official meetings in the spring of 2015, the Executive Board evaluated the covenant agreements with the faculties. For these meetings, the faculties prepared their own annual reports, in which they reported on their progress in respect of the quality of the education, the agreements in the covenants about education and research, and the progress of the improvement policy for education (and research). One specific focus area was internationalisation. In 2015, the active dialogue between the faculties and the Executive Board was further enhanced.

### External evaluations

The outcome of the evaluation of Erasmus MC's research masters in Clinical Research, Infection and Immunity and Health Sciences, carried out by the Netherlands-Flemish Accreditation Organisation (NVAO), was satisfactory to good. The panels particularly praised the high level of research and the academically-oriented environment. The research master from the Tinbergen Institute, i.e. the master of Philosophy in Economics, was also assessed as good/satisfactory. Other programmes assessed as good and satisfactory by an external party were:

- the bachelor degree in Medicine;
- the master degree in Medicine;
- the master degree in Media Studies.

New programmes include the master Nanobiology (Erasmus MC) and the iBMG's master in Health Economics and Management.

### Internal evaluations

Interim programme evaluations were conducted by the Rotterdam School of Management, the Faculty of Social Sciences and the Criminology programme of the Erasmus School of Law. The evaluations concluded that the progress made with respect to the improvement plans of all the programmes was satisfactory.

### Senior Teaching Qualification

In recent years, the Senior Teaching Qualification

('SKO') has been designed as a follow-up to the basic teaching qualification (BKO). EUR's most important objectives in respect of this SKO are: the provision of inspirational teaching, the systematic improvement and revitalisation of study programmes and the undertaking of research into/evaluations of ongoing educational changes within the participants' own fields (at course level). The first SKO pilot was successfully completed and positively evaluated in the first six months of 2014. The participants also presented the innovations/improvements they had incorporated into their education. In June 2014, a second SKO project was started, with a few of the participants also coming from Delft University of Technology and Leiden University. The second SKO programme was completed before the summer of 2015.

### Leadership in Education Course

Quality in education also requires strong education-related leadership. In 2015, EUR completed its third Leadership in Education Course; this course was offered in collaboration with Leiden University and Delft University of Technology. This is an intensive course for those in leadership positions in education (programme directors, master and bachelor coordinators); in the third edition, there were six participants from EUR, four from Delft University of Technology and four from Leiden University. The course deals with educational themes such as how students learn, assessment and testing policies, graduation rates and the quality of programmes, innovation in education, education models, and online education. Parallel to these are the leadership themes, which include change strategies as well as project and process management. In total, the course consists of eight two-day meetings and a short study trip abroad. Part of the course involves developing and implementing educational innovations in the participant's own programme. By the end of 2015, 31 of EUR's employees had followed this Leadership in Education Course. The network of alumni often remains active by, inter alia, holding quality-related discussions and conducting research into the quality of education.





# 6 Profiling of research



# 6 Profiling of research

## Main features of the policy

In 2015, EUR continued to pursue the university's 2014 strategy Impact & Relevance. This strategy focuses on strengthening interdisciplinary research and aligning it with today's important social challenges. The most important achievements were continuing to develop the Research Excellence Initiative to include more multidisciplinary research and starting the process of selecting a limited number of Research Flagships. In addition, an extra amount has been invested in the promotion of scientific talent by substantially expanding the EUR Fellowship Programme for young researchers. Through the Erasmus University Rotterdam Fellowship Programme, EUR wants to offer exceptionally talented young researchers the opportunity to undertake research for two or four years. The university hopes this will encourage people to choose a career in the academic research world and bind talented researchers to the university. In 2015, the total budget for EUR Fellowships has been supplemented to €1,410,000, which will enable a grant to be awarded to ten candidates each year.

In the area of academic integrity, an important step was taken when an 'Integrity Officer' was appointed. Together with his/her faculty colleagues, he/she will implement a coordinated policy. In research support a start was made on a data management protocol which meets today's requirements. EUR also invested in the further development and introduction of a new Research Information System (Converis). One novelty in 2015 was that, via its International Institute for Social Studies, EUR prepared a plan for its participation in a limited pilot on the doctoral education experiment starting in 2016.

## Flagship policy

The flagship policy was launched in 2012 through the Research Excellence Initiative (REI). In this REI, the government funding EUR has been receiving since 2008 for arts & humanities/ social sciences research is supplemented by resources from our own strategic research budget, to the tune of €5 million. By means of the REI, EUR hopes to provide selective support and encouragement to Woudestein's best and most promising research groups, further

enhance the quality of its top research and raise the international profile of the research. The aim is to attract and retain talent. The scientists who received funding from the Research Excellence Initiative are all prominent in their own research fields. They have proved their excellence through their international publications, their social impact and by acquiring important subsidies and 'grants'. The selected groups received amounts of between €400,000 and €1,000,000 from the Executive Board; and these amounts were matched by the relevant faculties or institutes.

Inspired by the university's new strategy, the structure of the Research Excellence Initiative was refined in 2014. The emphasis is now on multidisciplinary excellence rather than monodisciplinary excellence. Researchers have been invited to submit proposals from at least two disciplines, where, for the first time, collaboration with a group from Erasmus MC was possible, provided it related to arts & humanities/social sciences research. This facilitates a better link between, on the one hand, the top research groups and the European policy within the context of 'Grand Challenges' and, on the other, the Dutch Top Sector policy. In 2015, seven consortia of researchers received subsidies to enable them to continue expanding their research.

In 2015, a decision was taken to define the research profile even more specifically. To this end, EUR initiated a policy in 2015 which should result in the establishment of a number of characteristic Research Flagships that will really Make it Happen in 2016. Emphatically, the research in these flagships is intended to be EUR's figurehead and aligned with today's grand societal challenges. The flagships will build bridges between the disciplines, throw lines to partners outside the university and have a strong basis in education and valorisation. The three main overarching themes are: Health systems & Healthy people; Inclusive growth & Prosperity and Vital cities & Vital citizens. The aforementioned Research Excellence resources will be divided over these flagships.



## Forming consortia, Horizon 2020 and NWO

Anticipated result of the profiling document: By participating in the work programmes around Grand Societal Challenges, EUR will create opportunities to attract more EU funds.

2015 was the second year of the Horizon 2020 Programme. Among others, iBMG, RSM, ISS, ESE and Erasmus MC all successfully secured grants in 2015. In the financial year 2015, subsidies of €24 million were attracted from international organisations. Moreover, with our Leiden and Delft partners, a large Marie Curie Cofund application was submitted for 90 postdocs; recently it was made known that the application had been successful. EUR was also successful in obtaining support from the Netherlands Organisation for Scientific Research (NWO); the highpoint being the eleven VENI grants awarded in 2015. Also in 2015, Erasmus Medical Centre, as one of the leading consortium partners, began implementing the large, pan-European project InnoLife, within the framework of the Knowledge and Innovation Communities Health. Another important event against the background of our European Strategy was the appointment of Professor Pearl Dykstra to the High Level Group of Scientific Advisors; she will be one of seven scientific advisors to the European Commission.

From a policy perspective, considerable attention was paid to supporting researchers. Consequently, at the start of 2015, an in-depth analysis was made of all – awarded and rejected – Horizon applications in 2014 and their assessments. This analysis provided valuable insight, on the basis of which it will be possible to submit better applications in future. Just as in 2014, €300,000 extra was reserved in 2015 to support and encourage the forming of international research consortia and to submit subsidy applications in the form of the EUR incentive fund's Support Programme for National and International Projects. The objective of this programme is to support faculty programmes in setting up and strengthening national and international networks. Moreover, it should help ensure researchers can write successful applications.

## Innovation policy and top sectors

Anticipated result of the profiling document: Our alignment with the Top Sector policy is to be from the perspective of academic excellence, while our input focuses on a number of areas, particularly the arts & humanities/social sciences and medical fields.

Given its narrow, socially-oriented profile, EUR has consciously chosen to focus on a limited number of top sectors. Erasmus MC is active in the top sector Life Sciences & Health (LSH), while the Woudestein faculties mainly focus on the logistics sector and creative industry. In 2015, the following new top sector subsidies were awarded:

- Logistics: INDEEP; RSM.
- Logistics: 2 Truck Platooning; RSM (with, among others, TNO)
- Logistics: Effective Use of Reefer Containers for conditioned products through the Port of Rotterdam; Public Administration/DRIFT.
- Horticulture: Artificial Intelligence in the Ornamental Plant Cultivation; RSM.
- Healthy Living: Frugal Innovation in Africa; ISS.
- Creative industry: Investing in Thinking Pays Good Interest; Psychology.
- Creative industry: Participatory City Making; DRIFT.
- High Tech Systems and Materials: Molecular diagnostic test to determine the optimal personalised treatment of ovarian cancer patients; Erasmus MC.

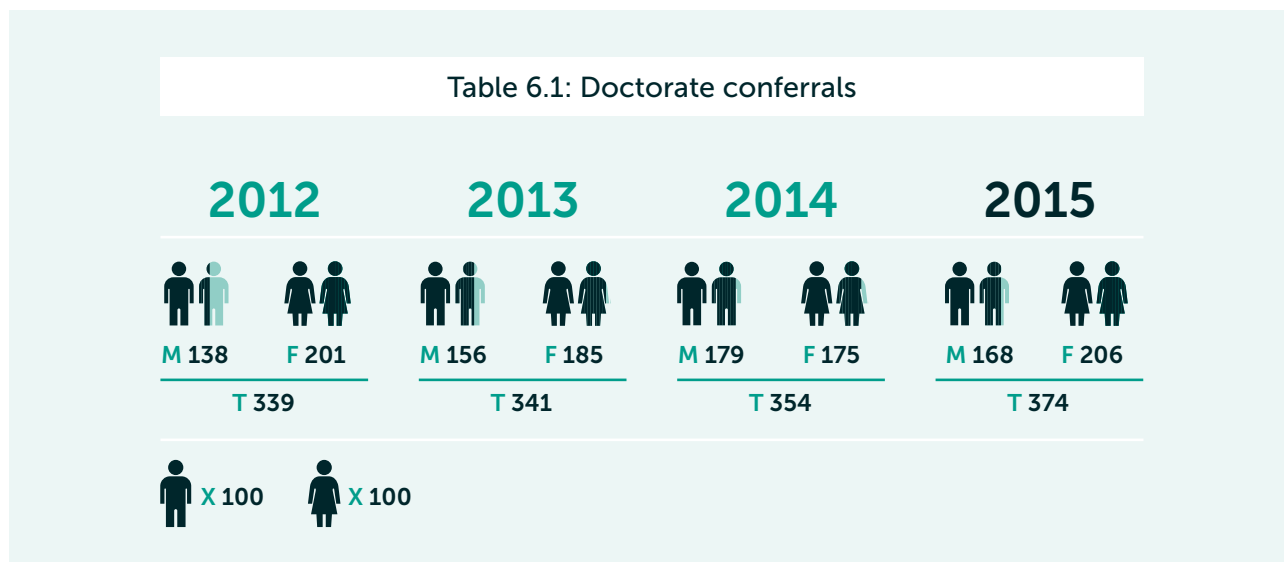
Apart from these awarded subsidies, other activities took place within the context of the top sectors. For instance, a number of renowned EUR scientists worked in top teams and top knowledge innovation clusters (TKIs) (such as LSH, logistics and Creative Industry). In addition to our collaboration within the top sectors, EUR has other partnerships aimed at developing innovation, entrepreneurship and public-private cooperation in the region. For example, RSM is a partner of Inscope, the research centre for social innovation, and Smartport, which is a collaboration between five EUR faculties, the municipality of Rotterdam, the port of Rotterdam and a number of companies affiliated to Deltalinq (port/industry sector). In addition, the consortium Medical Delta, a regional partnership between Erasmus MC, LUMC and Delft University of

Technology, also enhanced its reputation in 2015. Clean Tech Delta is another cooperative

arrangement which EUR sponsors and in which the Triple Helix comes together.

### Doctorate conferrals

In the year under review 20 more doctorates were conferred than in 2014. Of the 374 degree certificates, 168 were presented to males and 206 to females. The greatest contribution to this success came from FGG/Erasmus MC, which conferred 243 doctorates. The highest relative increases were within iBMG, from 12 to 22 doctorates, and FW, from two to five.



### Research and Graduate Schools

Anticipated result of the profiling document: The establishment of an EUR-wide network of Graduate Schools which would enable the quality and impact of research to be raised and international talent to be integrated successfully.

In 2015, all the PhD research was transferred to a Graduate School. Erasmus Medical Centre's Graduate Schools are COEUR, MoMed and NIHES; while the Graduate Schools for the Woudestein faculties are ERIM (Economics and Business Administration), Tinbergen (Economics - interuniversity), EGS3H (Humanities and Social sciences) and EGSL (Law). The Graduate Schools work together in a EUR-wide platform. The 2015 results of EUR's three large, non-medical Graduate Schools are presented below.

#### Erasmus Research Institute of Management (ERIM)

The aim of ERIM's doctoral programme is to train promising students to become top researchers in the best business schools and universities, so that they can develop into 'thought leaders'. To date, the programme has been very successful. It has huge international attraction and the

vast majority of students and PhD candidates in the programme come from outside the Netherlands, and many are in fact from outside Europe. The dropout rate of PhD candidates is much lower (16%) than the national average (25%). The average time it takes to gain a PhD is slightly more than four years. Students and PhD students receive individual supervision and have ample access to research-supporting facilities via ERIM's Support Programmes. The work of PhD candidates and recent graduates is often published in top journals. The percentage of graduates who continue into academia has remained stable in recent years at around 70%, an exceptionally high percentage. In August 2015, the ERIM Research Master in Business and Management, which is part of the 'doctoral programme', was again accredited by the Netherlands-Flemish Accreditation Organisation (NVAO). The assessment was extremely positive: the committee deemed the quality of the research master programme, ERIM Research Master in Business and Management, well above average. ERIM has a rigorous evaluation and monitoring system which guarantees the programme and progress of the students. This is one of the reasons why the 2013 research evaluation of the programme described it as 'one of the most attractive places in Western Europe

for young university graduates to begin their careers’.

### **Erasmus Graduate School of Law (EGSL)**

In 2015, a successful open selection round was held and five excellent new PhD students selected. Three of the existing PhD students were selected to take part in the prestigious 2015 ATLAS Summer Course in Montreal. In 2015, seventeen certificates were presented for the successful completion of the first year: thirteen to PhD students from the class of 2014-2015 and the rest to PhD students from earlier classes. The Junior Fellowship programme also started, and the first two ‘fellows’ were welcomed by ESL in the spring of 2016. EGSL took an important stride in its integrity policy when, in September 2015, it made it compulsory for the Graduate School of Law to work with the reference check Turnitin. In a more general sense, the subject ‘integrity’ has been incorporated into EGSL’s curriculum. This has been achieved by having the various courses consider research dilemmas, correct referencing, etc. In addition, PhD students may participate in faculty meetings about academic integrity. Moreover, every effort is being made to enhance the ‘employability’ of PhD students through, for example, the internship programme at the law firm De Brauw. In 2015, a prize was again awarded to the best dissertation, the aim being to encourage young talent.

### **Erasmus Graduate School of Social Sciences and Humanities (EGS3H)**

The most important objectives of EGS3H are to encourage multidisciplinary excellence, to offer services to facilitate the expansion of the international community of PhD candidates, and to work with partners in the Rotterdam region. 2015 was a very successful year for the EGS3H. The interest in the courses has risen enormously and participation in all the EGS3H disciplines is high. Three new institutions have become affiliates; these are the Institute of Housing Studies (IHS), the Dutch Research Institute for Transitions (DRIFT) and the Off-Campus Programme for Cleaner Production. The PhD Council intensified its activities, as a consequence of which the curriculum has been improved and new projects have been started. Moreover, the EGS3H has joined forces with Codarts, the university of the performing arts (music and dance), to form an influential research partnership: the EGS3H will consider the questions of recruitment, training and support for their most talented PhD candidates. In 2015, more than sixty candidates presented their work for an EGS3H award. These works demonstrated a sound understanding of academic research; and several young researchers are already having their work published in the prominent journals of their discipline. The Executive Board recognised the EGS3H’s good work by agreeing to provide financial support to the Graduate School for the next two years as well.





## Overview of research schools

Table 6.2: Research Schools for which EUR acted as the secretary in 2015

Name of the Research School	Acronym	Type of cooperative arrangement
Cardiovascular Research School Erasmus University Rotterdam	COEUR	Faculty
Erasmus Postgraduate School Molecular Medicine	MOLMED	Faculty
Erasmus Research Institute of Management	ERIM	Interfaculty
Netherlands Institute for Health Sciences	NIHES	Interfaculty
Tinbergen Institute	TI	Interuniversity
Philosophy Research School	OZSW	Interuniversity

Table 6.3: Research Schools in which EUR participated

Name of the Research School	Acronym
Huizinga Institute - Interuniversity Research School for Cultural History	Huizinga
Amsterdam Institute for Social Science Research	AISSR
Experimental Psychological Research School	EPOS
N.W. Posthumus Institute	Posthumus
Research School for Transport, Infrastructure and Logistics	TRAIL
The Netherlands Research School for Public Administration	NIG
Research School for Neuroscience Amsterdam Rotterdam	ONWAR
Kurt Lewin Institute	KLI
Research School for Human Rights	Human Rights
Research School for Resource Studies for Development	CERES
The Medical Genetics Centre South-West Netherlands	MGC
Netherlands School of Communications Research	NeSCoR
Interuniversity Centre for Educational Science	ICO
Netherlands Interuniversity School for Islamic Studies	NISIS



### **Funding for interuniversity research schools**

To the extent EUR is the secretary of the interuniversity research schools, the funding complies with the guideline compiled in 2013. The guideline has not resulted in either the National Research School for Philosophy or the Tinbergen Institute having to revise the agreements between the institution and the research schools. The research schools were already sufficiently funded to the satisfaction of the parties concerned. Both research schools indicated that they had sufficient financial resources.

### **Quality assurance of research**

In 2015, three faculties worked with the new Standard Evaluation Protocol (SEP). During their preparations, they used the 'SEP guide' specifically drawn up by Erasmus University, and which appears to be very helpful. In general, it can be asserted that the new manner of assessment described in the Standard Evaluation Protocol leaves the faculties more scope to assess their research in their own meaningful way. Moreover, with sponsorship from the Executive Board, the Sociology department launched the research project Quality & Relevance in 2015. The objective of this is to establish alternative ways to analyse impact and quality compared to the current, strongly bibliometric method of assessing research and researchers.

### **External research evaluations**

In 2015, evaluations were carried out of the Erasmus School of Economics programme: Economics & Business 2008-2014, and the research programme of the Postgraduate School of Molecular Medicine. The evaluation of the Economics and Business programme was 'extremely good' for the aspects research quality and viability, and it received a 'good' for social relevance. The faculty was delighted with the evaluation of the quality of the research and has taken the recommendations in respect of 'societal impact' to heart. The research programme of the Postgraduate School of Molecular Medicine was assessed 'world leading' in all aspects: research quality, relevance and viability. The committee was particularly impressed by the quality of the translational research and the productive cooperation between the research groups.

### **Internal research evaluations**

The Faculty of Philosophy wrote a critical reflection as part of the 'midterm review' of

the research programme. On the basis of this, a work programme is developed in 2016 to describe the impact and relevance of the research in relation to the faculty's strategic research vision.

## **Academic Integrity**

### **Issues**

The confidential advisers for academic integrity – Professor P.J.F. Groenen for Woudestein and Professor P.J. Koudstaal for Erasmus MC – dealt with a total of thirty cases in 2015. Five complaints were submitted to the Committee for Academic Integrity ('CWI'), three of which were deemed admissible, one was partially admissible and the last one was deemed inadmissible. An independent advisor was appointed for one complaint which involved a conflict over the primary authorship. After some discussion, a compromise was reached between the parties involved. In total, four committees were instituted. Of these four committees, two have completed their enquiries.

One of the enquiries concluded that although there had been no academic misconduct, there was a question of an employee's conduct being unethical. However, the CWI concluded that the reliability of academic data had never been at risk. The other completed enquiry concluded there had been a breach of academic integrity, in particular, the careless use of research data. Given the scope and nature of the carelessness and the fact that the research group drew attention to and dealt with the carelessness itself, the case had no far-reaching consequences. In addition, two cases which were carried over from previous years were completed in 2015. Both enquiries concluded there was a question of a breach of academic integrity.

### **Policy**

At the start of 2015, an evaluation was carried out of the status of the recommendations of the Taskforce Scientific Integrity (2013). The results were discussed in the meeting of the research directors and the rector. Partially on the basis of the findings of the evaluation, the Executive Board appointed an EUR coordinator for academic integrity. In the details of the assignment, a link was made between academic integrity and professional conduct.

The coordinator held talks with the evaluators, the confidential advisers for academic integrity and the chair of the CWI. Subsequently, talks were also held with representatives of the faculties (the dean, research director, policy officer/contact person for academic integrity). During the discussions, it became apparent that there was an express willingness to place the subject academic integrity / professional conduct on the agenda and to devote attention to it. In addition, people also expressed their willingness to cooperate in the area of education and to share best practices. One

important point of attention is the further development of a research infrastructure which fits in with the requirements of professional conduct and, consequently, enhances academic integrity.

The discussions led to the drafting of a global 'plan of action' for the promotion of academic integrity throughout the organisation. After prioritising the activities, a more detailed draft has been submitted to the Executive Board in the first quarter of 2016.

## Research rankings & Reputation

Anticipated result of the profiling document:

EUR would like its position in the world to be bolstered, and see its reputation enhanced by raising the impact of its research and strengthening its research profile.

In recent years, Erasmus University has gradually risen in the rankings and it has consistently been around the 70th position in a number of important rankings. The rankings EUR deems important are Times Higher Education (THE), Centre for Science and Technology Studies (CWTS – Leiden ranking) and the QS Ranking. The figure below clearly shows that EUR scores better in the rankings partially based on reputation (QS and THE) than in the other rankings. Consequently, the perception gap between the actual and the perceived performance has declined. This suggests that the strategy of enhancing the visibility of the research combined with creating a more distinct profile is beginning to bear fruit.

Table: 6.4: EUR and research rankings 2014/2015

	EUR position within NL	EUR position globally	Type of ranking
Leiden Ranking / CWTS Report	5 [2014: 5]	88 (of 500) [2014: 85]	Number of times that an EUR scholar is cited (Mean Normalised Citation Score)
Times Higher Education (THE) World University Rankings	6 [2014 : 3]	71 (of 400) [2014: 72]	Based on a large volume of data, including publications and alumni incomes
QS Top Universities	7 [2014: 5]	126 (of 700) [2014: 90]	Based on publications, number of students, etc.
Academic Ranking of World Universities (ARWU) / Shanghai Rapport	8 [2014: 8]	151-200 (of 500) [2014: 151-200]	Based on publications, Nobel prize winners, etc.
National Taiwan University Ranking Rapport	3 [2014: 4]	71 (of 500) [2014: 70]	Based on publications

# 7 Valorisation





# 7 Valorisation

Academic knowledge is not ‘meaningful’ until it is not only shared with peers but is also made accessible and useful to society and the business world. Valorisation is not automatic, it requires a well-considered, interactive process, both within the university and in relation to organisations in the public and private sector. EUR is utterly convinced that, as a structured process, valorisation will only be successful if it ensues from and is embedded in excellent academic research. In 2013, EUR’s valorisation strategy was determined in accordance with the policy report Making the Most of Capital. Given its profile, EUR has consciously chosen a strategy in which the social aspect of valorisation is deemed just as important as the economic aspect. The policy for both social and economic valorisation focuses on consciousness-raising, appreciating, facilitating and connecting those concerned at all levels in the profit, not-for-profit, and public sectors.

## **Erasmus Centre for Valorisation**

The Erasmus Centre for Valorisation (ECV) was opened on 17 April 2014 in the Rotterdam Science Tower. In the year under review, the ECV was moved to the Woudestein campus to support the valorisation activities of our social and humanities scientists. In 2015, the ECV functioned as a hub for knowledge sharing and expertise exchange in the field of knowledge valorisation. The ECV functions as a ‘signpost’: a central point where outsiders and EUR staff can refer to EUR’s multifaceted knowledge. The ECV has also provided concrete support by helping to write subsidy applications, and set up and expand valorisation chains, in accordance with the principle ‘excel – innovate – valorise’. In addition, the ECV is committed to raising awareness within the organisation about the possibilities of valorisation. In 2015, the ECV’s policy was readopted. As of 2016, the ECV will concentrate on the theme ‘recognise and make use of opportunities’. In particular, resources will be invested in more training and coaching, in a valorisation toolbox with web tools, in phased plans for business development, as well as in highlighting successful valorisation chains.

## **Social valorisation**

In 2015, EUR scientists were frequently in the news; they participated in public debates and were on a variety of advisory committees. In the year under review, the media made reference to EUR 8,798 times. The website <http://discovery.rsm.nl/home/> provides excellent examples of how academic insights are translated into information of relevance to executives in the business world. One other notable example of social valorisation is EconomieOpinie, an online opinion platform on which EUR economists express opinions about contemporary economic subjects, both domestic and international. In addition, the ECV has been involved with the national conference about Responsible Valorisation in the arts and humanities, and social sciences since its inception. The conference organised by Science Works was extremely well attended in 2014 and 2015.

## **Economic valorisation**

Within Erasmus MC, there is a particularly long tradition of economic valorisation. Erasmus MC’s Technology Transfer Office (TTO) supports scientists by protecting their findings and making use of research results. This includes new medicines, new ways to make healthcare more efficient and new medical techniques. The EMC Holding BV and the EUR Holding BV are important organisational units for economic valorisation. Their activities vary from (contract) education and research to advice and service provision. Currently, EUR Holding BV has nineteen operating companies. The dividend from the holding company benefits the faculties participating in the individual operating companies. Within EUR Holding, ERBS BV (the ‘breeding ground’ BV) is the operating company with the key task of helping market innovative research activities which cannot

On 19 October 2015, the second **KidsRights Index** was presented. The KidsRights Index measures the extent to which the rights of the world’s children are being respected. The index has been developed in a cooperative arrangement between KidsRights, ISS and EUR’s Economic Faculty. It is an instrument which governments and community-based organisations can use to take action to improve children’s rights.



**SmartPort** is a collaboration between Deltalinqs, the Port of Rotterdam Authority, the municipality of Rotterdam, various faculties of EUR and the Delft University of Technology. It invests in knowledge development for ports and aims to make use of 'young potentials' from companies as much as possible. SmartPort focuses on themes such as the accessibility of and connections to the port area, the use of 'big data' and the role of the port of Rotterdam in the circular economy.

yet exist independently. In this context, it aims to act as the motor for economic valorisation of specific, relatively small-scale projects. If an initiative becomes substantial, it can be converted into an independent operating company. Inscope Consulting (<http://inscopeconsulting.nl>) is a good example of such an initiative.

### Erasmus Centre for Entrepreneurship

Another important player in the field of valorisation is the Erasmus Centre for Entrepreneurship (ECE). The ECE sets up and is responsible for entrepreneurship education. In 2015, EUR had a total of 2,358 students in courses about entrepreneurship; and the ECE is the secretary of the Valorisation Programme Rotterdam (VPR). ECE works vigorously for 'corporate entrepreneurship' due to the interest expressed in this by the business world. Since the opening of the ECE Campus, 34 new start-ups have been established in the Rotterdam Science Tower and 90 events have been held attracting more than 5,000 visitors. The Valorisation Programme Rotterdam (VPR) acts as a link between knowledge institutions, the market and society. Partly due to the VPR results, Rotterdam's valorisation system has attracted international interest. It has been awarded various prizes and considerable acknowledgement, and delegations from several countries have visited it. Moreover, VPR representatives have given talks about the Rotterdam valorisation-ecosystem all over the world. The high points of 2015 were:

- **How To Get There Summit**

The theme of this event, which was held in November 2015, was cooperation between 'start-ups', 'corporates' and 'innovation hubs', the objective being to speed up innovation in the Netherlands. The event brought together more than 2,500 visitors, 250 start-ups and 70 experts.

- **The ECE Community**

The ECE Community currently has in excess of 250 members: from inexperienced to experienced entrepreneurs. Several start-ups have been successfully nurtured by the community, examples being Nestpick, Symbid, Notificare, Declaree, Equidam, Dutch Domotics, Cirqle and Daily Dialogues.

- **The Get Started programme**

In 2015, 44 new student-entrepreneurs established their companies through the Get Started Programme. The entrepreneurs were active in various sectors, from artificial intelligence to nutrition.

- **The Scale up Dashboard**

In 2015, Professor Justin Jansen (academic director ECE) published the Scale up Dashboard. In his research, he demonstrated that, in respect of the percentage of rapidly growing companies, the Netherlands achieves a score which is generally well above the European average.

## Cooperation in the Rotterdam region

Anticipated result of the profiling document: The knowledge workshops organised by EUR and the municipality of Rotterdam would become a vehicle for social valorisation: around a social theme important to the city, a group would be formed consisting of representatives from various academic disciplines and knowledge institutes, government services and social parties.

As an international trade hub, the city and greater region of Rotterdam form a 'living lab' for Erasmus University; a natural partner with which to cooperate in areas of education, research and the transfer of knowledge with respect to social issues. Situated in the centre of the city, Erasmus University College is a powerful symbol of this cooperation. The cooperation with the municipality is most obvious in the establishment of a brand alliance: the municipality of Rotterdam, the Port of Rotterdam Authority, Erasmus University Rotterdam and Rotterdam Partners have joined forces to put the city, the port and the university even more firmly on the map, both within the Netherlands and abroad. The joint profiling with the pay-off Make it Happen reflects the mental approach typical of Rotterdammers. The aim of the partnership is to attract and retain highly qualified individuals,

companies, commerce, visitors, students and local residents.

### Knowledge workshops

Since 2010, a joint venture agreement between the municipality and EUR has been effective. Particularly through the medium of knowledge workshops, scientists, policymakers and social organisations share existing and contemporary knowledge of social issues. The knowledge workshops active in 2015 were:

- Liveable Neighbourhoods
- Rotterdam's Talent
- Health in the city
- Urban Big Data
- Erasmus Smart Port
- The Labour market and Economy



### The Knowledge workshop Liveable

**Neighbourhoods** helps promote the adoption of a better approach to issues affecting the quality of life in districts of Rotterdam. The workshop is an initiative of the municipality of Rotterdam and the Faculty of Social Sciences. The knowledge workshop advances knowledge with practical relevance in the areas of liveability and urban districts. The exchange and application of this knowledge is also encouraged in the municipality's policy.

Three other prominent examples of cooperation are ST-RAW, the Rotterdam Arts & Sciences Lab and the Rotterdam Thesis Award.

**1** ST-RAW stands for: Samen Transformeren (Transforming together) - Rotterdam's Academic Workshop. The workshop consists of the 14 organisations from the youth care chain and all other interested parties (parents and youths, practitioners, policymakers and researchers) are also involved. They develop and disseminate knowledge and professionalism about the practical implementation of youth care. The objective is to ensure that the youth policy offers all youths an equal opportunity.

**2** The cooperation between EUR, Codarts and the Willem de Kooning Academy was given form by the Rotterdam Arts & Sciences Lab (RASL). The objective of this institute is to exchange knowledge about education and research in the arts, and to use this knowledge for the benefit of both changing professional practices and social issues in Rotterdam. Specific examples of projects are a Double Degree bachelor, a Creative Learning initiative and new research at the interface of creativity and scholarship. Moreover, lecturers from Codarts who wish to obtain a doctorate will be able to do so at EUR.

**3** The municipality of Rotterdam and EUR jointly established the Rotterdam Thesis Award. Each year, during the opening of the academic year, this award is presented to the author of an academically high-quality master thesis with explicit (practical) relevance to Rotterdam. The jury comprises both professors and representatives from the municipality





### Other notable events in 2015 were:

#### **Rotterdam Lecture**

The Rotterdam Lecture is a gift offered by the university to the city each year since 2003. In 2015, the lecture was about cooperation between the university and the urban art and culture sector.

#### **International Film Festival Rotterdam**

In cooperation with the International Film Festival Rotterdam (IFFR), SG Erasmus and EUR's department of Scientific Communication organised a scientific programme during the film festival.

#### **Rotterdam Science Festival**

The Rotterdam Science Festival is an initiative of Erasmus University and Erasmus MC. In 2015, the theme was 'Discover the science behind nutrition'.

#### **Studio Erasmus**

Studio Erasmus is Erasmus University's talk show with interviews, mini lectures and live music. The shows are broadcast to the city's residents via the internet platform Open Rotterdam.

#### **Science café**

Each month, a scientist is the centre of attention in the Rotterdam bar Binnenrotte; without any visual equipment and in an accessible way, he or she talks about his or her passion for science.





Staff



# 8 Staff

It is people who make the greatest difference to the development and nurturing of excellent education and research. Both the academic staff as well as those who support them in the primary process are the cornerstone of the university's performance. Consequently, ensuring modern employment practises is crucially important and a significant part of EUR's strategy.

## The Strategy for 2014-2018, Impact & Relevance

"The renewed HR policy was, to a large extent, to be focused on talent management.

In an increasingly competitive labour market, EUR must, by 2018, be in a position to find not only talented scientists but also the talented support and managerial staff that the university needs and, having found the right people, it must be able to retain and develop them. Moreover, in this context, explicit attention must be paid to diversity."

To fulfil our strategic ambitions, EUR's 2015 HR policy included the following priorities:

- career mobility and sustainable employability;
- talent management;
- improving quality through the Performance & Development cycle (P&D);
- internationalisation;
- diversity.

In the same way as in 2014, HR provided intensive support and guidance during a number of reorganisations within EUR in 2015, including the transition from the Shared Service Centres to the University Support Centre. Explicit and scrupulous attention was paid to the assistance given to employees and the approach to change in respect of the new structure and new ways of working. HR also continued to work on the continuity and streamlining of the processes, as well as on the design of systems and reporting. In addition to the aforementioned priorities, EUR also worked on a number of other subjects, such as HR Excellence in Research Logo, Boundless Workspace [Grenzeloos Werken], Absenteeism and Ancillary Activities.

## Career & Mobility Policy

As a good employer, EUR wishes to make optimum use of the talent and abilities of its employees. In 2015, the career and other development of its employees was deemed a priority. This will remain a priority in the coming year, thus ensuring the university remains competitive in the current labour market, and its talent continues to flourish.



The programme Career & Mobility steers several projects in this area and aligns them with one another. In the first phase of the programme an infrastructure has been set up which supports the employees' career development:

- a case manager Work has been appointed to help employees avoid redundancy and/or the threat of redundancy by moving from job to job;
- a career advisor has been appointed;
- a career portal has been set up, including a job chart;
- training courses and events have been organised to make employees aware they must take the reins of their careers into their own hands.

Right from the start, this policy has had positive results. Within two weeks, dozens of employees consulted the career advisor, illustrating a need was clearly being met. The aforementioned initiatives were worked out in intensive cooperation with the local trade union representatives, unified at EUR in EUROPA (Erasmus Universiteit Rotterdam Overleg Personele Aangelegenheden). As EUROPA deems Career & Mobility extremely important, part of the resources designated to employment terms and conditions are used for this purpose.

In respect of academic staff, the programme concentrated on the Tenure Track system and the career development of PhD students. The outcomes of a broad survey are applied (as guides) in 2016.

### Talent management

On the basis of the priority Talent Management, the Opportunity Programme was launched for the support and management staff. The Opportunity Programme is a talent programme for ambitious 'high potentials' within EUR's support and management staff. The aim of the programme is to enable motivated and talented employees develop their potential. Employees on job scales 9 – 13, who have demonstrated their management qualities, will be offered the opportunity and facilities for fast track development. This will facilitate their promotion to more responsible (management) jobs. During the ten-month programme, eight participants undertake two assignments within their own organisation and follow a broad training programme. A number of other initiatives in the area of Talent Management

(job chart, control of your own career, the Tenure Track system) have been integrated into a range of policy-related projects.

In 2016, the Career & Mobility programme will be given greater substance and exposure by being introduced as a renewed career policy. Employees are to be given a personal career budget and a campaign of communication/ consciousness raising is started. In addition, more structured attention will be paid to training and education.

### Improving quality through the Performance & Development cycle (P&D)

In 2014, EUR carried out an evaluation of the Performance & Development cycle (P&D cycle) among both its academic staff and its support and management staff. On the basis of the results, the policy governing the P&D cycle was improved in 2015 and a uniform policy framework was introduced with a corresponding regulation.

The new policy framework defines the principles and rules of the improved P&D cycle. The framework of EUR's P&D cycle is based on the results of the evaluation survey, the formal frameworks (including the CLA) and the best practices / expertise of both EUR and other universities. It was, moreover, developed with the help of a P&D Sounding Board with members from a cross-section of faculties and support departments. Each organisational unit was represented by someone who had assessed the content and feasibility of the draft proposals. Significant improvements include the introduction of a preview and review, as well as an interim evaluation moment. Moreover, greater attention is to be paid to development (for example by assessing competencies), and the assessment scales have been improved and made uniform (five point scales). The interview has also been given a defined structure, containing several compulsory elements. With this new structure EUR contributes to a more balanced management of performance and development, talent development and sustainable employability. It will become an integral part of steering the organisation's goals and departmental objectives. Considerable attention was also paid to the roles both the management and the employees must have in this P&D process; roles in which the balance must be right.

EUR's P&D framework was subsequently translated into an extensive and complete P&D regulation. The P&D Regulation specifies the sections of the P&D cycle as well as the duties, rights and obligations of the employee, the manager and the administrator. Consequently, the P&D Regulation is the legal basis on which EUR operates.

In essence, the P&D cycle is about a manager and an employee having a fruitful discussion. It is not only an assessment but also an opportunity to discuss expectations and results. Consequently, both employees and managers receive a guide, newsletters and training courses which, collectively, provide a practical interpretation of the regulation and the policy framework, and deal extensively with interview techniques (including making SMART agreements and giving/receiving feedback) and the approach and implementation of the entire P&D process.

As well the 'performance review', a substantive improvement in the Talent Management concept, the process is now also completely supported digitally by the application SuccessFactors. One huge advantage of this application is that the P&D forms are always accessible to both employees and managers, providing greater insight into the steps in the process (who has to act when). It also benefits internal operational management, primarily in the areas of monitoring and direction. The introduction of both substantive and digitalisation aspects requires meticulous alignment with each organisational unit. The employees, managers and HR department have to cooperate closely and communicate clearly. Consequently, the P&D cycle, including the digital application, is to be introduced in phases. At the end of 2015, it was introduced into two supporting organisational units and one faculty. In the course of 2016, it will be introduced into other organisational units. Naturally, interim amendments or, as the case may be, improvements will be included so that everyone can benefit immediately.

### Internationalisation

Of the salaried employees, 19.3% had a nationality other than Dutch, and in total, 64 different nationalities work at EUR. Activities in the area of internationalism are mainly undertaken within the remit of the continuation and further development of services to



international employees. This involves services associated with immigration procedures, accommodation, information provision and social integration.

### Bilingualism

All the support and management staff had a language assessment to determine the desired language level. This was undertaken within the context of the policy decision to conduct bilingual operational management. Subsequently, more than a hundred employees followed language courses to improve their language skills in 2015. In 2016, the bilingualism policy will be evaluated.

### National projects

EUR has devoted considerable time and energy to strengthening its networks. In the Netherlands, this is evident through its participation (with other universities) in the VSNU (Association of Universities in the Netherlands) project 'Positioning the Dutch Universities in the international labour market'. Erasmus University is intensively involved in the activities ensuing from this project.

### App for international employees

In the VSNU context, a project has been started to develop the unique EUR app for international employees into a national app. The app offers employees customised advice about the formal procedures facing them when they arrive in the Netherlands. Although the Social Fund for the Knowledge sector (SoFoKles) initiated this project, EUR naturally plays an important role.

### Taxability of grants

Another national project, started in 2015, in

which EUR is a prominent player, involves discussions with the Tax Authority about grants to PhD students. The aim is to agree unambiguous national guidelines about the way in which different types of grants are to be treated by the tax authorities.

### **Rotterdam**

Within Rotterdam as well, Erasmus University has entered into partnerships with, among others, Rotterdam Partners, to compile a welcome programme for internationals in Rotterdam. In addition, EUR is involved in an initiative, also in cooperation with the municipality of Rotterdam, to set up a partner's network, which will bring together all the 'service providers' for internationals in Rotterdam. The aim is to effectively and efficiently help international employees wishing to move to Rotterdam.

### **Euraxess**

In a European context, EUR has linked into the Euraxess network. The university is a 'local contact point' for researchers wishing to settle in Rotterdam. Consequently, during a three-day conference, contacts were strengthened with other European employers and subsidy providers.

### **Diversity**

It is essential that Erasmus University teaches students to handle a diversity of perspectives in a multicultural community effectively. In addition, EUR's aim is to have a diverse workforce and to offer a diverse range of education and research products. To achieve this, Erasmus University intends to offer equal opportunities and to create a culture in which diversely talented people feel at home and can excel. In 2015, therefore, the diversity policy was broadened to include research and education. An integral, strategic programme was set up, including an HR pillar, and corresponding 'governance', and a Chief Diversity Officer appointed to act as an initiator/ambassador. Target figures have also been prepared for 2025; namely that by then more than 25% of EUR's professors are to be female. The Diversity programme must express these ambitions. At the same time, all the existing diversity measures remained in force in 2015.

In 2014, covenants were concluded with every faculty/institute; these have been synchronised with the strategy and contain clear target figures for diversity. The Diversity steering group

will oversee these target figures. The monitor, developed by HR, was also carried out in 2015 and presented to the faculties. The figures provide insight into the progress being made in the area of gender diversity.

### **Erasmus Network of Female Professors ('ENVH')**

In 2015, there were two network lunches for female professors and associate professors. The intention of the network lunches is to enlarge the network of female scientists and enable the participants to share experiences and knowledge about their careers. An LDE Diversity Symposium was also held in cooperation with the universities of Leiden and Delft. Another achievement of the ENVH in 2015 was the establishment of the ENVH Athena Prize which places the spotlight on employees who have dedicated themselves to promoting female talent and, in so doing, set an example to their colleagues. The prize was presented during the Dies Natalis.

### **Exemption from teaching duties after pregnancy**

A further measure to retain more female scientists is the exemption from teaching duties after pregnancy. The combination of teaching and childcare during maternity leave and upon return to work can result in a backlog of research (output). To enable these female scientists to catch up, €15,000 per person is made available. This allowance can fund replacement teaching staff, making time available for research. EUR hopes this measure will improve its ability to retain talented female scientists and encourage their progression in the long term. Eight women made use of this scheme in 2015. They particularly appreciated our recognition of the impact of pregnancy.

### **Career Development Programme**

EUR also runs a Career Development Programme for senior female associate professors. Ten female 'high potentials' took part in this in 2015. 2015 also saw the launch of a Career Development Programme (CDP) for female lecturers in which seven talented females took part.

In 2015, the maternity leave scheme, the CDP and the Checklist for the appointment of professors were evaluated. Although this considered the effectiveness in terms of quantity, more attention was paid to the experiences and opinions of the target group. This evaluation made specific recommendations for improvements in each

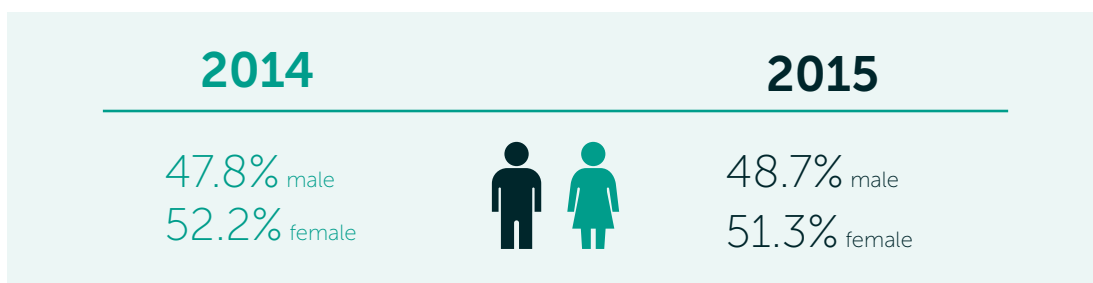


policy area. Familiar issues were also raised, and it appears that the organisational culture plays an important, if not the most important, role in the issue of diversity. This underlined the fact that the current status of (gender) diversity is still an issue, despite the positive measures taken. Consequently, there are arguments for a combination of measures on both an individual and an institutional level (tackling the culture). In 2016, HR and the Diversity programme will consider how EUR can achieve this and how the impact of policy measures can be raised.

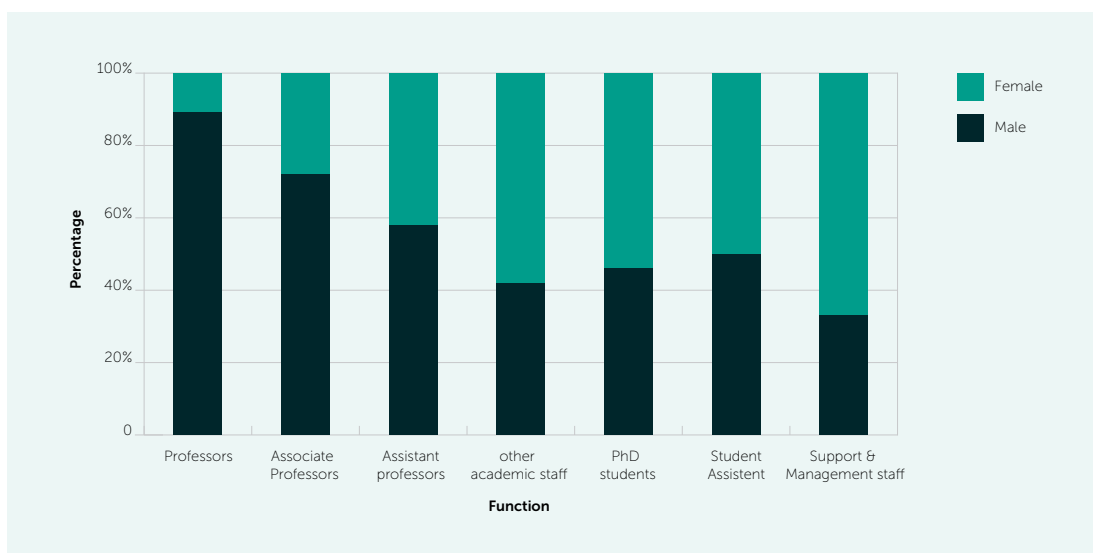
### Charting gender diversity

In 2015, the composition of the workforce in respect of the male/female ratio was virtually the same as in 2014: 47.7% of the workforce was male (this was 47.8 % in 2014), and 52.3% female (52.2% in 2014). There was a slight increase in the percentage of ordinary female professors (+0.6%) and associate professors (+2.3%), while assistant professors fell slightly (-2.1%) (table 2).

The largest difference in the male/female ratio was visible among the ordinary professors (graph 1). In this workforce category, 9.6% were female. In the categories other academic staff, PhDs, student assistants and support and management staff, women were in the majority.



Graph 8.1: Ratio of male/female employees in each salaried position, excluding Erasmus MC (reference date: 31 December 2013)



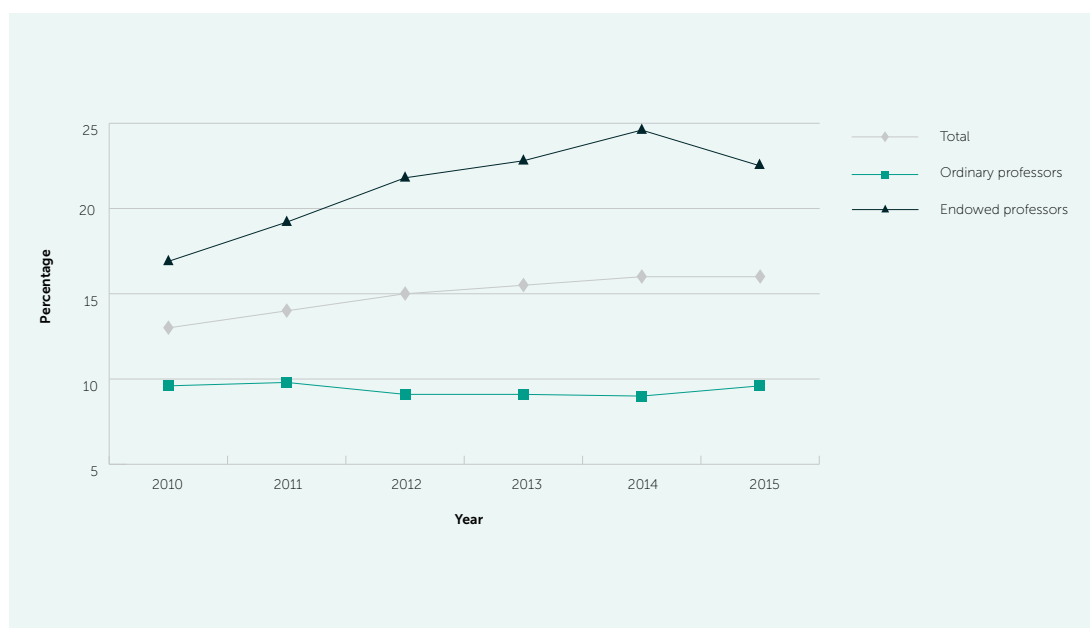
If account is taken of all the professors (salaried and unsalaried, endowed and ordinary professors, EUR and Erasmus MC), there was a decrease of three female professors. The total percentage of female professors rose by 0.1% to 15.6%. The percentage of endowed female professors fell from 24.6% in 2014 to 22.5% in 2015. The percentage of ordinary female professors rose from 9.0% in 2014 to 9.6% in 2015 (table 1 and graph 2).



Table 8.1: Number of professors (in persons) according to gender, faculty, AEO, salaried and unsalaried (reference date 31 December 2015)

Faculty	Professor			Endowed professor			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ESE	36	0	36	15	1	16	51	1	52
RSM	30	1	31	12	0	12	42	1	43
FGG/ Erasmus MC	80	7	87	90	27	117	170	34	204
iBMG	8	2	10	5	3	8	13	5	18
ESL	33	6	39	11	7	18	44	13	57
FSW	26	3	29	13	4	17	39	7	46
ESHCC	7	3	10	10	3	13	17	6	23
FW	2	0	2	8	3	11	10	3	13
ISS	13	3	16	1	0	1	14	3	17
aeo	1	0	1	0	0	0	1	0	1
<b>Subtotal EUR</b>	<b>156</b>	<b>18</b>	<b>174</b>	<b>75</b>	<b>21</b>	<b>96</b>	<b>231</b>	<b>40</b>	<b>271</b>
<b>Erasmus MC</b>	<b>80</b>	<b>7</b>	<b>87</b>	<b>90</b>	<b>27</b>	<b>117</b>	<b>170</b>	<b>34</b>	<b>204</b>
<b>Total</b>	<b>236</b>	<b>25</b>	<b>261</b>	<b>165</b>	<b>48</b>	<b>213</b>	<b>401</b>	<b>74</b>	<b>475</b>
<b>% EUR</b>	<b>89.7%</b>	<b>10.3%</b>		<b>78.1%</b>	<b>21.9%</b>		<b>85.2%</b>	<b>14.8%</b>	
<b>% Erasmus MC</b>	<b>92.0%</b>	<b>8.0%</b>		<b>76.9%</b>	<b>23.1%</b>		<b>83.3%</b>	<b>16.7%</b>	
<b>% Total</b>	<b>90.4%</b>	<b>9.6%</b>		<b>77.5%</b>	<b>22.5%</b>		<b>84.4%</b>	<b>15.6%</b>	

Graph 8.2: Percentage of female professors, salaried and unsalaried, and EUR and Erasmus MC. (reference date: 31 December 2015)



## HR Excellence in Research Logo

In 2014, EUR was awarded the HR Excellence in Research Logo by the European Commission. EUR was awarded the logo on the basis of an action plan containing policy improvements to create the optimum working environment for researchers. In the year under review, EUR began implementing and monitoring various activities, such as career guidance for PhD students, amending the doctoral regulations and reallocating incentive resources to make more money available to young talent. Naturally, EUR uses the logo in its labour market communication and when applying for European subsidies.

## Traineeship Rotterdam Talent 4 Erasmus

Since 1 November 2014, fifteen alumni have been following a training programme newly set up by EUR. The traineeship was set up on the instructions of the Executive Board and is the responsibility of Erasmus Research and Business Support (ERBS). The objective of the traineeship is to prepare participants to cope with life after university quickly and successfully. In addition to professionalisation, the focus of the course is on career development in either the business world or the public sector. As a socially involved university, EUR hopes this course will help it play an active role in the issue of unemployment (of young people). In addition, the programme is linked to the continued evolution of EUR's operational management. For a two-year period, the trainees work on two assignments for the benefit of this organisational evolution.

## Boundless Workspace

Within EUR, the term 'Boundless Workspace' is the collective term for initiatives which aim to stimulate working 'Anytime, Anyplace and Anyhow'. An earlier analysis identified a number of subjects or facilities which will require revising, renewing or a totally new policy or guidelines if other ways of working are to be achieved. This relates, for example, to telephony, working at home and working hours. The principles of a Boundless Workspace are being fully complied with in the construction of the Sanders Building, where the University Support Centre and the Erasmus School of Law will be accommodated in the course of 2016.

## Absenteeism due to illness

The total sick leave percentage fell slightly (from 2.76% in 2014 to 2.72% in 2015). A slight fall in the level of sick leave was also visible among the academic staff: -0.18%; however, the percentage rose slightly among the support and management staff (+0.14%). The average duration of sick leave fell slightly from 14.77 days in 2014 to 14.12 days in 2015. The average sickness notification frequency per person also fell slightly from 0.57 in 2014 to 0.50 in 2015. As in previous years, academic staff were on average absent for longer periods than the support and management staff. One positive development was that the percentage of non-sick staff rose from 67.54% in 2014 to 69.34% in 2015.

**Table 8.2: Absenteeism due to illness in 2015**

Sick leave percentage	
Personnel category	
Academic staff	1.68
Support and management staff	4.01
Academic staff plus support and management staff	2.72
Average sick leave duration in days	
Personnel category	
Academic staff	15.64
Support and management staff	13.50
Academic staff plus support and management staff	14.12
Sickness notification frequency (average number of sickness notifications per person)	
Personnel category	
Academic staff	0.32
Support and management staff	0.65
Academic staff plus support and management staff	0.50
Percentage of non-sick personnel	
Personnel category	
Academic staff	76.28
Support and management staff	63.42
Academic staff plus support and management staff	69.34

## Ancillary activities

Erasmus University Rotterdam attaches great importance to transparency and integrity. Any conflict of interest - or suggestion of such - must be avoided at all times. It also aims to achieve maximum valorisation. This is evident in the strategy Impact & Relevance, which emphasises the strong links and involvement with society.

Linking science and practice is an important objective; and the ancillary activities which employees undertake parallel to their work at EUR are part of this. Undertaking ancillary activities is valuable to the development of EUR employees and, therefore, to the university itself. However, it is of paramount importance that this work is in no way contrary to the interests and integrity of EUR. Consequently, EUR has a detailed integrity policy, part of which includes the registration of any ancillary activities undertaken by academic staff. EUR wishes to be entirely transparent in this respect. It, therefore, maintains a public register in line with the Ancillary Activities Regulation and ancillary activities are a compulsory item in the annual P&D interviews.

In 2013, EUR made its Ancillary Activities Regulation even more stringent. In the year under review, there was renewed interest in the subject, partly due to it being subject to media attention. EUR also cooperated with VSNU in the compilation of a sector regulation, to which EUR provided input.

Although the registration of ancillary activities is an important prerequisite if the desired transparency is to be safeguarded (in this context agreements were also made with the Minister), the substantive discussions have proved to be of even greater importance. In 2016, the policy and regulations will be reviewed in order to enrich and improve the administration of ancillary activities.

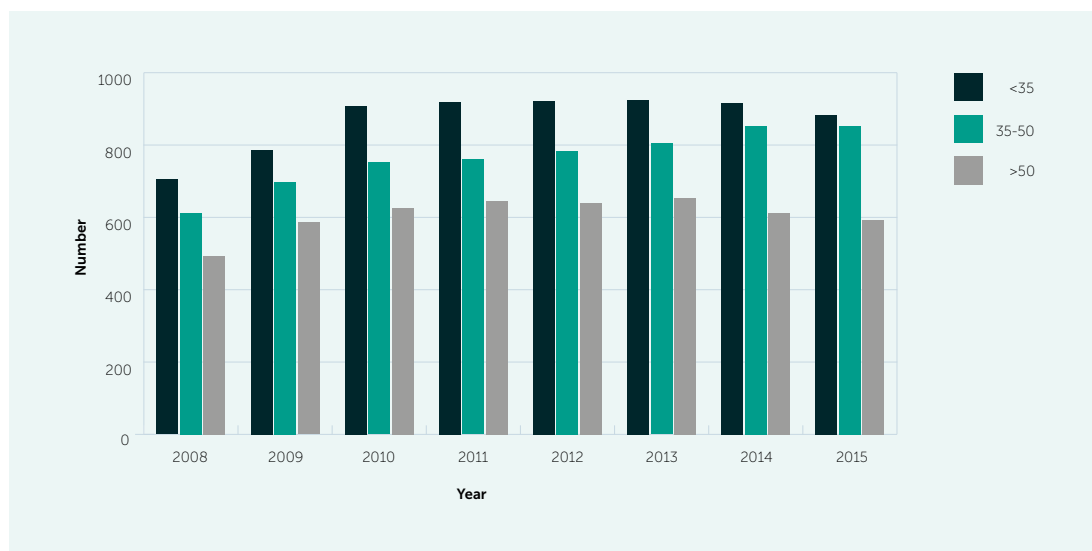
## Workforce 2015

The following table presents the total workforce in 2015 according to age, number of employees and the size of the workforce expressed in FTEs. EUR has set up a separate administrative organisational unit (AOE) to provide insight into which employees are going to leave but are - for social-economic reasons - still employed. This was also reported in the year under review.

### Age

EUR's workforce consists of a large number of staff (882 employees) under the age of 35 (excluding student assistants). The number of employees between 35 and 50 years of age remained the same, while the number older than 50 fell (-21 persons) (graph 3). The percentage of employees younger than 35 is 37.9%, between 35 and 50 it is 36.7%, while the percentage of employees over 50 years of age is 25.4%

Graph 8.3: Number of employees by age excl. student-assistants (reference date: 31 December 2015)



### Workforce in persons and FTEs

On the reference date 31 December 2015, 2,734 persons were employed by EUR (table 3). This was 89 fewer employees than on 31 December 2014. The total number of jobs expressed in full-time equivalents was, therefore, 2,066.93 (table 4). These figures exclude employees employed by Erasmus University Rotterdam Holding BV (EUR Holding) and Erasmus MC, but include

those in the AOE. EUR Holding, consisting of 19 operating companies and 287 salaried employees (31 December 2015), is part of the organisational framework of Erasmus University Rotterdam; however, it has its own structure and guidelines. Professors in the Faculty of Medicine and Healthcare / Erasmus MC are appointed by EUR, but employed by Erasmus MC.

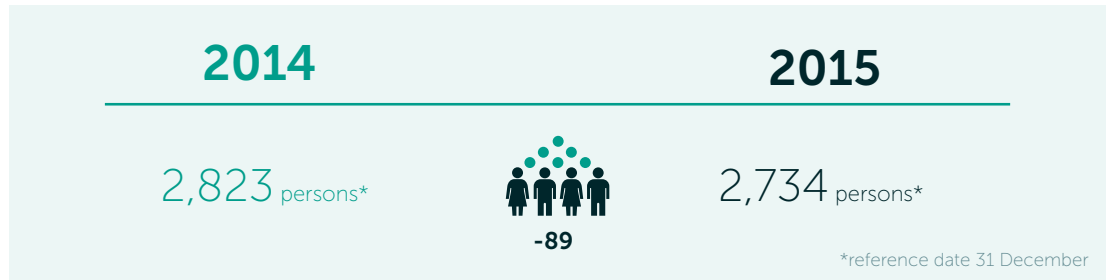


Table 8.3: Total number of persons employed by EUR (reference date 31 of December 2015)

		Professors	Associate professors	Assistant professors	Other academic staff	PhDs	Student assistants	Support and management staff	Total
USC, OOS en ABD	male	0	0	0	0	0	15	178	193
	female	0	0	0	0	0	10	232	242
	<b>total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>410</b>	<b>435</b>
UB	male	0	0	0	0	0	1	35	36
	female	0	0	0	0	0	1	40	41
	<b>total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>75</b>	<b>77</b>
ESE	male	34	30	52	4	36	107	13	276
	female	0	4	23	1	25	62	49	164
	<b>total</b>	<b>34</b>	<b>34</b>	<b>75</b>	<b>5</b>	<b>61</b>	<b>169</b>	<b>62</b>	<b>440</b>
RSM	male	33	37	50	27	49	37	31	264
	female	1	11	24	18	39	48	91	232
	<b>total</b>	<b>34</b>	<b>48</b>	<b>74</b>	<b>45</b>	<b>88</b>	<b>85</b>	<b>122</b>	<b>496</b>
FGG/Erasmus MC	male	0	0	0	0	0	0	0	0
	female	0	0	0	0	0	0	0	0
	<b>total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
iBMG	male	7	9	13	12	7	2	5	55
	female	2	10	19	16	20	5	22	94
	<b>total</b>	<b>9</b>	<b>19</b>	<b>32</b>	<b>28</b>	<b>27</b>	<b>7</b>	<b>27</b>	<b>149</b>
ESL	male	32	18	17	49	21	17	18	172
	female	7	11	10	87	28	40	58	241
	<b>total</b>	<b>39</b>	<b>29</b>	<b>27</b>	<b>136</b>	<b>49</b>	<b>57</b>	<b>76</b>	<b>413</b>
FSW	male	23	27	15	43	20	12	17	157
	female	3	13	26	81	45	25	43	236
	<b>total</b>	<b>26</b>	<b>40</b>	<b>41</b>	<b>124</b>	<b>65</b>	<b>37</b>	<b>60</b>	<b>393</b>
ESHCC	male	7	6	14	18	11	5	0	61
	female	3	2	18	23	13	9	30	98
	<b>total</b>	<b>10</b>	<b>8</b>	<b>32</b>	<b>41</b>	<b>24</b>	<b>14</b>	<b>30</b>	<b>159</b>
FW	male	4	7	5	6	5	7	1	35
	female	0	1	1	1	2	4	4	13
	<b>total</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>11</b>	<b>5</b>	<b>48</b>
ISS	male	10	7	11	3	0	0	5	36
	female	3	3	14	3	3	0	25	51
	<b>total</b>	<b>13</b>	<b>10</b>	<b>25</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>30</b>	<b>87</b>
aoe	male	1	1	2	1	0	0	14	19
	female	0	0	0	0	0	0	18	18
	<b>total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>37</b>
Total	male	151	142	179	163	149	203	317	1,304
	female	19	55	135	230	175	204	612	1,430
	<b>total</b>	<b>170</b>	<b>197</b>	<b>314</b>	<b>392</b>	<b>324</b>	<b>407</b>	<b>929</b>	<b>2,734</b>
Total%	male	88.8%	72.1%	57.0%	41.6%	46.0%	49.9%	34.1%	47.7%
	female	11.2%	27.9%	43.0%	58.7%	54.0%	50.1%	65.9%	52.3%

Professors at FGG/Erasmus MC are appointed by EUR's Executive Board but employed by Erasmus MC



Table 8.4: Total number of FTEs employed by EUR. (reference date: 31 December 2015)

		Professors	Associate professors	Assistant professors	Other academic staff	PhDs	Student assistants	Support and management staff	Total
USC, OOS en ABD	male	0.00	0.00	0.00	0.00	0.00	5.00	166.78	171.78
	female	0.00	0.00	0.00	0.00	0.00	2.40	189.79	192.19
	<b>total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7.40</b>	<b>356.57</b>	<b>363.97</b>
UB	male	0.00	0.00	0.00	0.00	0.00	0.40	32.01	32.41
	female	0.00	0.00	0.00	0.00	0.00	0.30	32.90	33.20
	<b>total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.70</b>	<b>64.91</b>	<b>65.61</b>
ESE	male	26.30	24.00	45.89	3.50	36.00	24.20	12.00	171.89
	female	0.00	4.00	19.85	1.00	22.20	14.75	37.33	99.13
	<b>total</b>	<b>26.30</b>	<b>28.00</b>	<b>65.74</b>	<b>4.50</b>	<b>58.20</b>	<b>38.95</b>	<b>49.33</b>	<b>271.02</b>
RSM	male	27.20	35.29	47.80	20.70	48.93	7.86	28.60	216.38
	female	0.20	10.60	23.20	15.50	38.80	11.30	75.11	174.71
	<b>total</b>	<b>27.40</b>	<b>45.89</b>	<b>71.00</b>	<b>36.20</b>	<b>87.73</b>	<b>19.16</b>	<b>103.71</b>	<b>391.09</b>
FGG/Erasmus MC	male	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	female	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
iBMG	male	5.27	7.05	12.60	8.52	7.00	0.70	5.00	46.14
	female	1.20	9.20	16.90	14.55	19.75	1.10	19.52	82.22
	<b>total</b>	<b>6.47</b>	<b>16.25</b>	<b>29.50</b>	<b>23.07</b>	<b>26.75</b>	<b>1.80</b>	<b>24.52</b>	<b>128.36</b>
ESL	male	18.00	13.09	13.00	35.30	20.30	5.80	16.70	122.19
	female	4.80	9.80	8.00	59.23	27.00	12.90	46.33	168.06
	<b>total</b>	<b>22.80</b>	<b>22.89</b>	<b>21.00</b>	<b>94.53</b>	<b>47.30</b>	<b>18.70</b>	<b>63.03</b>	<b>290.25</b>
FSW	male	18.70	23.60	12.70	33.89	19.50	3.25	16.60	128.24
	female	1.80	11.00	21.40	53.82	42.60	5.40	36.88	172.90
	<b>total</b>	<b>20.50</b>	<b>34.60</b>	<b>34.10</b>	<b>87.71</b>	<b>62.10</b>	<b>8.65</b>	<b>53.48</b>	<b>301.14</b>
ESHCC	male	4.90	5.80	13.10	8.12	8.95	1.70	0.00	42.57
	female	1.79	1.90	17.35	12.77	11.38	2.20	24.70	72.09
	<b>total</b>	<b>6.69</b>	<b>7.70</b>	<b>30.45</b>	<b>20.89</b>	<b>20.33</b>	<b>3.90</b>	<b>24.70</b>	<b>114.66</b>
FW	male	2.80	6.10	4.84	3.40	4.30	1.30	0.20	22.94
	female	0.00	1.00	1.00	1.00	1.40	1.20	3.40	9.00
	<b>total</b>	<b>2.80</b>	<b>7.10</b>	<b>5.84</b>	<b>4.40</b>	<b>5.70</b>	<b>2.50</b>	<b>3.60</b>	<b>31.94</b>
ISS	male	9.38	7.00	10.64	3.00	0.00	0.00	5.00	35.02
	female	3.00	2.50	13.80	2.13	3.00	0.00	18.27	42.70
	<b>total</b>	<b>12.38</b>	<b>9.50</b>	<b>24.44</b>	<b>5.13</b>	<b>3.00</b>	<b>0.00</b>	<b>23.27</b>	<b>77.72</b>
aoe	male	1.00	0.20	1.84	0.40	0.00	0.00	13.14	16.58
	female	0.00	0.00	0.00	0.00	0.00	0.00	14.59	14.59
	<b>total</b>	<b>1.00</b>	<b>0.20</b>	<b>1.84</b>	<b>0.40</b>	<b>0.00</b>	<b>0.00</b>	<b>27.73</b>	<b>31.17</b>
Total	male	113.55	122.13	162.41	116.83	144.98	50.21	296.03	1,006.14
	female	12.79	50.00	121.50	160.00	166.13	51.55	498.82	1,060.79
	<b>total</b>	<b>126.34</b>	<b>172.13</b>	<b>283.91</b>	<b>276.83</b>	<b>311.11</b>	<b>101.76</b>	<b>794.85</b>	<b>2,066.93</b>
Total%	male	<b>89.9%</b>	<b>71.0%</b>	<b>57.2%</b>	<b>42.2%</b>	<b>46.6%</b>	<b>49.3%</b>	<b>37.2%</b>	<b>48.7%</b>
	female	<b>10.1%</b>	<b>29.0%</b>	<b>42.8%</b>	<b>57.8%</b>	<b>53.4%</b>	<b>50.7%</b>	<b>62.8%</b>	<b>51.3%</b>

Professors at FGG/Erasmus MC are appointed by EUR's Executive Board but employed by Erasmus MC.

# 9 Facilities



# 9 Facilities

## The University Library

### Service provision

The University Library (UL) is the university's 'content manager'. The UL supports researchers and students who wish to find, work with, manage and publish academic information. Currently, the number of downloads from the digital library is a hundred times greater than the number of loans. The UL is replacing the current library system with a cloud application in order to provide even better digital services. Since the start of 2016, researchers and students have had access to a new 'discovery tool' which enables them to search for information more easily. In addition, logging in with a personal institution account has been made even easier, and the portfolio for information literacy renewed. The UL offers a package including instruction clips and online practice material which helps students understand the system. Lecturers can make use of the package from the digital learning environment. In addition, the UL developed a 'reader repository' to help lecturers compile their digital readers. Together with the Erasmus School of Law, the UL ran a successful pilot for a sort of Spotify for e-books.

### Renovation

As well as providing digital services, the UL provides an excellent study environment. The renovation of the UL building began in 2015 and, in the summer, it was moved to a number of temporary locations. Now that the UL staff have their own uniform, they are easier to find. The removal was celebrated by a games party in the UL, complete with midget golf and a roller disco. The fundamental choices made with respect to the renovation of the UL as a service provider were reported in the national press. The renovation is expected to be completed by the beginning of 2017.

### Research support services

Not only does the UL offer an extensive range of e-journals and databases, but it also helps researchers manage and publish their own research data and results. Funding agencies and legislation are placing increasingly greater requirements on data management. The UL launched Surfdrive as a secure alternative to

Google Dropbox and, within a few months, the service was being used by five hundred researchers. In cooperation with SurfSara, the UL arranged for researchers to have easy access to computer power with 'high performance computing'.

The researchers deposit their research results in their own institution's repository Repub. By facilitating 2.5 million downloads a year, the UL is contributing both to the transition to open access and to EUR's impact. Workshops for PhDs so they, as researchers, can manage their own online identity are satisfying a clear need. The UL also supports individual researchers and research groups who have to measure impact. In addition to classic instruments such as the H-index, the UL is exploring alternative forms of impact measurement (altmetrics).

## Culture and science

### SG Erasmus

The primary function of Studium Generale Erasmus is to contribute to the broad academic, social and cultural development of EUR students. In so doing, it makes a link between academic and social issues from an independent and objective point of view and between EUR's programmes and the offer of programmes available in the city. To this end, SG Erasmus organises public programmes for EUR students and other interested parties and offers activities for and by EUR students which stimulate the (active) development of talent and the (passive) development of culture. When organising these programmes, SG Erasmus takes care to select the most appropriate form of activity: lecture, debate, cultural course, event, performance, coaching & guidance. SG Erasmus' aim is to achieve a good balance between substantive quality and the widest possible reach.

### Developments in 2015

SG Erasmus' academic programmes offered a broad range of subjects with leading speakers, such as Dick Swaab, Wim Pijbes, Joris Luyendijk and Patricia Churchland. The subjects included the brain, artificial intelligence, Greek and modern tragedies, the basic income, etc. In



addition, foreign correspondents sketched the background of geopolitical developments (Syria, Russia). Social issues were discussed in the programmes 'Who's afraid of Black Piet?', 'Gay tolerance in a multi-cultural society' and 'Combatting terrorism'. The monthly talk show Studio Erasmus about science and current affairs continued to be a public favourite. The show consists of interviews, mini-lectures and live music and is held in the Rotterdam Schouwburg. Studio Erasmus can be viewed through Open Rotterdam and the digital catch-up channel 'missed the broadcast'.

The cultural programmes offered by SG Erasmus were also very diverse. With increasing frequency, the Erasmus Pavilion theatre provides a stage for exceptional theatre performances, concerts, comedies and films. Not only does this involve performances from professional companies (De Verleiders, RoTheater, NT Gent, Comedytrain) but also from student cultural associations and individual students (Open Stage Night). The biennial Open Air Cinema, the festival Room Service (in offices) and various musical companies and bands performing on the Plaza helped to make the campus a lively place to be. As well as on campus, there are several performances on stages throughout Rotterdam. The majority of SG Erasmus' programmes are also accessible to international students.

### Partnership

In 2015, SG Erasmus worked with many organisations both within and outside EUR to produce high-quality and well-attended programmes and activities.

Within EUR, this increasingly often concerned faculty and student associations and the student cultural associations, as well as the university faculties and departments (including the Erasmus University College and Erasmus MC). Outside EUR, SG Erasmus linked up with organisations such as the Rotterdamse Schouwburg (Studio Erasmus' permanent site), Arminius (the site of Denkcafé), the Rotterdam Podium institutions (various performances) and the SKVR (courses). In addition, special joint ventures include those with social partners such as Rainbow City and Erasmus Pride, journalistic platforms such as Open Rotterdam and Vers Beton, and festivals such as the Arab Film Festival and the International Film Festival Rotterdam.

### Visitor figures

In 2015, SG Erasmus organised a hundred programmes (half scientific, half cultural) attracting 14,270 visitors, 62% of which were students. In addition, SG Erasmus offered eight cultural courses followed by 95 students. About half of the programmes were held in the Erasmus Pavilion. The other programmes were mainly held in the Erasmus MC (six lunchtime lectures), the Rotterdam Schouwburg (nine times Studio Erasmus) and Arminius (ten times Denkcafé).

SG Erasmus' social media (Facebook, almost 3000 likes) and Twitter (ca. 1000 followers) have become significantly more important as a means of communication in the past year. Photo reports of programmes were successfully shared on Facebook. The talk show Studio Erasmus can also be followed online and viewing figures are high (in total 16,303 views last year, on average 296 visitors per item).

### Art Affairs

The Department of Art Affairs is responsible for Erasmus University's art policy and the management of its collection of about 1,900 works of art. In 2015, the work undertaken within the Art Affairs department was mainly carried out by agency employees. However, in August, a new Art Affairs' coordinator / advisor joined the staff of Erasmus University.



### Preparations

Preparations for the new large outdoor artwork, to compensate for the removal of Petri's artwork, continued. It had been announced that this artwork would be delivered in 2015, but unfortunately unforeseen circumstances have rendered this impossible; its expected delivery date is now 2016.

Due to the large-scale renovation of the UL, the majority of its current artworks have been carefully removed and stored in a safe place. The new library will have more suitable places where art can be exhibited than the current situation offers. The famous 1969 black-white communication wall by Wim Strijbosch can still be seen, and it will also have pride of place in the new UL. A baseline measurement was carried out and, during the renovation, the work is carefully protected. A start has already been made to find new artworks for the new sites within the UL. In addition, in 2016, the Art Committee will invite selected artists to submit sketches. The designs chosen will most probably be worked on and delivered in 2016/2017. The Sanders Building is also undergoing a large-scale renovation; the artworks in the Sanders Building have also been carefully removed and stored in a safe place. The plans for new artworks for this building are only in the start-up phase. It is anticipated that the new artworks for the Sanders Building will be delivered in 2016/2017.

### Completed

The work *Ogenblikken* [Moments] by Willem Oorebeek for the Polak Building has been delivered. The work *Etende Mensen* [Diners] by Lucebert, which is in the corridor between the Erasmus Building and lecture theatre hall in the Theil Building, has been restored and looks wonderful again. Furthermore, a start has been made to restore a number of M1 works by the artist Escher. The collection has also been enriched by about ten artworks from contemporary artists.

### Exhibitions

Exhibitions of EUR's private collections can be seen in the Erasmus Gallery. Wherever possible, the premise is to link exhibitions with the programme content of other EUR faculties and departments and, therefore, present academia and art in unison. The following exhibitions were arranged in 2015:

- Indonesia: *Heden en Verleden* [Today and yesterday] – Charlotte Schleiffert: to celebrate the acquisition of the artwork on the ground floor of the Van der Goot Building.
- 50!: to celebrate the fact that EUR has been collecting artworks for more than fifty years. The exhibition was planned for 2014, but due to unforeseen circumstances was delayed a year.
- Lucebert: to celebrate the 33 artworks gifted to EUR by a private collector and the renovation of the work by Lucebert in the corridor between the Erasmus Building and the Theil Building.

### Other

In 2015, EUR was once again presented with a gift which it gratefully accepted. This gift, containing artworks including graphic art by Andringa, Lucebert and Westerik, is an extremely valuable addition to the collection and will be exhibited in the Erasmus Gallery in 2016.

### Heritage

The university's heritage is housed in the Stichting Universitair Historisch Kabinet (SUHK). The heritage also includes the Dutch collection of economy-related medals (NEPK, Nederlands Economisch Penning Kabinet). In 2015, the collection was enriched when it acquired a medal with the image of Erasmus, dating from 1531. The acquisition was made possible thanks to the contribution from two funds and an extra subsidy from the Executive Board. De SUHK was very involved in the realisation of the Erasmus-murals in the Examination coffee room AB-12 in the Erasmus Building.

### Campus Woudestein

The Polak Building was completed in 2015. This is a multifunctional education building with lecture theatres and study areas. As soon as it was completed, its intensive use demonstrated the success of the concept. Although some of this use could be attributed to the closure of the university library in September, the increased turnover in the food court was evidence of the fact that the students' use of the campus has risen by about 10% since the Polak Building opened.



The Sanders Building has also been vacated prior to its renovation, which particularly affected the Erasmus School of Law. Temporarily, the faculty is spread over five locations on the campus. The faculty is expected to be reunited at the end of 2016 in a totally transformed building providing an attractive work environment.

Despite the closure of the University Library, a number of measures have ensured that the number of places to study has remained fairly stable at around 1,200. However, these places are in great demand as students are studying for increasingly longer periods. Once the Sanders Building is opened at the end of 2016 and the University Library at the start of 2017, there will be 1,900 places where students can study.

Within the context of the Campus under Construction, the centralisation of the management of the pc rooms was completed in 2015, preceded by the completion of the teaching/education areas. Consequently, the occupancy rates have been able to rise and fewer rooms are required. At the same time, EUR has invested in good teaching/ educational support, particularly audio-visual equipment. In 2015, all the rooms with such equipment were brought up-to-date. Various offices were refurbished in 2015; these included offices in the Erasmus School of History, Culture and Communication (ESHCC), the Rotterdam School of Management (RSM) and the Institute of Health Policy & Management (iBMG). The refurbishment was necessary to comply with the lower square metres standard laid down by the Executive Board. This lower standard has been combined with a better working environment. In this context, the aim is to ensure better use is made of the space – just as in the teaching/education areas. Once the E, F, G, N and Q buildings are demolished in 2020, the result will be a substantial net reduction in the volume of building space on the campus.

Despite the problems in 2014, the construction of the second half of the car park is progressing well. The opening is planned for April 2016. After which a start will be made on the construction of Park Noord [North Park].



In the year under review, considerable amounts were also invested in sustainability, in particular hot/cold storage (WKO). Moreover, EUR has high sustainability ambitions for the proposed renovation of the Tinbergen Building, which is the reason why it received a substantial ELENA subsidy. EUR is the first university in Europe to have received this subsidy from the European Investment Bank. The renovation of the Tinbergen Building is part of Campus under Construction III, a programme which took shape in 2015. The intention is to complete part III in 2020 when the aforementioned buildings are demolished. Decisions in this respect are expected in the spring of 2016.



## ICT

In 2015, the ICT department laid the basis for the continued proper future support of the developments of the primary process of education and research. In this context, among other things, a new I-strategy was developed. This strategy makes it apparent that EUR is prepared to continue exploring strategic projects such as flipping the campus. In addition to the ICT infrastructure and network, the workplaces required for the Boundless Workspace project were prepared. In this context, account was taken of the most recent developments and wishes in the field of education and examinations. In 2015, priority was attached to ICT security given the increase in cyber criminality. In addition to policy and technical measures, steps were particularly taken to raise awareness of this issue among students and employees.

## Security

EUR offers an open, attractive and inspiring learning and working environment. A condition of such an environment is that both students and employees feel safe and secure. To this end, EUR has prepared a cohesive security policy which primarily focuses on preventing and discouraging undesirable events. The safety of individuals is paramount. Despite this, a few events in 2015 threatened the security or continuity of EUR. Examples include: the fire on the Mr. dr. K.P. van der Mandeleplein (in June), a DDoS attack (summer) and the provision of emergency accommodation to about two hundred refugees in the Erasmus Sport Centre (September). Whereby, respectively, the infrastructure, information (provision) and society's safety were placed at risk. However, the effective interaction between EUR's security services, emergency services, contingency organisation and the external security partners all helped manage the situation and limit the consequences.

## Procurement and European tendering within EUR

EUR is working hard to professionalise its procurement and contract management. In that context, several European invitations to tender were successfully completed in 2015, and framework agreements concluded for:

- printed matter;
- intermediary books;
- refurbishment of the Sanders Building (L-building);



- renovation of the B-building (UL);
- equipment providing warm drinks;
- executive passenger transport.

In addition, essential procurement advice was sought for private procurement processes. A number of projects were also delivered in 2015, such as the analysis of the employment of agency staff within EUR and, together with Evidence Based Practice, substance was given to the vision for P2P.

### Corporate Social Responsibility

Erasmus University Rotterdam is becoming more sustainable and, in numerous areas, attention is paid to corporate social responsibility (CSR). We are doing this both by making our Operational Management more sustainable and by making our staff and students more aware of, and enthusiastic about, their role in society.

### Other notable events in 2015 were:

#### Operations

- Waste Management
- Sustainable Food Lab
- Flyer Free campus
- Permanent & Temporary Book swap
- European Green Office Summit 2015
- Bootcamp(us)
- Erasmus Mug

#### Research & Education

- Curriculum inventory
- LDE Sustainability Joint Partnership
- Simulation on climate discussion
- Sustainable Lecture Cycle

#### Communication & Awareness

- Meat Free Monday
- Website Creation
- Sustainability Portal EUR
- Fair Trade University Label
- Sustainable Winter Fair
- Earth Day 2015
- Make A Difference Day 2015

On 15 January 2015, the Erasmus Sustainability Hub was opened: a central place on the Woudestein campus, from where the sustainability activities of the Erasmus community can be coordinated. This hub is a symbol of EUR's sustainability ambitions. The mission statement is:

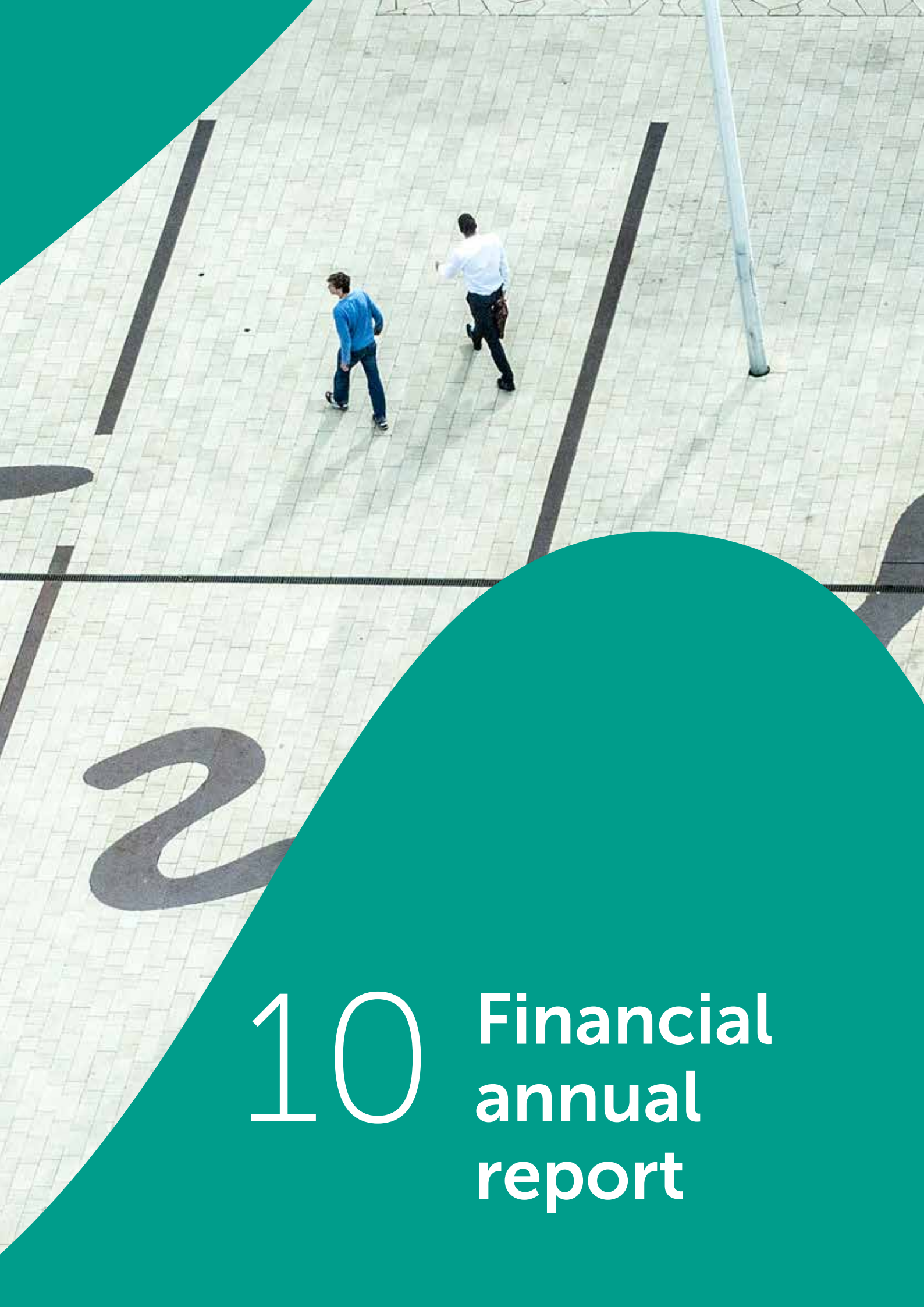
**"We can Make it Happen! Connecting passionate people at Erasmus University to collaborate is the drive and ambition behind Erasmus Sustainability Hub. This is done by coming together to co-create the transition towards a sustainable future for the University and beyond."**

Eight student-assistants work in the hub as well as one project leader; together they are helping to implement EUR's accelerated transition to a sustainable university. The community-service programme Erasmus4Rotterdam is also part of the sustainability programme. Some high points in 2015 were:

- The introduction of ErasMugs together with all the caterers on campus. Students who have bought sustainable mugs receive a discount on their coffee/tea whenever they use them.
- A series of lectures about sustainable foodstuffs and the start of the project Sustainable Food Lab, a cookery studio/ living lab where people can cook and carry out research, the point of departure being: of vegetable origin, healthy and sustainable.
- EUR hosted the first European Green Office Summit: sixty students from a range of Green Offices came to the campus to exchange information and experiences.







10

Financial  
annual  
report



# 10 Financial annual report

Table 10.1: Key figures

Key figures	Result 2014	Budget 2015	Result 2015	Budget 2016	Budget 2017	Budget 2018
Net result	3.6	-8.7	13.2	-7.9	-8.0	3.0
Total income	539.9	551.9	554.1	554.9	548.9	553.2
Equity capital	235.4	226.7	248.3	240.3	232.3	235.4
Cash position	101.2	70.7	112.9	57.6	57.3	60.2
Long-term liabilities	0.3	5.2	0.6	4.6	22.5	38.3
Balance sheet total	359.6	369.7	387.4	382.8	388.1	400.9
Average number of FTEs	4,475	4,419	4,405	4,395	4,274	4,179
Academic staff	2,498	2,421	2,448	2,413	2,370	2,333
Management & support staff	1,680	1,707	1,633	1,608	1,532	1,474
Other staff*	297	291	324	374	372	372
Average number of students	22,451	22,260	23,362	23,164	23,220	23,221
Current ratio	132.2%	94.7%	129.0%	80.6%	82.1%	85.0%
Solvency ratio	65.4%	61.3%	64.1%	62.8%	59.9%	58.7%

\* Staff affiliated companies

## General

The financial and economic policy of Erasmus University Rotterdam is focused on safeguarding the continuity of the business processes in a financial sense. The important principles of this policy include a balanced distribution of resources, structurally sound budgets and healthy liquidity and solvency; as well as only permitting deficits which are planned and of a temporary nature.

The Strategic Plan 2014-2018 Impact & Relevance is extremely ambitious. The key themes of the Plan are internationalisation,

social relevance and impact. To achieve these objectives significant investments are required not only in education and research, but also in (campus) infrastructure and support. Partly in order to make resources structurally available for this - within the relatively more restricted financial context of the last few years - various reorganisations and restructurings have been started within both the primary process and the organisation.

This policy has resulted in EUR being in a sound operational and financial position. Thanks to various windfalls, Woudestein achieved a

Table 10.2: Result

Result € Million	Result 2014 A	Budget 2015 B	Result 2015 C	Difference 2015-B2015 C-B	Difference 2015-2014 C-A
Net Result	3.6	-8.7	13.2	21.9	9.6
Woudestein excl. operating comps	1.8	-9.8	8.6	18.4	6.8
Operating comps	1.8	1.1	4.6	3.5	2.8
Result	7.7	0.7	17.9	17.2	10.2
Erasmus MC	4.1	9.4	4.7	-4.7	0.6



positive net result of €13.2 million in 2015. Of this, €4.6 million was realised by the operating companies. This result was €21.9 million above the budget, mainly due to higher direct funding and considerably lower expenditure on reserved strategic resources and personnel. However, the operating companies also performed far better than forecast in the budget. Compared to 2014, the results improved by €9.6 million, of which €2.8 million was attributable to the operating companies. The equity capital rose to €248.3

million. Investments in tangible fixed assets and an increase in the liquidity surplus caused the balance sheet total to rise by €27.8 million to €387.4 million.

Erasmus MC's result was €4.7 million. Due to a one-off/supplementary allocation to the environmental provision of approx. €10.7 million, the result was €4.7 million under budget. Compared to 2014, the result improved by €0.6 million.

Table 10.3: Ratios

	WO 2013	WO 2014	EUR 2014	EUR 2015	
<b>Current ratio</b>	97.9%	97.7%	132.2%	129.0%	Current assets offset against current liabilities
<b>Solvency ratio</b>	48.4%	49.4%	65.4%	64.1%	Equity capital offset against total capital
<b>Long-term liabilities/equity capital</b>	19.4%	21.7%	0.1%	0.3%	Long-term liabilities as a percentage of equity capital
<b>PC%</b>	65.8%	65.7%	68.3%	66.6%	Percentage of staff costs offset against total expenditure
<b>Income %</b>	34.3%	34.7%	45.0%	44.5%	Percentage of income excluding Central Govt. Grant and tuition fees
<b>Tuition fees/Cent. Govt. Grant</b>	15.0%	14.8%	18.1%	19.1%	Percentage of tuition fees offset against the Central Govt. Grant
<b>Depreciation%</b>	6.3%	6.5%	5.6%	5.4%	Percentage of depreciation offset against total expenditure

Source: Dutch Education Inspection (DUO) fact-book *Financial figures report Universities, September 2015*

Not only in terms of liquidity and solvency, but also in terms of various other ratios, EUR presented a more favourable picture than the sector average. The current ratio is below the Department for Education, Culture and Science's

signalling limit (130%). The level of solvency fell slightly but is still above the signalling limit (60%). The liquidity and solvency are expected to fall further in the coming years as the campus investments require external financing.

Table 10.4: Consolidated statement of income and expenditure

Statement of income and expenditure in € millions	Result 2014	Budget 2015	Result 2015	Budget 2016	Budget 2017	Budget 2018
<b>Income</b>						
Central Govt. Grant	242.3	244.4	248.6	251.7	244.9	247.1
Other govt. grants and subsidies	9.1	9.5	9.7	10.1	10.1	10.1
Tuition fees	45.4	47.9	49.3	53.0	53.6	54.6
Income from work for third parties	167.1	159.6	177.8	157.1	158.8	159.1
Other income	76.0	90.5	68.7	83.0	81.5	82.3
<b>Total income</b>	<b>539.9</b>	<b>551.9</b>	<b>554.1</b>	<b>554.9</b>	<b>548.9</b>	<b>553.2</b>
<b>Expenditure</b>						
Staff costs – EUR staff	340.9	348.8	333.1	342.0	335.3	326.0
Costs of in-sourced/temporary staff	22.9	16.7	25.3	24.5	23.6	21.7
Depreciation	29.7	27.7	29.2	32.4	36.0	35.5
Accommodation costs	29.7	31.8	44.1	31.7	30.5	30.4
Other expenditure	109.2	126.1	106.4	128.2	125.0	125.0
<b>Total expenditure</b>	<b>532.4</b>	<b>551.1</b>	<b>538.1</b>	<b>558.8</b>	<b>550.5</b>	<b>538.7</b>
Balance of income and expenditure	7.5	0.8	16.0	-3.9	-1.6	14.5
Financial income and expenditure	0.2	-0.1	1.9	0.4	0.6	1.0
<b>Result</b>	<b>7.7</b>	<b>0.7</b>	<b>17.9</b>	<b>-3.5</b>	<b>-1.0</b>	<b>15.5</b>
Share of third parties in result	4.1	9.4	4.7	4.4	7.0	12.5
<b>Net result</b>	<b>3.6</b>	<b>-8.7</b>	<b>13.2</b>	<b>-7.9</b>	<b>-8.0</b>	<b>3.0</b>

### Consolidated statement of income and expenditure

The turnover rose in comparison to both 2014 and the budget. The increase was mainly in the form of direct funding. The Central Government Grant was higher due to better academic achievements and the allocation of extra resources for higher national student numbers. In addition, cost of living adjustments were applied. Worthy of note is the increase in the number of international students (whose prior education was abroad). This caused a steep rise in the income from tuition fees.

The total income from work for third parties and other income rose slightly, but lagged behind the budget. At Erasmus MC, the project income increased; however, although the income from

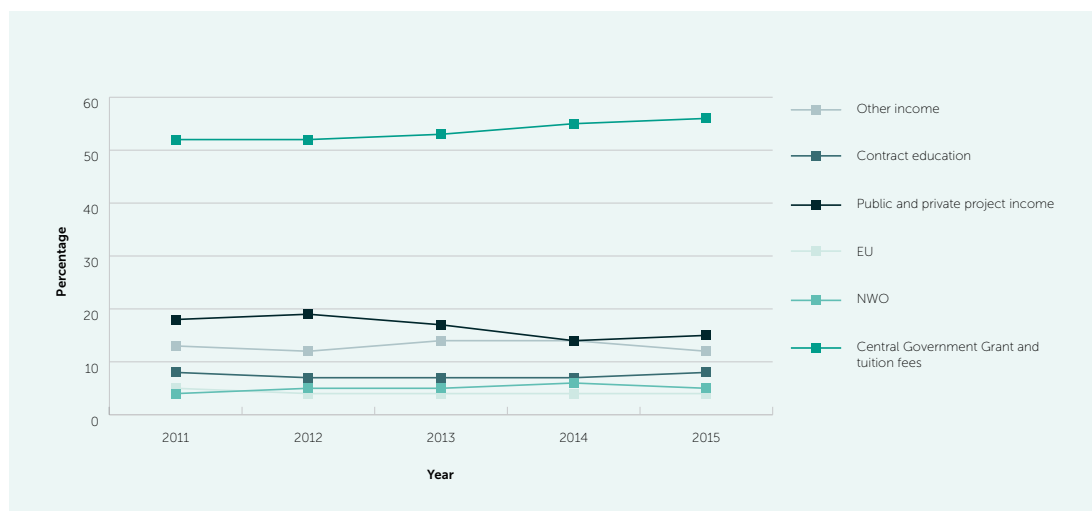
contract education rose significantly at EUR-Woudestein, its project income contracted slightly. Due to the increase in direct funding, the income from other sources was relatively lower. This implies that the intended reduction in the dependence on direct funding was not realised in 2015. EU's turnover was also 4% below its objective of 7%.

Despite an increase in the gross incomes due to the new CLA and the Government-wide wage agreement, the staff costs were about €5 million below the 2014 level. The most important reason for the lower wage costs was the sharp decrease in the number of FTEs (69.8 FTEs) due to the ongoing reorganisations and restructurings. The average number of FTEs at EUR alone fell by 44.8 of which 30.9 were from (central) support. The

<sup>1</sup> As the EUR budget anticipated new CLA increases, the compensation from the Department for Education, Culture and Science had a positive influence on the operations.

<sup>2</sup> As a result, the wages and salaries increased by 3.25% in 2015; 2% as of 1 January 2015 and 1.25% as of 1 September 2015. Moreover, a gross one-off payment of €500 for a full-time position was paid to all employees who were employed on 1 September 2015 and still employed in December 2015.

Graph 10.1: Income 2015 in € Millions



number of staff at Erasmus MC fell by 51.5 FTEs, 15.5 of which were support staff. In contrast, the personnel employed in the subsidiaries rose by 26.5 FTEs. In addition, the staff costs fell due to lower social security costs and, in particular, pension costs, as a consequence of the new tax regime for supplementary pensions.

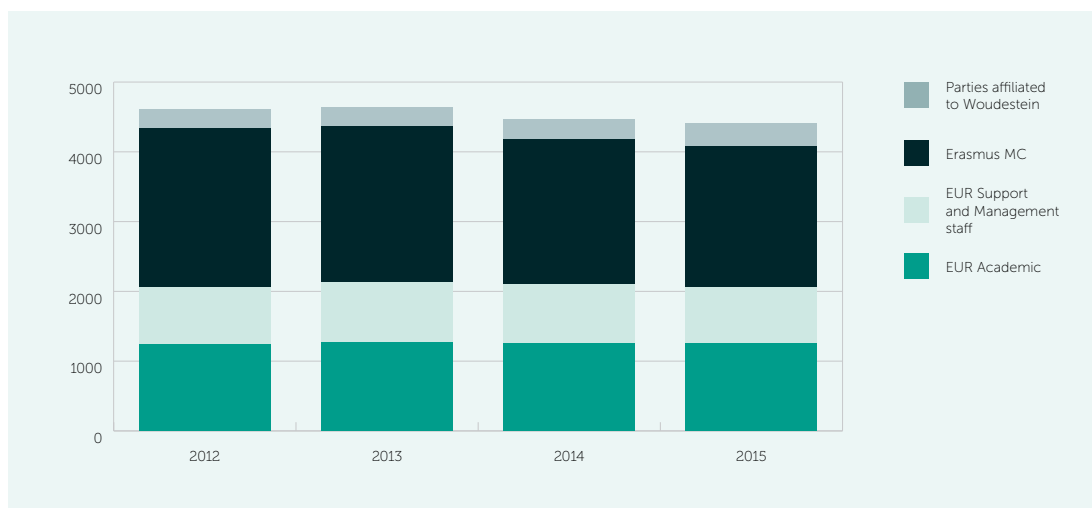
The other staff costs also declined slightly, despite the increase in the costs of extra staff. Insourcing ICT staff, in particular, was necessary due to the large number of projects with an ICT component. On balance, the fall in the other staff costs was due to a lower allocation to the staff provisions and a lower reserve for holiday days.

The accommodation costs increased as a corollary to the large-scale investments in real estate and the one-off large allocation for environmental provisions. Depreciation was lower than in 2014, as Erasmus MC wrote off less on (project-related) equipment and stock. The other costs were more or less unchanged.

### Result versus budget

In 2015, EUR-Woudestein budgeted for a deficit of €8.7million, partly due to a high one-off reservation for the restructuring costs. In the course of the year, it became evident that the budget plan had been too prudent. Ultimately, the result was €21.9 million above budget, €3.5 million being from the group companies.

Graph 10.2: Average FTEs







Just as in previous years, Erasmus University's improved result of €18.4 million was, in the main, attributable to:

- The higher Central Government Grant and higher income from tuition fees.
- Underspending on the reserved (strategic) resources.
- Lower expenditure in the area of staff provisions.

The total of the Central Government Grant and tuition fees was €5.8 million over budget. In this context, no account was taken of the extra resources from the National Student Estimation 2015 of €2.1 million and the cost of living adjustment for 2015 of €2.6 million. Moreover, there was increased income from tuition fees due to the increased number of students, particularly international and non EEA students.

Annually, EUR reserves more than adequate resources for miscellaneous purposes. For example, an amount in excess of €17 million was reserved to support strategic initiatives. In the 2015 budget, a high one-off reserve of €11 million was made for restructurings on top of the usual costs of redundancy and severance pay of €2.7 million. Attention was drawn to the real possibility of an underspend of the reserves

when the 2015-2018 multi-year budget was prepared as, at the time, neither the Strategy for 2014-2018 nor the various restructuring plans had been translated into concrete action plans. On the one hand, the expenditure on new (strategic) education and research initiatives had fallen behind the planned schedule (€6.7million). On the other, the impact of the restructuring plans on the staff proved less drastic than previously assumed. In addition, the planned provision for restructuring the education and research support has been carried forward to 2016. This yielded a windfall of €5.6 million in the reserves for restructurings and resources regarding legal status. On top of this, because the new mobility policy is not yet operational, no use was made of approx. €0.8 million of resources designated for employment terms.

Worthy of note is also the fact that the EUR-Woudestein result was influenced by non-budgeted income of €0.7 million from the SEO (promoting European research) scheme and a supplementary allocation to the environmental and demolition provision of €1.5 million.

Table 10.5: Consolidated balance sheet

Balance sheet In € millions	Result 2014	Budget 2015	Result 2015	Budget 2016	Budget 2017	Budget 2018
<b>Assets</b>						
<b>Fixed assets</b>						
Intangible fixed assets	8.0	8.0	7.0	7.0	7.0	7.0
Tangible fixed assets	214.6	254.8	232.1	282.4	288.6	298.7
Financial fixed assets	4.1	3.6	3.7	3.2	2.7	2.2
<b>Total fixed assets</b>	<b>226.7</b>	<b>266.4</b>	<b>242.8</b>	<b>292.6</b>	<b>298.3</b>	<b>307.9</b>
<b>Current assets</b>						
Stock	0.1	0.1	0.1	0.1	0.1	0.1
Receivables from tuition fees	1.0	1.0	1.5	1.1	1.1	1.1
Other receivables	30.6	31.5	30.1	31.5	31.3	31.7
Cash & cash equivalents	101.2	70.7	112.9	57.6	57.3	60.2
<b>Total current assets</b>	<b>132.9</b>	<b>103.3</b>	<b>144.6</b>	<b>90.3</b>	<b>89.8</b>	<b>93.0</b>
<b>Total assets</b>	<b>359.6</b>	<b>369.7</b>	<b>387.4</b>	<b>382.8</b>	<b>388.1</b>	<b>400.9</b>
<b>Liabilities</b>						
<b>Equity</b>						
General reserve	90.7	88.0	97.8	101.1	92.7	95.1
Allocated reserve public	111.1	103.7	114.6	103.7	103.7	103.7
Allocated reserve private	32.1	33.6	34.4	33.8	34.1	34.7
Allocated reserve private	0.4	0.6	0.4	0.6	0.6	0.6
Other statutory reserves	1.1	0.8	1.1	1.1	1.2	1.3
Provisions	23.4	28.8	26.4	25.9	23.8	17.8
Long-term liabilities	0.3	5.2	0.6	4.6	22.5	38.3
Current liabilities	100.5	109.0	112.1	112.0	109.5	109.5
<b>Total liabilities</b>	<b>359.6</b>	<b>369.7</b>	<b>387.4</b>	<b>382.8</b>	<b>388.1</b>	<b>400.9</b>

### Consolidated balance sheet

EUR's equity capital is primarily tied up in buildings and land, and cash and cash equivalents. The tangible fixed assets increased significantly due to the investments in the Woudestein campus. The rise was, however, lower than budgeted as a number of projects have been carried over to 2016. Despite the high investments, the cash and cash equivalents grew by €11.7 million, partly due to the strong positive cash flow from operational activities. Contrary to expectations, no external financing has as yet been called on as the trend in the cash and cash equivalents was better than anticipated.

The provisions rose in comparison to 2014 due to extra allocations for restructurings and the ensuing measures regarding legal status, as well as to an increase in the environmental and demolition provision. As the effects of the reorganisations were less drastic than anticipated, the provisions for staff rose less than allowed for in the budget.



## Overview of the expense claims of Executive Board members in 2015

The expense claims of the Executive Board are in accordance with the internal guidelines governing expense claims. The general guideline for expense claims also applies to governors.

Table 10.6: Expense claims Executive Board

	President of the Executive Board (1)	President of the Executive Board (2)*	Rector Magnificus	Member of the Executive Board
Representation expenses **	n/a	n/a	n/a	n/a
Domestic travel and accommodation expenses***	**** €31,851	€328	€14,991	€10,853
International travel and accommodation expenses***	€3,135		€809	€3,019
Other expenses	€929		€944	€0

\* As of 1 December 2015

\*\* Governors receive a fixed gross allowance from which all representation expenses are paid: The President and Members of the Executive Board each receive a gross annual amount of €9,420, the Rector Magnificus receives €7,997 gross per year.

\*\*\* In accordance with the agreement between the Executive Board members and the Supervisory Board

\*\*\*\* The President of the Executive Board (1) has an official car.

### Continuity paragraph

In 2015, Erasmus University Rotterdam and the municipality of Rotterdam jointly introduced the slogan Make it Happen. The slogan depicts the Rotterdam mentality and illustrates what the city, the port and the inhabitants stand for: pioneering, pushing the boundaries and no-nonsense. Among other things, this mentality is reflected in the university's ambitions. In the coming months, the realisation of the strategic plan Impact and Relevance will be steadily worked on. EUR's strategy is primarily focused on improving performance within the primary process of education and research. At the same time, work will continue on the modernisation of the campus and the (ICT) infrastructure. In anticipation of the income from the student loan system, a total of €18 million will be pre-invested in the quality of the education. Through this investment, EUR will be making its contribution to the sector-wide agreement of a total of €600 million for the entire higher education sector.

### Investment and liquidity

#### Strategy 2014-2018

In the multi-year budget account was taken of the costs of implementing the EUR strategy 2014-2018. This programme has a total budget of over €27 million spread over five sub-programmes. The expenditure forecast for 2016 is €9 million. As there was underspending in 2015, it was - in consultation with the programme office - decided that the 2016 amount would be adjusted downwards and carried over to later years.

#### Woudestein Campus

The development of Woudestein into a campus with international allure has been ongoing since 2010. The programme has a number of phases. During 'Campus under Construction I' (CUC) a new campus heart and basic infrastructure were built. The second phase, CUC II, is to focus on the refurbishment and maintenance of the

Table 10.7: Investments EUR strategy

Investments Strategy 2014-2018 € thousands	2014	2015	2016	2017	2018	Totaal
Internationalisation of education	85	880	975	1,035	1,075	4,050
Online Education	112	2,454	3,350	2,750	1,323	9,989
Top Support	115	2,708	3,883	2,217	1,482	10,405
Education quality and graduation rates	13	150	482	264	100	1,009
Impact & Relevance	-	478	883	158	83	1,600
<b>Total</b>	<b>325</b>	<b>6,669</b>	<b>9,573</b>	<b>6,424</b>	<b>4,063</b>	<b>27,053</b>

educational accommodation, offices and the creation of new facilities. CUC II should be completed by the end of 2016. CUC III is under construction: the renovation of the listed Tinbergen Building will have a prominent place in this phase. The most recent estimates have been detailed in multi-year projections. A total investment of €186

million has been provided for the period 2015-2019.

In addition to Woudestein, there is also an ambitious investment programme for Hoboken. In the coming years, the renovation of the faculty building is high on the agenda, as well as phase 2 of the education centre.

Table 10.8: Investments category

Investment category € thousands	2016	2017	2018	2019	2020
Education	8,464	-	5,601	9,000	5,000
Infrastructure/premises	10,881	2,038	1,162	4,681	3,249
Offices/research	34,641	18,625	17,121	27,155	8,435
Other	4,160	1,099	1,260	1,210	8,440
Decommissioned buildings	-	885	885	1,235	990
Programme management	3,037	325	325	325	525
Facilities	1,588	419	684	609	2,010
<b>Total</b>	<b>63,171</b>	<b>23,390</b>	<b>27,038</b>	<b>44,215</b>	<b>28,649</b>

### Pre-investments Student Loans (Higher Education) Act

In 2015, the Student Loans (Higher Education) Act came into force. On the introduction of the student loan system, the basic student grant disappeared. In time, resources will, therefore, be released which can be invested in the quality of education and research. In the period 2015-2017, Higher Education has committed to an annual joint extra investment of €200 million, €67 million coming from the universities. EUR is responsible for a proportionate part of this amount, corresponding to an average amount of €6 million each year, and €18 million until 2018.

Through both the Strategic Programme and the Campus Programme, EUR is investing heavily in the quality of education. The expenditure in this context, however, is not designated as the pre-investment committed within the framework of the student loan system. In 2015, a decision was taken to make plans in respect of the pre-investment in cooperation with the faculties, as well as the central and local participatory bodies. The University Council agreed to the proposal to allocate the resources in the following way:

- €6 million for 'quick wins' in 2016. These are short-term projects with immediate visible results. In fact, this relates to the 2015 budget which is being spent a year later. The Faculty Advisory Boards have the right of approval for this part of the resources.

- As of 2016, €4 million for structural projects with the right of approval vested in the Faculty Advisory Boards. It is assumed that from 2018 onwards, the structural projects will be funded by the Department for Education, Culture and Science out of the allocation from the student loan system resources with the main objective being to increase the staffing levels in education
- As of 2016, €2 million for the innovation fund. The right of approval for the innovation fund is vested in the University Council. It is assumed that from 2018 onwards, the innovation fund will be funded by the Department for Education, Culture and Science out of the allocation from the student loan system resources

The one-off and structural budget will be divided among the faculties on the basis of the number of Dutch students enrolled as fulltime students. The innovation fund will be spent in accordance with a yet to be established procedure.

Due to the prudent decision-making process, actual expenditure will only start in 2016. This means that expenditure will not be reported under the heading pre-investment due to the student loan system until the next year under review.



## Cash management, interest rate management and funding requirements

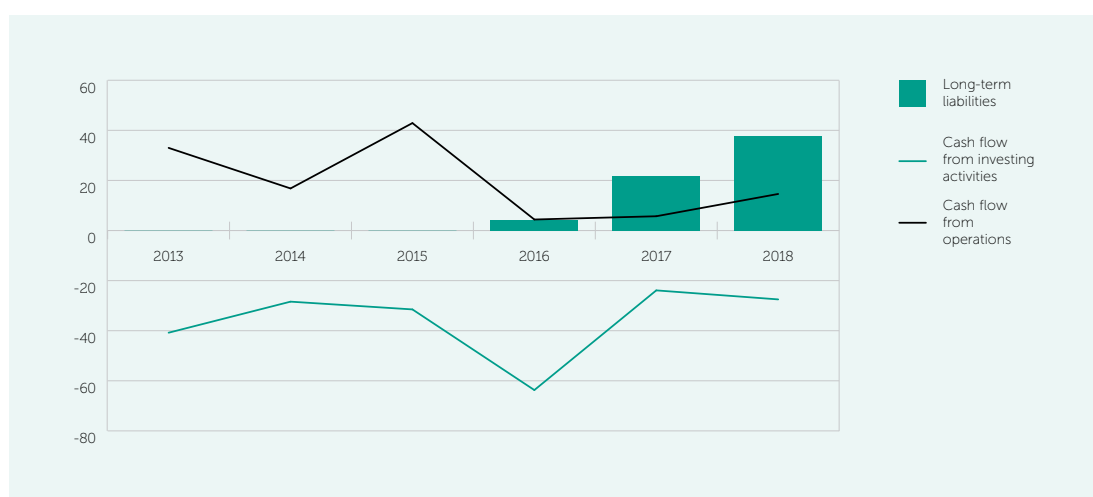
The aim of cash management is to ensure prompt availability of cash and cash equivalents under acceptable conditions. Excess cash and cash equivalents are furthermore set aside in order to optimise the return within the stipulated risk parameters. In the year under review, the treasury activities were limited to setting aside excess assets as optimally as possible. In a risk-free way, these assets are held in current and savings accounts with Dutch banks which have at least an A rating. EUR does not make any use of derivatives.

The investments are still financed entirely from EUR's own resources. At the end of 2015, the cash and cash equivalents of EUR and its

operating companies totalled €112.9 million (2014: €101.2 million). Of this amount, €59.4 million (2014: €52.9 million) was from the university and €53.5 million (2014: €48.3 million) from its operating companies. The public and private resources are completely separate.

Additional resources will eventually be required to finance the investment programme. The actual scope of these resources will depend on the course of the operational cash flow, the actual level and the pace of the investments. On the basis of the anticipated operational cash flows and the revised investment schedule, it is expected that a loan of approx. €38 million will be required in 2019. In combination with the budgeted deficits in the years 2015 and 2016, this will cause both the solvency ratio and liquidity ratio to fall

Graph 10.2: Cash flow (in M€)



## Operation and movement in the equity capital

The investments required to fulfil EUR's ambitions are accounted for in the multi-year budget. Partly due to the pre-investments in the quality of education and the costs of the restructuring, deficits of approx. €8 million have been budgeted for in the years 2016 and 2017. From 2018 onwards, a positive budget is forecast assuming the extra Central Government Grant of €6 million from the student loan system. The operating companies will contribute approx. €1 million to this result. The 2016 result is expected to be less negative than allowed for in the budget: the costs budgeted for restructuring were too pessimistic and expenditure on miscellaneous projects has been delayed.

The budget shows a relative stable income pattern with a slight increase in 2016. Direct funding will increase, while the external income is expected to decrease in comparison to the 2015 result. In particular, Erasmus MC expects a significant slowdown. This is related to the units' prudent estimates of the market potential. The Central Government Grant will increase due to the higher funding expected partly due to new programmes, including the Erasmus University College and two joint degrees in the LDE context. However, the growth will be tempered by the increase in the Department for Education, Culture and Science's various cutbacks (new programmes, overheads). In 2016, there will be a one-off peak in the Central Government Grant due to the bachelor-master structure for medicine. From 2017 onwards, account will be taken of an extra

Central Government Grant of €6 million due to the student loan system. From 2016 onwards, the tuition fees are expected to be reasonably stable as, partly based on national projections for student numbers, only a limited growth in the number of students is predicted.

The restructurings will cause the numbers of both academic staff and support and management staff to fall. This will result in a structural reduction of the staff costs. Although the number of FTEs in 2016 will be more or less the same as in 2015, the staff costs will be higher, as account has been taken of restructuring costs of €5.4 million. Furthermore, in all the years, 67% of the investments and pre-investments in academic quality are budgeted for as staff costs, but without any account being taken of additional FTEs. Nor has the budget taken any account - under either income or expenditure - of the impact of the Government-wide wage agreement.

The construction of the campus is proceeding steadily. In addition to the periphery of the campus, the inside area is also being tackled and renovated. The construction and reconstruction activities have resulted in higher depreciation. Lower accommodation costs than those of 2015 have been allowed for due to the fact that a high one-off allocation was made to the environmental and demolition provision in 2015.

The balance sheet does not include Erasmus MC's equity capital, but it does include that of Erasmus University Rotterdam's operating companies. The balance sheet reflects the investment programme in the Woudestein campus through the tangible fixed assets, and the intended restructuring is reflected through the staff provisions. Until 2016, the staff provisions will increase due to the restructuring of the education service centre. From 2017 onwards use will, on balance, be made of the provisions. The miscellaneous provisions are related to the removal of asbestos and demolition of some buildings.

### Basic principles of the multi-year budget

The multi-year budget has been drawn up on the basis of the following principles:

- The budget is prepared on the basis of stable wages and prices in 2015.
- The Central Government Grant is calculated on the basis of the expected development of the Macro Budgetary Framework as

presented by the Department for Education, Culture and Science and the (expected) share of EUR in the various sections. This share is based on the trends anticipated in the education and research performances.

- In the Central Government Grant, it is assumed that EUR will achieve its performance targets and, therefore, retain its performance funding of slightly more than €10 million.
- It has, moreover, been assumed that the impact on the budget of capping the doctorate premium would be neutral.
- No account has yet been taken of extra resources from the nationally established matching fund for research. At the end of 2015, EUR Woudestein received an amount of €0.7 million from this and Erasmus MC €2.2 million.
- As of 2018, account will be taken of a €6 million Central Government Grant due to the student loan system. As previously indicated, a pre-investment amount of €18 million has been provided for, €7 million for 2016 and €11 million for 2017. From 2018, structural expenditure of €6 million has been accounted for.
- The income from tuition fees is based on the expected trend in the total student population at EUR and the estimated level of the tuition fees in 2016. When estimating the income from tuition fees, no account has been taken of charging higher tuition fees for selective courses and programmes, other than at Erasmus University College. Due to a sharp increase in the size of the student population, particularly of international students, there will be a considerable increase in the income from tuition fees in 2016. For the subsequent years, it is assumed that the number of students paying tuition fees will remain more or less the same as in 2016. The increase in the tuition fees will be limited due to the growth of Erasmus University College.
- On the basis of global estimates, account was taken of higher one-off costs for the various reorganisations and restructurings. A provision of €5.4 million has been made for 2016. For 2017, this provision will be €2 million and €1 million for the subsequent years. These amounts are supplementary to the provision of just over €2 million for standard measures regarding legal status. To a large degree, these amounts are based on rough assumptions of the actual costs of the

planned restructuring activities. The actual costs could, both in total and in timing, deviate from the accounting periods.

- In the budget, an annual amount of €17.5 million has been reserved for strategic initiatives.
- The accommodation costs, particularly depreciation, are growing steadily as the accommodation programme is realised.
- As of 2016, account will only be taken of corporation tax costs for the operating companies. It is assumed that the subject exemption will apply to Erasmus University.

### Risk management and control

Risk management, governance and control are terms inextricably linked to one another. They are focused on achieving goals, preventing losses and utilising opportunities. EUR views risk management as the process of identifying risks and making conscious choices about whether or not to do something about the risks. Effective risk management, therefore, entails there being a considered balance between the impact of the risks identified and the management measures to be applied.

Erasmus University Rotterdam does not have a specific risk manager and day-to-day risk management is assigned to the line organisation. Deans and directors bear initial responsibility for managing the risks of normal operational

management. In addition, the staff departments play an important role in identifying risks and implementing risk-reducing measures.

EUR is aware that no risk management and control system can fully guarantee there will be no errors or losses or that its objectives will be realised in full. Furthermore, the system should be tested and assessed regularly. EUR believes that its current governance structure and mechanisms are adequate and provide sufficient safeguards to ensure the risks to which it is exposed are recognised and managed.

EUR subscribes to the VSNU Governance Code, the Scientific Practice Code, the Code of Conduct for the use of personal data in scientific research, and the code governing transparency in animal testing. In the year under review, the roles the Executive Board and the Supervisory Board played in internal governance complied with the statutory frameworks included in the Higher Education and Research Act.

### Control framework

Erasmus University Rotterdam's control philosophy is characterised by a decentralised governance culture and the integral management by decentralised managers. Integral management means that, within the established frameworks, an organisational unit is entirely responsible for and empowered to act in respect of its areas of activity, objectives, work processes, staff and



resources. In addition, the organisational unit is also responsible for the interface with other organisational units. Monitoring the total – integral – result and establishing the frameworks within which freedom can be exercised are the main responsibilities of the Executive Board. To this end, the Executive Board has a range of control instruments available. As well as the strategic frame of reference, the internal control consists of regulations and procedures focused on obtaining reasonable guarantees, whereby the organisation's most important risks are identified and the objectives in the Strategic Plan achieved in compliance with prevailing legislation and regulations.



The most significant components (not exhaustive) of internal control are:

- Erasmus University's Strategic Plan in which the long-term strategic aims and objectives have been formulated, and translated into underlying covenants with the management units;
- the Administration and Management Regulations [Bestuurs- en Beheersreglement] stipulating the powers of the managers appointed by the Executive Board;
- an IV strategy in which all the major challenges in the area of information provision due to the significant increase in digitalisation are translated into activities within the context of both innovation and management;
- the regulation on alleged malpractice within EUR, the so-called "Whistle-blower regulation";
- the regulation on ancillary activities, which lays down rules for disclosing any potential conflicts of interest confronting researchers and other staff;
- the Integrity Code in which three concepts are central: professionalism, teamwork and fair play;
- a budget cycle consisting of a reference framework, budget plans and an institution budget. The Executive Board approves the budget plans of faculties and other organisational units, and, in turn, these plans form the basis for the institution budget approved by the Supervisory Board;
- multi-year cash flow forecasts, based on result forecasts and a multi-year investment agenda; these forecasts are revised a number of times a year in line with the most recent financial insights;
- a bottom-up system of bimonthly reporting to the Executive Board on financial and non-financial matters, with a copy to the Supervisory Board and the participatory bodies; the reports not only look at what has been achieved but also provide a year-end forecast;
- a system of periodic, bilateral consultation meetings between the Executive Board and the organisational units, as well as periodic governance meetings between the Executive Board and the Deans;
- structured spend analyses and the use of a procurement and tender calendar for the benefit of legitimate procurement;
- Finance/Legal/Administrative/Tax (FLAT) tests for large and/or long-term projects/contracts that surpass certain limits (in excess of €250,000 or longer than four years);
- a Treasury Statute that complies with the Investment and Pledge Regulations [Regeling Beleggen en Belenen]; excess cash and cash equivalents are placed in Dutch Banks with at least an A rating; as far as possible, care is also taken to ensure EUR's cash and cash equivalents are spread over several financial institutions;
- the annual tiered Letter of Representation, in which managers and deputy managers declare that they guarantee the completeness and accuracy of the information relating to relevant financial management issues within their mandate;
- the Audit Committee which, as a subcommittee of the Supervisory Board, convenes four times a year and pays extra attention to the university's day-to-day financial and economic matters in the broadest sense, and then reports accordingly to the Supervisory Board.



## Significant risks and control measures

The world of higher education is changing rapidly. Quality and reputation in the field of education and research as well as financial soundness are essential to survival in this increasingly complex environment. EUR's strategic risk policy focuses strongly on taking measures to profile EUR as a leading education and research institution. To achieve these objectives, it is essential for the various risks to be addressed and managed actively.

Below is an explanation of the most significant strategic risks identified and the associated control measures.

### 1. Changes in Central Government Funding

The Central Government Grant is an essential source of income for Erasmus University. Over the last few years, the Macro Budgetary framework has been heavily influenced by the economic crisis and government policy, which has resulted in cutbacks to the university's resources. With the introduction of the student loan system, resources will be released for Academic Education and Research. According to the Strategic Agenda, Academic Education should be able to rely on an amount of €77 million in 2018 rising to €175 million in 2030; these sums should be used to improve the quality of the education.

Resources allocated as lump sums are increasingly subject to agreements; and the resources are made conditional on the agreements being fully complied with. At the end of 2015, the experiment with the performance agreements ended. In the coming months, the evaluation of the performance agreements will play a role as a prelude to potential quality agreements. The outcome of these could have important consequences for EUR's Central Government Grant.

By participating actively in the debate about the substance of the quality agreements and by having a strategy focused on internationalisation and excellence, EUR intends to strengthen its position in the sector and optimise its Central Government Grant.

### 2. Development of student numbers and academic achievement

The development of student numbers and academic achievement is extremely important for Erasmus University. On the one hand, the number of students is an indication of how attractive the university is. On the other, a large part of EUR's income is dependent on the students and their academic achievement. For a long time, it was feared that the introduction of the student loan system would negatively impact student numbers. However, as yet, the most recent statistics from Academic Education seem to contradict this; although the demographic trends are such that the number of national students is expected to decline after 2020. By offering international programmes, excellence classes and motivational education, EUR hopes to maintain its current student population, improve its educational performance, and retain and enhance its attractiveness.

### 3. Educational quality and the culture of quality

Educational accreditation focuses on establishing whether an institution and a programme comply with the requisite academic qualifications and criteria. Consequently, achieving accreditation is crucial. It is an indication that EUR's qualifications are what they should be.

EUR has placed the maintenance and improvement of its educational quality high on its agenda. In recent years, EUR's education policy, i.e. the Nominal=Normal concept, has placed the emphasis firmly on graduation rates, partly due to this being part of the performance agreement with the Department for Education, Culture and Science. However, quality involves more than just graduation rates. In the coming years, a number of focused programmes will give greater substance to the quality improvements in EUR's education.

### 4. Technological innovations

On an operational level, the influence of and dependence on information technology is growing visibly. Not only are secondary processes increasingly relying on automation, but the primary process of education and research is doing so as well. Online Education, MOOCs, Open Access, etc. will all have a major influence on our business model. Various projects are being undertaken in the new EUR strategy to explore the place of digitalisation in education.

The increasing dependence on information technology places great demands on the continuity and integrity of data and information systems. The reimplementation of SAP in January 2014 brought about an improvement in the IT management processes. By having a better backup and recovery process, an operational continuity and contingency plan, and a change management process, the continuity risks of IT facing Operational Management have been reduced. Currently, work is being undertaken to integrate the new rules from the European Privacy Directive into the internal policy, rules, procedures and systems. In addition, there is an increasing volume of detailed policy in the area of information security, based on the principle that, in a university, this security must be proportional if a good balance is to be found between the availability and management of information.

### **5. Scientific integrity**

Trust in science depends entirely on the extent to which scientific principles are observed when conducting research. Erasmus University Rotterdam has taken a series of measures in order to guarantee a principled research culture. These measures include making a Graduate Course on academic integrity and ethics compulsory for (new) researchers. Furthermore, measures have been taken which focus on data storage and data management. The core values of professionalism, fair play and teamwork apply to the entire EUR community.

Partly in response to a number of incidents involving breaches of scientific integrity, EUR set up a task force for scientific integrity. In 2015, the Doctorate Board approved new doctorate regulations; these include a number of safeguards to prevent any breaches of integrity. The regulations incorporated all the recommendations made by the task force. In accordance with the new regulations, every PhD student must have two supervisors. Moreover, a plagiarism scan is to be compulsory for all draft dissertations.

### **6. Legitimacy**

Efficient, sustainable and legitimate procurement is one of EUR's top priorities. To this end, the procurement policy was made more stringent in 2014. EUR's aim is to procure legitimately 100% of the time, while still taking account of the requirements of the operational management. The objective is to procure within the framework agreed with the Department for Education, Culture and Science and the statutorily required (European) guidelines and, simultaneously, seek a prudent balance with the procurement requirements of operational management. Within EUR, the maximum scope in this context is determined by the audit tolerance as laid down in the Department for Education, Culture and Science's audit protocol.

The rigorous attention paid to legitimate procurement in recent years caused the legitimacy to rise from 50% in 2010 to 93% in 2014. This trend was, in principle, continued in 2015, with the proviso that there was a slight decline due to delays in a number of invitations to tender. These delays - particularly those caused by a reorganisation of the shared service centres - were unavoidable given that sticking to the original schedule would have resulted in unacceptable inefficiency in the procurement of these packages and, consequently, caused serious damage to the operational management requiring these packages. During the delays, every attempt was made to agree new European contracts to tender as soon as possible, and there was never any question of deliberately withdrawing procurement volume from the market. It was simply that more time was necessary to arrive at a good package of requirements and wishes to which the market could also respond successfully.

EUR does not have a central procurement function; instead it has opted for a coordinated procurement model, where the responsibility for procurement management is as close as possible to the relevant manager. In addition, a Tender Board oversees the choice of strategy for procurement and risk management. Within the context of efficient procurement, EUR recently revised the threshold amounts for procurement assignments subject to the threshold values for European tenders and brought them into line with the amounts stipulated in the Proportionality Guide, which forms part of the implementation of the Public Procurement Act 2012.

## 7. Development of the projects portfolio

In 2011, the Cabinet started encouraging public-private partnerships within a number of economically powerful sectors in the Netherlands. NWO, KNAW and the applied research institutes were instructed to contribute €600 million from their budgets to top sectors, which has left less money available for free competition. Horizon 2020 also overlaps considerably with the themes of the top sectors.

This poses a risk to Erasmus University Rotterdam as it has fewer disciplines associated with top sectors. An important element of the new EUR strategy focuses on reducing its dependence on direct funding by increasing the income from external projects. Partly to enhance the chance of external research funding, EUR is encouraging the formation of strategic alliances with external partners, the LDE partnership and national and international networks.

At the same time, internal measures have been taken to provide better research support through the establishment of a Research Support Office, and work is being undertaken to raise the level of project management. Since 2014, financial project management has been supported by SAP.

## 8. Real estate costs

Regarding real estate, the campus is heavily under construction. Several buildings and installations have been (virtually) written off both economically and technically. The real estate is being developed in a way which entirely serves the role the campus is expected to play in EUR's programme policy. On balance, there will be fewer square metres of real estate, of which a relatively larger share than now will be equipped as high-quality facilities for students. Due to the associated investments, the university's fixed costs are increasing steadily. EUR predicts that Woudestein's total accommodation costs will rise to €36 million by 2022, i.e. an increase of more than 50% in approximately 10 years. The agreement is that the net accommodation costs should not exceed 13% of the income, and this limit is meticulously monitored and forms a guiding principle for new investment decisions. Both the multi-year investment programme and the maintenance programme are updated periodically. Each investment decision, including maintenance costs, is integrally calculated on the basis of the structural costs. The multi-year

investment programme is to be implemented project by project, and various go/no-go moments have been incorporated in the plan. Each project has its own project budget which requires advance Board approval. A separate steering group, chaired by the third member of the Executive Board, monitors the operational and financial progress of the projects.

In addition to the real estate costs, movements in the value of the real estate are also important. To a significant degree, the value of the university's real estate corresponds to the degree to which it is used in the education and research process. Consequently, each year, an assessment is carried out to see whether there are any indications that significant changes should be made on the basis of the trend in the numbers of students and staff. Supplementary to this, the carrying amount (book value) is compared to the valuation under the Valuation of Immovable Property Act [WOZ] and the insurance value. These values are both higher than the current carrying amount.

## Special elements: clarity memorandum

- Erasmus University Rotterdam has granted 560 students financial support from the Profiling Fund, amounting to a total of €1,268,000. Of these students, 440 received financial support because of management/committee activities, 10 because of social activities, 57 because of personal circumstances and 53 within the framework of excellence. The 560 students consist of 555 EEA students and 5 non-EEA students.
- No programmes were outsourced to non-funded institutions.
- As regards the initial education, no customised programmes were concluded with companies or other organisations.
- No public resources were used for the purpose of private activities beyond the primary task. The EUR provided resources for some student facilities, such as student sports activities, but these were not funded from public sources.



## Report of the Regulatory Body

The Audit Committee, a subcommittee of the Supervisory Board, met four times in the year under review. For information about the subjects dealt with during the meetings, reference is made to the Message from the Supervisory Board. In addition, the Audit Committee dealt with the following subjects:

- **Management Letter**

In December 2015, the Audit Committee and the Supervisory Board discussed the Management Letter from the external auditor appointed by the Supervisory Board, who was also present to explain it.
- **Miscellaneous ongoing matters regarding the relationship with Erasmus MC**

In the year under review, miscellaneous ongoing matters regarding Erasmus MC were discussed in the Audit Committee, including the proposed sale-leaseback transaction, the impact of accommodation investments and costs on education and research, as well as revisions to the information protocol and the GUO (advanced ultrasound research). Given various developments, particularly the outcome of the arbitration with the Ministry of Finance, the proposed sale-leaseback transaction has not gone ahead.
- **Financial progress reports**

Periodically, the Audit Committee and the Supervisory Board receive written information on the overall financial progress in the accounting period, and on the financial progress of the large-scale investment programmes. These are discussed in the regular meetings with the Executive Board.
- **Governance information and governance portal**

In the year under review, work was undertaken on the development of management information at board level and of a digital governance portal which would make this information available. The Audit Committee discussed what the desired indicators would be regarding this information as well as the way in which it should be developed.
- **Project control**

In 2014, EUR introduced a new Project Accounting & Control Manual to improve the control of projects. At the time of introduction, it was agreed that the ways of working and internal control measures outlined in the manual would be evaluated within a year. In the summer, KPMG Advisory carried out a review of compliance with the manual. The outcome of the review was discussed with the Audit Committee, as were the recommended improvements.
- **Right of approval in respect of the main points of the Budget Plan**

When preparing the budget, the way in which EUR proposed to implement the right of approval in respect of the main points of the Budget Plan were discussed with and approved by the Audit Committee.
- **Auditor - Invitation to tender**

In 2016, EUR has to invite tenders for a new auditor. In the year under review, a plan of action was agreed with the Audit Committee.





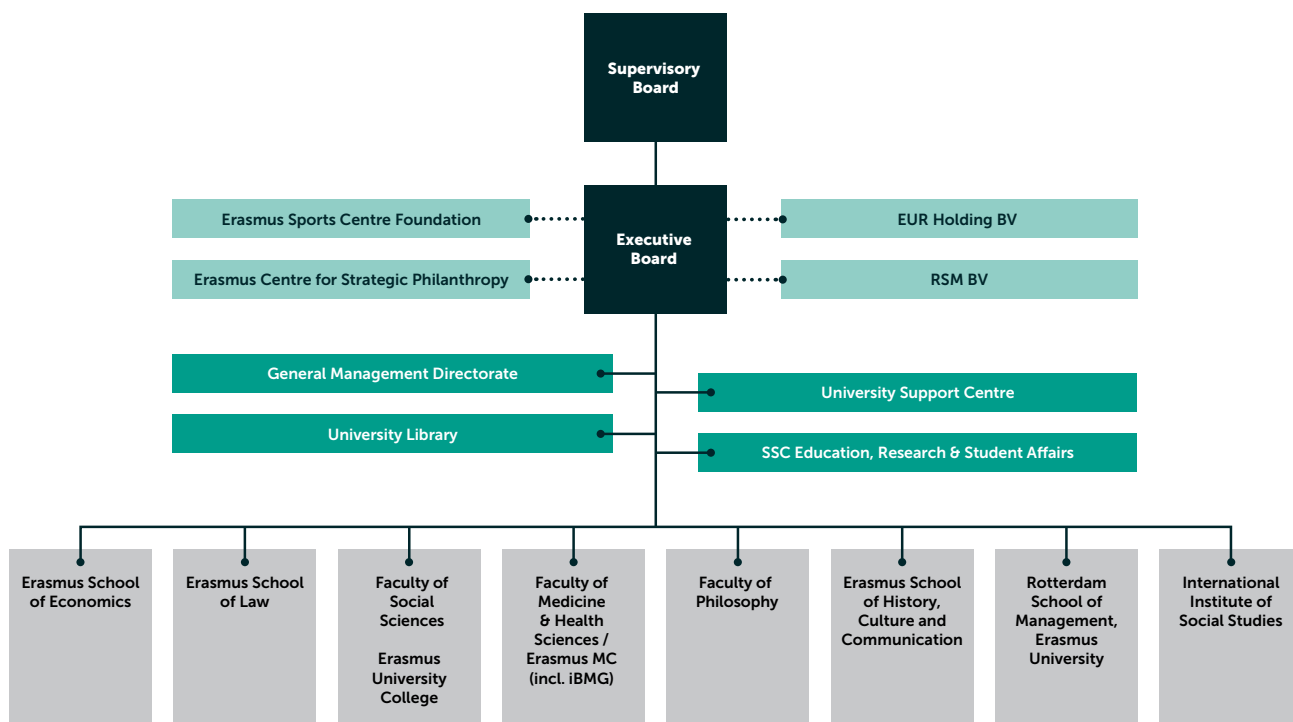
# Appendices

# Appendix 1.

# Governance and Participation bodies

Erasmus University Rotterdam, based in Rotterdam, has been a legal entity governed by public law and established by law since 1 February 1973.

## Organogram Erasmus University Rotterdam



### Supervisory Board

The Supervisory Board is the statutory body of Erasmus University Rotterdam overseeing the governance and management of the university. Tasks assigned to the Supervisory Board include assessing and approving the institutional plan, the annual report, the budget as well as the management and administrative regulations. The Minister for Education, Culture and Science ('OCW') appoints the members and the Supervisory Board is accountable to him or her.

## Members of the Supervisory Board

### Ir. drs. H.N.J. Smits (President),

- former President of the Port of Rotterdam Authority (1 January 2014 – 31 December 2017)

### Dr. V.C.M. Timmerhuis,

- general Secretary/Director of the Social and Economic Council (SER). (1 August 2007 – 31 May 2015)

### Mr. F.W.H. van den Emster,

- criminal judge in Rotterdam (1 August 2007 - 1 August 2015)

### Prof. mr. J.E.J. Prins,

- professor of Law and Computerisation and Dean of the Tilburg Law School at the University of Tilburg. (1 June 2012 – 31 May 2016)

### Mr. drs. P.H.J.M. Visée RA,

- chair of the Supervisory Board of the Stedelijk Museum and board member of the Royal Holland Society of Sciences and Humanities (1 March 2014 – 31 December 2017)

### Prof. dr. ir. C.J. van Duijn,

- professor of Mathematics in the Faculty of Mathematics and Computer Science at the Eindhoven University of Technology. (1 August 2015 - 31 July 2019)

### J.M. van Bijsterveldt-Vliegenthart,

- board member of the Ronald McDonald Children's Fund (1 December 2015 - 30 November 2019)

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

Name	Ancillary activities
<b>Ir. drs. Hans Smits</b>	<ul style="list-style-type: none"> <li>Chair of the KLM Supervisory Board</li> <li>CEO/Chair of the Executive Board of the Jansen de Jong Group</li> <li>Chair of the Board of the Ronald McDonald House Sophia Rotterdam (until 1 January 2016)</li> <li>Chair of the Central Planning Committee</li> </ul>
<b>Prof. dr. Corien Prins</b>	<ul style="list-style-type: none"> <li>Member of the Royal Netherlands Academy of Arts and Sciences (KNAW)</li> <li>Member of the Supervisory Board of Rabobank Tilburg area</li> <li>Member of the Royal Holland Society of Sciences and Humanities</li> <li>Member of the Netherlands Academy of Technology and Innovation (AcTI)</li> <li>Vice-chair of the Dutch Social Science Council</li> <li>Board member of the Rathenau Institute</li> <li>Member of the Advisory Council of the SIDN Fund</li> </ul>
<b>Mr. drs. Pascal Visée RA</b>	<ul style="list-style-type: none"> <li>Member of the Albron Supervisory Board</li> <li>Member of the Advisory Council &amp; Senior Advisor (external) Genpact</li> <li>Senior Advisor (external) McKinsey &amp; Company</li> <li>Member of the Mediq Supervisory Board and chair of its audit committee</li> <li>Member of the Plus Retail Supervisory Board and chair of its audit committee</li> <li>Board member of the Prins Claus Fund</li> <li>Chair of the Supervisory Board of the Stedelijk Museum Schiedam</li> <li>Member of Board of the Royal Holland Society of Sciences and Humanities</li> </ul>
<b>Dr. Véronique Timmerhuis</b>	<ul style="list-style-type: none"> <li>General Secretary/Director of the Social and Economic Council (SER)</li> <li>General Secretary/Director of the Advisory Council for Science and Technology Policy</li> <li>Senior policy researcher for the Institute for Social Policy Research and Advice</li> </ul>
<b>Mr. Erik van den Emster</b>	<ul style="list-style-type: none"> <li>Member of the Advisory Council of the Erasmus Law Faculty Rotterdam (JFR)</li> <li>Deputy justice in the court of appeal in Arnhem/Leeuwarden</li> <li>Deputy justice in the Rotterdam law court</li> </ul>
<b>Prof. dr. ir. Hans van Duijn</b>	<ul style="list-style-type: none"> <li>Chair of the Permanent Committee for Large-scale Scientific Infrastructure (NOW)</li> <li>Chair of the Board of JMBC (research school for fluid mechanics)</li> <li>Chair of the European Ceramic Work Centre</li> <li>Scientific director of the Darcy Center (TU/e-UU)</li> <li>Coordinator at University College for Engineering and Innovation</li> </ul>
<b>Marja van Bijsterveldt-Vliegenthart</b>	<ul style="list-style-type: none"> <li>Director/board member of Ronald McDonald Children's Fund</li> <li>Chair of the Reading &amp; Writing Foundation</li> <li>Member of the Advisory Council of the NCOI Education Group</li> <li>Chair of the Supervisory Board of the Protestant Theological University</li> <li>Chair of the Midden-Delfland Association</li> </ul>





Hans Smits and  
Kristel Baele

### Executive Board

The Executive Board is the highest governing body of Erasmus University Rotterdam.

The three members are appointed by the Supervisory Board, after hearing the University Council. The Executive Board reports to the Supervisory Board.

#### Members of the Executive Board

**Mr. P.F.M. van der Meer Mohr,**  
President – until 1 December 2015.

**Drs. K.F.B. Baele,**  
President - as of 1 December 2015, for a four-year period.

On 1 December the president's gavel was passed from Pauline van de Meer Mohr to Kristel Baele. The president is responsible for general administrative matters such as the relationship with the Supervisory Board and the University Council. She is engaged in strategic policy, international matters and external contacts, such as with the Rotterdam region, businesses and other knowledge institutions.

#### Rector Magnificus prof.dr. H.A.P. Pols

The sphere of interest of the Rector Magnificus incorporates mainly education and research, including academic staff (policy), students and academic information. Professor Huibert Pols, former Dean of the Faculty of Medicine and Health Sciences/Erasmus MC, was appointed on 8 November 2013 for a period of four years.

#### Drs. B.J.H. Straatman

Bart Straatman has been a member of the Executive Board since 1 February 2010. His duties are in finance, economic policy, land & buildings and information provision. At the end of 2013, he was reappointed for a second four-year term.

#### Improved Governance (Higher Education) Act

EUR applies and observes the VSNU's 'Code of good governance for universities'. In addition, EUR ensures the timely and complete implementation of any changes to the Higher Education and Research Act and the rules based on that Act.

#### Governors

- Professor Ph.H.B.F. Franses, Dean of ESE
- Professor S.L. van de Velde, Dean of RSM
- Professor J. Verweij, Dean of FGG/Erasmus MC
- Professor W.S.R. Stoter, Dean of ESL
- Professor H.T. van der Molen, Dean of FSW
- Professor J.J. Vromen, Dean of FW
- Professor D. Douwes, Dean of ESHCC
- Professor W.B.F. Brouwer, Vice-Dean iBMG
- Professor L. de Haan, Rector of ISS until 1 August 2015
- Professor I. Hutter, Rector ISS as of 1 August 2015

### Participation in decision-making

#### University Council

The University Council is EUR's participation body at university level. The council consists of twelve students and twelve employees. On 1 November 2015, R. Karens MSc passed the president's gavel on to Professor C.W.A.M. van Paridon.

#### Staff representatives until 1 September 2015

Dr B. Bode, M. Blok, Dr L.J. Blok, Dr A.W. van Buuren, M.M. van Campen, Dr A.P. den Exter, Professor R.C.F. von Friedeburg, Dr G.E. Helfert, J.W. Hengstmengel MSc, W.M. van Sonderen-Huisman, and J.C.M. van Wel.

#### Staff representatives since 1 September 2015

Dr B. Bode, Dr M. Buljac, Dr E.M. Engelbert, Dr C.M.A.W. Festen, Dr G.E. Helfert, N.A. Hofstra, Dr H.A. Krop, Dr L.J. Pegler, Dr J.J.A.M. Schenk, J.K. Stam, J.C.M. van Wel.

#### Student representatives until 1 September 2015

J.S. Aelen, H. van 't Foort, E.H. van Hal, T. Heijkoop, L.M. Lawant, M.C.S. van Leeuwen, R.F.A. Pieterman, J.W. Radermacher, C.J.T. Sinnige, T. Visser, K.M. Volders, M.M. Voormolen.

### Student representatives since 1 September 2015

C. Cerneau, H. van 't Foort, E.L. van Hal, S. van der Kaaij, A. Koc, C.B. van Kwawegen, M.C.S. van Leeuwen, B. Louwman, T.E.R.S. Schoemacher, S. Soloukey Tbalvandany, T. Visser, K.M. Volders.

The other participation bodies in addition to the University Council are the Faculty Advisory Boards and service committees. Until 15 May, the support services were represented in the six service committees. The setting up of the University Support Centre (USC) as of 15 May reduced this to four service committees. A temporary service committee has been established for the USC; it consists of members of the three discontinued shared services centres, Erasmus Facility Services, Information and Communication Technology and Human Resources & Finance. The service committees hold consultations within the overarching Common Participation Committee and with representatives of the University Council and EUROPA.

For local employee consultations, the Executive Board makes further agreements with the representatives of the trade unions, unified at EUR in the EUROPA.

In the year under review, the Executive Board attended seven meetings of the University Council. Prior to each meeting, the UC Chairperson met the president of the Executive Board and if necessary the portfolio holder of an important item on the agenda. Furthermore, there was one informal lunch with the members and the Executive Board contributed to the induction programme for new UC members. The UC Presidium was represented at all academic ceremonies.

The Executive Board had monthly meetings with the University Council on the basis of a jointly prepared agenda. During the meetings, it was agreed that - on a central level - the discussions went well; they were open, honest and the various viewpoints and positions were treated with respect. In almost all cases, the University Council's advice was followed up. Naturally, the opinion of the participatory bodies was also taken account of, even when it was not formally required. In this context, no distinction was made between the University Council's staff and student representatives. Both sections have twelve members. In the year under review, the

discussions did not lead to any formal disputes. Nor did the University Council issue any advice which was either divided or only supported by a minority in 2015. This annual report was discussed with the University Council. Moreover in the '15/'16 session, the profiling fund is further developed in close cooperation with the University Council.

On the basis of indications from the faculties, the Executive Board and the University Council took the initiative to institute "Good Discussions" at the desired levels within the faculties as well. This is an on-going process. At the end of 2015, it was decided that programme committees would also be included in this process. In addition, both the student representatives of the University Council and the portfolio holder in the Executive Board had regular meetings with student organisations.

EUR has a Central Electoral Committee which organises elections for the University Council and the advisory boards of the central support services. It also coordinates the work of the faculty electoral committees, which organise elections for the Faculty Advisory Boards.

### Complaints policy

Erasmus University Rotterdam provided for 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, but also a range of other types of complaints. If there are any grounds, such as amendments to legislation and regulations, the university amends its own prevailing rules and regulations. EUR has a special website listing all regulations, guidelines and rules for staff and students.

Students submitted 231 appeals in 2015 (compared to 255 in 2014). These were mainly appeals against the decisions of Examining Boards regarding education, examinations and final examinations (reviews). The number of objections filed by students and staff totalled 55 in the year under review (41 in 2014). They mainly concerned decisions made by or on behalf of the Executive Board.

# Appendix 2.

## Laureates

### Honorary doctorates

On the recommendation of FGG/Erasmus MC, the Institute of Health Policy & Management and the International Institute of Social Studies, two honorary doctorates were awarded at the 102nd Dies Natalis on 9 November 2015.

Professor Paul Gertler (University of California, Berkeley) received an honorary doctorate due to the significant social relevance of his research into the economic evaluation of the impact of healthcare funding. Professor Eddy van Doorslaer (iBMG) and Professor Arjun Bedi (ISS) acted as honorary supervisors.

Professor John Ioannidis (Stanford School of Medicine Stanford University) is one of the world's most cited researchers in the field of Epidemiological and Clinical research. Due to the international orientation of his ground-breaking research he was nominated for an honorary doctorate. Professor Myriam Hunink (FGG/Erasmus MC) was his honorary supervisor.

### EUR education and research prizes

In the year under review, the **education prize** went to Meike Slot, Erasmus School of History, Culture and Communication. Her students are extremely enthusiastic about her teaching methodology and she is, moreover, actively involved with Online education and set up one of the Erasmus University's first MOOCs.

In 2015, the **research prize** was awarded to Veerle Bergink, who is affiliated to Erasmus MC's Psychiatric cluster. She has, inter alia, been awarded an NWO Rubicon grant and received an EUR Fellowship, and she also received the Ramaer medal from the Dutch Association for Psychiatry for her research into puerperal psychosis.

### Professor G.W.J. Bruins prize

The Professor G.W.J. Bruins prize - for the best research master student combining exceptional academic achievement with promising research - was awarded to Elina Vessonnen in 2015. The master student in the Faculty of Philosophy received a cheque for €4,500 during the opening of the academic year on 31 August.

This award is named after Professor G.W.J. Bruins who, in 1913, became the first Professor and first Rector of the Nederlandsche Handelshoogeschool.



### Professor H.W. Lambers prize

In 2015, the Professor H.W. Lambers prize was also presented during the opening of the academic year when a cheque for €3,000 and a special medal were presented to José Nederhand. According to the jury, she was the best student with double master titles (a master's in Public Administration and a research master's in Media Studies).

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 set up with a donation from the ARK Fund.

### Laureaten onderzoekssubsidies

#### Veni

Veni is a funding instrument from the Innovation impulse. It provides researchers who have recently gained their PhDs with funds to continue developing their ideas for three more years.

Dr G.P. Paolacci	RSM
Dr C.A. Rietveld	ESE
Dr I.E.A. Braden	ESHCC
Dr E.W. de Bekker-Grob	FGG/Erasmus MC
Dr J.G. van Bommel	FGG/Erasmus MC
Dr V. Bergink	FGG/Erasmus MC
Dr A.D. Demirkan	FGG/Erasmus MC
Dr M. Kavousi	FGG/Erasmus MC
Dr M.M. Mokhles	FGG/Erasmus MC
Dr M.C. Gontan Pardo	FGG/Erasmus MC
Dr P.A. van Schouwenburg	FGG/Erasmus MC

#### Vidi

Vidi is a funding instrument from the Innovation impulse. It enables researchers who have been doing research at postdoctoral level for a number of years to develop their own innovative research and, to that end, to appoint one or more researchers.

Dr. S. Herfst	FGG/Erasmus MC
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### ERC Starting Grant

A research subsidy from the European Research Council which enables new scientists (2-7 years post PhD) to set up their own research (and research groups).

Prof. dr. A. Baillon	ESE
Dr. M.A. Ikram	FGG/Erasmus MC
Dr. M. Schonewille	FGG/Erasmus MC

### ERC Consolidator Grant

A research subsidy from the European Research Council which enables more experienced scientists (7-12 years post PhD) to consolidate their own research (and research groups).

Prof.dr. S.L. Reijnders	ESHCC
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### ERC Proof of Concept

A research subsidy from the European Research Council which helps those already awarded an ERC grant to bridge the gap between research and marketable innovation.

Prof.dr. C.I. de Zeeuw	FGG/Erasmus MC
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### EUR Fellowships

Each year, Erasmus University Rotterdam offers promising young EUR researchers a fellowship to enable them to conduct their research. These fellowships are for a maximum two-year period. Erasmus University Rotterdam hopes this will encourage these researchers to choose a career in the academic research world.

Dr. A. Arcuri	ESL
Dr. M. Zhou	ESE
Dr. L.P.R. Peeters	ESE
Dr. M.E. Schmidt	RSM
Dr. A.E. Attema	iBMG
Dr. L.E. Coffeng	FGG/Erasmus MC
Dr. ir. M.M. Paulides	FGG/Erasmus MC
Dr. F.S. Saberi Hosnijeh	FGG/Erasmus MC
Dr. W.W.J. van de Sande	FGG/Erasmus MC
Dr. J.A. Severin	FGG/Erasmus MC

### Erasmus MC Fellowships

Each year, Erasmus MC offers young PhDs and talented Erasmus MC researchers a fellowship for a four-year research period. These fellowships offer them the opportunity of starting or continuing their own lines of research.

Dr. I. de Graaf-van de Laar	FGG/Erasmus MC
Dr. B. Groot Koerkamp	FGG/Erasmus MC
Dr. K. Kooiman	FGG/Erasmus MC
Dr. Z. Zhenyu	FGG/Erasmus MC

## Colophon

Editorial board general report • General Management Directorate / Academic Affairs

Editorial board financial report • General Management Directorate / Corporate Planning & Control

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