

**RESEARCH REVIEW**

**AMSTERDAM INSTITUTE FOR  
HUMANITIES RESEARCH**

ARTES

AMSTERDAM SCHOOL FOR REGIONAL,  
TRANSNATIONAL AND EUROPEAN STUDIES

**UNIVERSITY OF AMSTERDAM**

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# REPORT ON THE RESEARCH REVIEW OF THE AMSTERDAM SCHOOL FOR REGIONAL, TRANSNATIONAL AND EUROPEAN STUDIES OF THE UNIVERSITY OF AMSTERDAM

## 1. FOREWORD BY COMMITTEE CHAIR

De commissie die de opdracht kreeg het onderzoek van de Amsterdam School for Regional, Transnational and European Studies (ARTES) in al zijn facetten te evalueren, kon dat in ideale omstandigheden doen. Zij beschikte over de nodige documentatie en kon tijdens haar werkbezoek in december 2018 in een diepgaande discussie met de ARTES onderzoekers treden. Zij waardeerde de correcte redactie van de documentatie en vooral ook de open en constructieve sfeer tijdens het werkbezoek.

Onderzoekers in de geesteswetenschappen wordt vaak aangepraat dat hun disciplines in een 'crisis' verkeren. Het onderzoek dat de commissie in Amsterdam leerde kennen en moest beoordelen, toont een realiteit die veel minder somber is. De commissie trof een krachtige, dynamische en optimistische onderzoeksgemeenschap aan. Tegelijk kon zij met deze gemeenschap tot een vruchtbare gedachtewisseling komen over aspecten van het onderzoek en de onderzoekscultuur die inderdaad zorgwekkend zijn op het niveau van de geesteswetenschappen als geheel: de moeilijkheid robuuste financiering te bekomen, de versnippering van de onderzoeksinspanningen, een publicatiecultuur die afwijkend is van de dominante biomedische wetenschappen en wetenschap & technologie, een geringer maatschappelijk prestige.

De commissie raakte onder de indruk van de sterkte van het in ARTES verrichte onderzoek en is ervan overtuigd dat de reflexieve, kritische en niet-defensieve ingesteldheid van haar onderzoekers ten aanzien van de heersende wetenschapscultuur in en buiten de geesteswetenschappen een wissel op de toekomst is.

Prof. dr. Jo Tollebeek,  
Committee Chair



## 2. THE REVIEW COMMITTEE AND THE PROCEDURES

### **2.1. Scope of the review**

The review committee was asked to perform a review of the Amsterdam School for Regional, Transnational and European Studies (ARTES) at the University of Amsterdam (UvA). The review was part of the assessment of the Amsterdam Institute for Humanities Research (AIHR). This assessment included the research units ARTES, Amsterdam School for Cultural Analysis (ASCA), Amsterdam School of History (ASH) and Amsterdam School for Heritage, Memory and Material Culture (AHM), as well as the national research schools Netherlands Institute for Cultural Analysis (NICA), the Research School for Media Studies (RMeS), the Onderzoekschool Literatuurwetenschap (OSL), and the Research Institute and Graduate school of Cultural History (Huizinga Institute). The assessment was performed by two committees in two separate site visits. ARTES was assessed as part of Cluster II, which also included ASH, AHM and the Huizinga Institute.

In accordance with the Standard Evaluation Protocol (SEP) 2015 – 2021, amended version, for research reviews in the Netherlands, the committee was asked to assess the quality, the relevance to society and the viability of the scientific research of the research unit as well as the strategic targets and the extent to which the unit is equipped to achieve these targets. Furthermore, a qualitative review of the PhD training programme, research integrity policy and diversity was part of the committee's assignment. Finally, in the Terms of Reference (ToR), the committee was asked to discuss ARTES' further profiling. Also, the committee was asked to assess the viability of the research: is the strategy of the school sufficiently solid? What further measures could be taken to ensure the strength and scope of the ARTES-research?

### **2.2. Composition of the committee**

The composition of the committee was as follows:

- Prof. dr. Jo Tollebeek (KU Leuven)
- Prof. dr. Anne-Laure Van Bruaene (Ghent University)
- Dr. Gijs van der Ham (Rijksmuseum, Amsterdam)
- Prof. dr. Alun Jones (University College Dublin)
- Prof. dr. Johannes Paulmann (Leibniz-Institut für Europäische Geschichte, Mainz)
- Prof. dr. Maria Patrizia Violi (University of Bologna)

The committee was supported by dr. Els Schröder, who acted as secretary on behalf of QANU.

### **2.3. Independence**

All members of the committee signed a statement of independence to guarantee an unbiased and independent assessment of the quality of ARTES.

### **2.4. Data provided to the committee**

The committee received the self-evaluation report from the unit under review and some supporting material on research data management, its integrity policy, international benchmarking and available funding opportunities within the UvA.

It also received the following documents:

- the Standard Evaluation Protocol (SEP);
- the Terms of Reference (ToR);
- the Quality and Relevance in the Humanities (QRiH) manual;

### **2.5. Procedures followed by the committee**

Prior to the site visit, the committee members independently formulated a preliminary assessment of the units under review based on the written information that was provided by AIHR. This documentation also included quantitative data (see Appendix 2). The final review is based on both



the documentation provided by ARTES and the information gathered during the interviews with management and representatives of the research unit during the site visit.

The site visit took place on 12-14 December 2018 in Amsterdam (see the schedule in Appendix 1). At the start of the visit, the committee was briefed by QANU about research reviews. It also discussed its preliminary assessments and decided upon a number of comments and questions. The committee agreed upon procedural matters and aspects of the review. After the interviews, the committee discussed its findings and comments in order to allow the chair to present the preliminary findings and to provide the secretary with argumentation to draft a first version of the review report.

The draft report by committee and secretary was presented to ARTES for factual corrections and comments. In close consultation with the chair and other committee members, the comments were reviewed to draft the final report. The final report was presented to the Board of the UvA and to the management of ARTES.



## 3. ASSESSMENT OF THE AMSTERDAM SCHOOL FOR REGIONAL, TRANSNATIONAL AND EUROPEAN STUDIES

### 3.1. Introduction

The Amsterdam School for Regional, Transnational and European Studies (ARTES) was set up has been created in September 2014 to pool and develop further existing research expertise in transnational and regional studies within the Faculty of Humanities. As a comparatively young research school with a new and fresh approach to existing research within the Faculty, ARTES is still very much in development. Its essential goals are: the creation of a vibrant PhD community, bringing together a diverse group of scholars from various research groups and the establishment of ARTES as a 'brand'. Research at ARTES aims for a distinct combination of regional expertise and humanities-based, yet broad, interdisciplinary research including social scientific approaches.

ARTES is currently home to a community of 72 scholars (including PhD researchers and postdocs), comprising 23,4 FTE in total (2017). Beyond that, colleagues employed in several departments as lecturers on teaching contracts also participate in ARTES research groups, as do visiting scholars and guest researchers. These scholars are active in some 20 research groups.

During the first years of its existence, ARTES primarily aimed at:

- stimulating individual and collective research output through peer support and through enhancing the research climate in general;
- facilitating cooperation within the School and beyond;
- pooling existing capacities to develop a distinctive profile;
- warranting that research expertise is an important factor for hiring of new staff;
- assisting the development of new, promising research fields;
- facilitating the transfer of fundamental research to the cognate teaching programmes;
- communicate its meaning to the general public.

### 3.2. Profile, strategy and management of the School

#### *Profile and strategy*

ARTES research engages with political, intellectual and institutional cultures in their national and transnational dimensions, as well as with questions of cultural, linguistic and religious identities, and with their representations in music, the visual and performing arts, and literature. The focus is strongly on collaboration and the crossover between research and teaching. An important part of ARTES research is centred on the contemporary European Union and European states, identities and ideas. Yet its geographical remit is much wider. In geographic terms, the School spans regions as diverse as Europe, the Mediterranean, the Near East, Eurasia and Latin America. Expertise on this latest region, Latin America, has been significantly strengthened by the inclusion of the *Centrum voor Studie en Documentatie van Latijns-Amerika* (CEDLA, *Centro de Estudios y Documentación Latinoamericana*) in 2016.

According to the information provided in the self-evaluation report, ARTES aims to go beyond traditional 'area' and regional' studies approaches, focusing on the re-making of and relations between world and regional orders, borders, and identities – historically and in today's world. Research conducted within ARTES analyses how global encounters shape the making of world regions and their inhabitants – from formal and long-standing colonial and post-colonial encounters, to a myriad network of material and intellectual exchange. ARTES combines both humanities-based and social scientific approaches, including cultural history, comparative literature, political, legal and institutional studies, geography, area studies, anthropology and religion studies. This wide-ranging set of approaches allows the School's research to engage with both current political and geopolitical preoccupations but also with wider cultural and political questions.



ARTES' ambition is to combine approaches and in doing so to transcend 'classic' boundaries. ARTES research is focused on empirical work as well as on developing theoretical and methodological approaches that allow its research to work between – and at the interstices of – different disciplines. The School aims to transcend the social science-based horizons of classical 'area' and 'regional' studies approaches, and as a transnational school to broaden the scope and approaches of humanities disciplines beyond 'methodical' nationalism. Its research on the European Union and European states, identities and ideas exemplifies these aims. ARTES' research on Europe brings together both political and institutional as well as cultural and historical approaches. This allows ARTES researchers to include the multiple ways in which Europe has been, and continues to be, present beyond its traditionally conceived borders. ARTES includes therefore a focus on formal plans for unity, Europeaness in its conception and practice, and the multiple and diverse identities of those who feel 'European'.

The committee is aware that ARTES is currently at an important stage in its development: it is still very much in its formative years. Only a year ago, a new structure was introduced: five regional 'homes' (Europe, Eurasia, Middle East, Latin America and Transregional) seek for cross-overs through 'transversal themes', as discussed in detail below. This new setup should allow ARTES to foster and maintain the existing expertise in regional and area studies while at the same time pursuing transregional and transversal perspectives. The new structure still has to mature within ARTES, but is in the committee's view a move in the right direction in terms of its identity and profile building. The committee strongly supports ARTES' methodological choice to combine approaches from the humanities and social sciences. This focus is promising and potentially a very original combination of interdisciplinary practises to the study of Europe and other world regions; it moves ARTES' research into a new direction, and also ties in with the upcoming changes in NWO's funding structure, creating opportunities for ARTES.

Such an ambitious project involves different disciplines and approaches, including many mentioned by ARTES. The committee considers cultural history, comparative literature, political, legal and institutional studies, geography, area studies, anthropology and religious studies all relevant in this respect. If such a wide-ranging set of approaches allows ARTES to open up at once to a variety of geopolitical as well as cultural questions, it might actually present some risks of both dispersion and overlapping with other schools within the Faculty and beyond. Although the latter in itself would not be a negative point, it will certainly require some attention at a later stage of ARTES' development. The committee likes ARTES proposed research direction, but as it is still at a stage in which it can change and evolve, recommends further honing its scope and remit in terms of subjects. Could colonial studies for instance be part of the School's remit? Limiting and defining its scope could then also feed into ARTES' rooting in society, allowing for stronger links with societal issues and debates. In order to do so, ARTES should sharpen its research profile and define more clearly what kind of goals it aims for. This also entails formulating a more sophisticated research strategy, which determines more clearly where the School's focus lies in terms of initiatives and projects, and clear targets.

#### *Organisation of research*

At ARTES, research groups form the basic research units, i.e. the organisation of research activities is non-hierarchical and strongly organised bottom up. Currently, ARTES comprises 20 research groups. Each research group determines the direction and scope of their activities independently. Four types of research groups exist: 1) project groups with shared funding, 2) reading or seminar groups, 3) network groups that do not necessarily aim for a deliverable, and 4) initiative groups exploring new fields of research that still need to define the type of output to which they aspire. These research groups are clustered. ARTES now comprises five clusters: four of which consist of geographical world regions or priority areas – Europe, the Middle East, Eurasia and Latin America – and one of which consists of groups that understand their research as being primarily transregional and/or globally oriented.

In addition to these five clusters, ARTES identified 'transversal themes' circumscribing the fields in which ARTES members see their specific competences and in which the School aims to facilitate research, i.e. identities, mobilities, memories, governmentalities and justice. The Research School sees these five transversal themes as the 'factories' in which researchers meet to discuss the idea of region (as identified by the five clusters). These 'factories' should fuel comparisons between the different regions and encourage the transfer of ideas and people. In this way, ARTES wishes to facilitate and create further synergy between individual groups and people within ARTES, and drive and inspire new research with a clear ARTES identity. The School plans to review periodically the transversal themes, allowing ARTES members to answer to address emerging challenges and to jointly open up new and promising research fields.

During the site visit, the committee discussed the current management structure at length with representatives of the School. Currently, the School is still young. Large groups with clear identities, such as CEDLA, have only relatively recently joined ARTES. The School's first priority is, rightly so, to welcome these new scholars and their research within the School and to enthuse them for the possibilities and opportunities available within the School's structure. The non-hierarchical approach of research fosters academic freedom and is very much appreciated by staff members. Although the committee agrees that the bottom-up structure of the School has many advantages and also fosters interesting initiatives, it believes that governance directed towards identity building is not necessarily at odds with a non-hierarchical approach. A directive approach can actually be supportive for scholars, as long as the School aims for inclusion of existing research lines and focuses on the benefits rather than the downsides of a fresh approach of current projects.

The committee is enthusiastic about the opportunities presented by the transversal themes and approves of the idea to take these, rather than the more traditional area oriented clusters, as the focus point for identity building at ARTES. The committee also encourages ARTES to consider creating incentives to generate and develop suitable ideas forward for projects in line with the School's overall strategic targets. For example, introducing a research seminar on transregionality for which the School could invite speakers from similar institutions, networks and groups. This would strengthen the School's profile, also in society, and may introduce new ideas and projects that can fuel the School's future research directions. Critically, the School should consider identifying academic 'champions' for transversal thinking, and orchestrating small funding arrangements (such as seed funding initiatives) to promote their acceleration. The introduction of a Visiting Professorial scheme to promote (at relatively low cost) transversal approaches also might be worthy of consideration by the School.

The committee believes that a reduction of the amount of research groups may be beneficial for the School's profiling, and it encourages ARTES strongly to reflect on the nature of what comprises a research group. Naturally, initiatives, network groups and debate should be nurtured within the School, but organisationally the committee would expect some form of divergence between groups structurally contributing towards ARTES' strategic profiling and towards its academic life. The committee believes that research groups ideally connect various research lines to the identity of the School and would serve as architects of the School's profile. In the case of ARTES, the committee would therefore expect research groups to be defined by their connection to transversal themes.

In addition, transregional research lines also open up many interesting potential opportunities, both in terms of funding and outreach initiatives with societal relevance. Groups and research lines should be supported in identifying with these opportunities. By identifying thematic interests and by inviting the various groups and research lines to reflect on the way in which they contribute to these interests, a shared research agenda can be agreed on without alienating existing groups and expertise while also adopting a more directive approach.

#### *Organisational framework*

ARTES is firmly embedded within the organisational framework of the University of Amsterdam Faculty of Humanities, from which it receives an annual budget. From 2014 onwards, the Research



School has been one of five research schools organised under the umbrella of the faculty-wide Amsterdam Institute for Humanities Research (AIHR). The other four schools are: the Amsterdam School for Cultural Analysis (ASCA), Amsterdam School of History (ASH) and Amsterdam School for Heritage, Memory and Material Culture (AHM), and the Amsterdam Center for Language and Communication (ACLC). Within the AIHR framework, ARTES develops shared policies with the other research schools in the areas of funding and support for grant applications, assessment of research output, appointments and career development, and doctoral policies (recruitment, funding, supervision and training of PhD students).

During the site visit, the committee discussed the added value of AIHR, an extra management layer adding to the complexity of the organisational structure with representatives from AIHR and all five research schools (ARTES, AHM, ARTES, ASCA and ACLC). It emerged through discussions that as an administrative body located between faculty and research schools, AIHR effectively acts as a go-between. AIHR influences the research schools' strategy so that it aligns with faculty- and university-wide ambitions. It helps schools to formulate goals that align with the National Science Agenda, both in terms of themes and public engagement. Additionally, the AIHR umbrella allows for a more effective organisation, in particular with respect to organisational support. As a result, financial cuts on the total amount of support staff were adequately compensated by a more comprehensive administration. This limited the negative effect of financial cuts for research staff and research allowances in the period under consideration.

Conversely, AIHR is able to defend the interest of the research schools in a faculty-wide setting. In conversation with representatives of ARTES, AHM and ASH and AIHR representatives, the committee was told that the AIHR Research Council plays an active role in protecting the research time (40%) allocated to AIHR scholars. In a time of cuts, the Research Council managed to protect the total amount of research time (100 FTE) available for the schools, which is commendable in the committee's view. AIHR also facilitated that the research schools and their demands have gained influence in the hiring process of new faculty. Previously, teaching duties were the faculty's only priority; now, a research perspective has been added to the process. Due to AIHR, the recurrent problem of friction between teaching obligations and research opportunities has been resolved (as far as is possible) in a more structural manner and through AIHR, the research schools are now able to influence hiring strategies more effectively.

The committee concluded that AIHR provides useful support to the research schools under its umbrella, including ARTES. It awards additional scholarships to talented scholars in order to complete grant applications or build their CV. AIHR has a grant team, which assists designated scholars in writing funding applications, and allows for researchers to be relieved from teaching duties while writing an application. Furthermore, AIHR has the resources to appoint five researchers each year who have been awarded a substantial grant. It also assists heads of departments in making HR decisions. The committee saw that this umbrella structure is effective. It is pleased to see that the more top-down strategic agenda stimulated by AIHR complements and gives direction to the various research schools' bottom-up approach. This more centralised direction is important for the creation of a clear stand-out identity for the individual research schools.

The committee concluded that the more centralised structure is important, especially for ARTES. AIHR provided over the last years a framework for change and has supported ARTES to realise its ambition to become a school with a clear transversal and more globally diverse profile. To create the desired research signature as transversal and transregional research school, it is important for ARTES that it is supported within the Faculty in its aim to strengthen the transversal themes in the coming years without alienating the existing area oriented expertise. Also, potential overlap in profiling with other research schools is a concern, as mentioned above, for which the AIHR is the go to layer within the organisation to detect and discuss these matters. The committee concluded that AIHR, in this respect, offers a good platform to support ARTES' governance. Together with the ARTES Director and Board, it could function as a counterweight to the bottom-up organisation of the School itself and facilitate ARTES' further development and growth.

### *ARTES management and community building*

The School's daily management is headed by the Director of ARTES (currently, 0.3fte). The Director is a member of the AIHR Research Council chaired by AIHR's Director, which discusses the implementation of faculty policies in the research schools. In operational matters, the ARTES Director is assisted by the School's Coordinator and Secretary, and advised by the ARTES Board. The Board regularly convenes and consists of representatives of the four ARTES research clusters and the PhD community. One board member acts as a coordinator for research activities across groups and priority areas related to the transversal themes.

During the site visit, the committee discussed ARTES' internal management with its representatives. It learned from scholars and PhD candidates that the School's management is considered supportive and approachable by staff members and PhD candidates. The management demonstrated acute awareness of the sensibilities surrounding collaboration between research groups and lines that previously worked autonomously. The management therefore aimed to balance the various interests and moderate initiatives in such a way that they steer towards the strengthening of ARTES' profile. This approach was appreciated by staff, who considered their autonomy of great importance and this was taken seriously by the management.

The committee met enthusiastic and eager ARTES team members, who supported the new structure and the research direction taken. The committee also noticed, however, that the old organisational structures – such as CEDLA – still shine through the materials presented. Research staff explained that this is the result of the recent transitions and emphasised that CEDLA is very much involved and engaged in ARTES. Nevertheless, the committee feels that ARTES would benefit from explicit community management to enhance the School's coherence. Now the first hurdles have been taken and the first collaborations have been established, it is the moment to implement a slightly more directive approach based on a clear strategic agenda.

The committee concluded that in its formative years the School's management has devoted much time and energy to creating an appropriate academic microclimate for maintaining and fostering area and regional expertise, and promoting transregional and transversal perspectives. This approach created trust and goodwill by staff members. This is to be praised. The School is now in a position to articulate what has worked (or has not) in this regard and to act accordingly. In the panel's view, the School should now set out with clear timelines its specific objectives – such as, for example, changes in governance structures, identifying 'champions' for transversal thinking, streamlining of research themes/principal academic contributions, financial (albeit small scale) manipulations – that will collectively serve to establish a truly interfacing humanities-social science research school that competes with the best internationally.

Another opportunity to strengthen ARTES' identity as a separate entity is, as the School indicates itself as well, through its growing PhD community and graduates. Both the ARTES management and research staff indicated that the lack of a dedicated research master poses a challenge in this respect: it makes it hard to recruit suitable PhD researchers. ARTES applied with the university for a dedicated research master to address this problem, but was unfortunately unsuccessful in securing a master's programme. Promising in this respect is that ARTES' current PhD candidates primarily identify with the School in discussion with the committee. Nevertheless, the committee supports ARTES in its analysis that the lack of a dedicated master's programme, carefully calibrated and market sensitive, is a serious impediment for its PhD community building and academic profile. The establishment of such a programme could act as a seed bed for doctoral growth and profiling and should, according to the committee, be (re)considered. The committee was informed during the site visit that ARTES' bid for a research master was, however, not completely unsuccessful. It actually teamed up resources and brought staff members across disciplines closer together around certain themes and ideas and helped ARTES forward.





The main threat confronting ARTES and its management, shared by the humanities at large, is the lack of funding and funding opportunities, accompanied by budget cuts at a faculty level. Research schools have to search for funding in more active and creative ways than used to be the case. ARTES has been unlucky in its latest funding bids for funding; to the committee's surprise, it did not secure any Horizon2020, HERA or EU funding, whereas its profiling should neatly fit these briefs. Staff members were acutely aware that this was partly the result of the way in which proposals had been framed. They acknowledged that many lessons were learnt. They were all confident that ARTES would do better in the next rounds as they indicated that global intellectual history, with a transnational aspect, is very much an arising field. ARTES now receives help through the AIHR support structures and could reassure the committee that 2018 looked better in terms of the acquisition of funding. The committee was pleased to hear that ARTES staff members were now supported and felt confident. However, the committee recommends setting up a clear funding strategy, in particular with respect to EU funding. Using funding calls as a means to break down silo thinking in multidisciplinary schools might also offer some prospect going forward to intensify thinking and dialogue around innovative transversal research approaches – just as the School experienced when formulating their bid for a Research Master's programme.

### **3.3. Profiling of the School and viability of research**

The committee was asked to assess specifically ARTES' profiling and the viability of its research. Its views on these aspects have been stated above as well as in the sections below on research quality, viability and societal relevance. In the committee's view, ARTES has an ambitious agenda to move beyond traditional and regional studies approaches and, in doing so, interface humanities and social science perspectives. The rationale for the School still holds much promise, and at this relatively early stage in its life cycle there are already encouraging results, which will be discussed below.

The committee approves of the methodological approach underpinning ARTES' research, which by combining methods from the social sciences and humanities may result in strong research with clear societal relevance and the potential to attract funding opportunities. It also considers focusing on defined transversal themes sensible as this gives opportunity for regional overlap and as this may feed a clear directive approach. Within AIHR, expertise is available to combine a successful bottom-up structure under the umbrella of shared themes and/or methodological choices that could help ARTES to find the right balance. The committee believes that the School now needs to develop a comprehensive and agreed strategy prioritising key goals to enhance its profile, widen and deepen achievements, and foster meaningful transversal and transregional research activities. This would make its research viable for the future. Next to investing in strategy building, the committee also strongly encourages investing in additional community building, within ARTES itself but also by reaching out to the wider international academic community and to relevant societal stakeholders. This may further create incentives that would inform and shape ARTES, and its profile, as a new research school in an emerging field.

Intrinsic to these activities should be reflection on the added value of ARTES, identification of pathways to overcome the continued separate thinking and behaviours around area-based studies, and critical examination of the extent to which the School's future strength can lie in its current diversity of individual interests, academic practices and governance modes. Here, particular and immediate consideration should be given to the desired intellectual signature and future distinctive research identity of the School set within both national and international contexts. This may even involve considering an alternative naming of the School to reflect its true mission (inter alia Global Studies – the ARTES acronym in particular creates very different expectations of the type of research conducted at the School than actually is the case) and to provide some clear water between itself and those other schools in the university with already strongly established cultural-humanistic orientations.

And lastly, the committee considers ARTES' current influx of PhD research volatile. Two thirds of its current PhD researchers are self-funded. This both raises questions about the social effects of this research model on young scholars and on what would happen to ARTES when these young scholars

decide against coming to Amsterdam. Combined with the lack of a dedicated research master's programme, this creates a thin basis for establishing ARTES as a seed bed for new academic talent that will establish the School's academic reputation and strengthen its profile. To this end, there will need to be university support and encouragement for the School's efforts to build a vibrant PhD community, including support for a carefully calibrated (including market sensitive) master's programme as a seed bed for doctoral growth.

#### **3.4. Research quality**

ARTES conducts overall very good research, which is internationally recognised. It has a particularly strong record in specific regional expertise. This is exemplified by the research conducted at CEDLA on environmental governance in Latin America and by the encyclopaedia and Open Access web resource from the research group on Romantic Nationalism. ARTES research output in general has been relatively stable for the period under consideration, though slightly getting lower. The committee acknowledges, however, that this may be partly the result of the reorganisation of groups and scholars over the various research schools at AIHR and that a definite conclusion regarding the School's output is, in this respect, difficult. In qualitative terms the research output is strong. The committee is in particular impressed by the number of published monographs.

A further strong point of ARTES is that its publications are in several languages of publication, not just international English. In particular, research on 'areas' should be available in international or national languages of the areas (e.g. Spanish in Latin America or Russian in Eurasia, etc.) and the committee is pleased that ARTES is still dedicated to sustain this goal. Another positive point of ARTES' research output is its reflective attitude towards its own publishing culture; its scholars publish not only in English-language peer reviewed journals, but also invest in more 'hybrid' products, for example by publishing policy papers in conjunction with scholars from other fields.

ARTES also has strong human resources. In the period 2014-2016, the School attracted new funding to allow for 'new energy'; these staff members are now decisive for establishing the School's reputation and for strengthening its transversal themes. Some of its staff members enjoy high prominence, testified by honorary doctorate positions at international institutions, memberships of committees, advisory boards and visiting professorships. ARTES staff members are also very well represented on editorial boards of international leading publications. They are also frequently asked to peer review articles for academic journals and publishers and to act as grant referee, project evaluator and external examiner. Some projects at ARTES have been really ground-breaking, shifting parameters of research and bringing in revolutionary new perspectives on certain themes and periods. The most resounding example is the Encyclopedia of Romantic Nationalism in Europe, the result of highly innovative scholarly dedication to a unique research line.

The School has been successful up to 2017 in winning major research grants, including a VIDI grant, an NWO Aspasia grant, a Jean Monnet grant, a Marie Curie IF grant and 2 PhD research grants. In 2017, ARTES was less successful in their applications, as discussed above. The committee verified that this was partly the result of sheer bad luck and also may be the result of the various changes at ARTES at the time. Presently, decisions are pending on applications for bigger European and national grants. As mentioned earlier, the committee recommends setting up a clear funding strategy based on a dialogue around innovative transversal research approaches. The combination of humanities and social sciences is considered a valuable asset for successful applications in the future.

The committee also studied some case studies ('Pattern, Persons, Places'; 'Environmental Governance in Latin America'; 'Europe@Amsterdam') representing the type of research undertaken at ARTES. It concluded that these cases studies illustrate the breadth, originality and impact of ARTES research and are exemplary and of very good quality. The research focus and approach is fresh and original; this is particularly true for 'Europe@Amsterdam', which is, partly for its cultural perspective, different from the research that is usually undertaken within the field of European Studies. These case studies also hint at one of the other strengths of ARTES' research: the fact that many research projects are conducted in collaboration with research institutes and schools abroad. Also, in some



extensive international projects, groups of ARTES are in the lead, showing their international prominence.

The committee concludes that ARTES offers research of very good quality. Over the period under consideration, its output has been strong and stable. ARTES' output includes examples of truly cutting-edge research that is the result of the efforts of very strong, sometimes even world-leading, scholars in their respective fields. The School's human resources are good as is also testified in their recognition in the field. In terms of transregional, transnational and transversal research the School's position can be expected to be stronger once the relatively recent reorganisation (early 2018) begins to show lasting effects. It should result in closer cooperation between strong researchers from the different area expertise and will boost the School's profile. The areas studied (Middle East, Europe, Russia and Central Asia as well as Latin America) position the School well for innovative research across areas, which are all facing global challenges.

### **3.5. Relevance to society**

ARTES is strongly committed to translating research into teaching, also beyond the academic community. Research at ARTES often addresses societal questions and reflects on global communities and identities. Relevance to society is therefore part of its ambitions, and its scientific output is paired with outreach activities. Because of the nature of their research ARTES members are also prominent in public debates. The research conducted on Latin American environmental governance is a very good example where ARTES can reach activists and policy makers within the area concerned as well as those placed in the Netherlands. The relevance of the transversal themes, for example with regard to global challenges faced in several world regions covered by ARTES, is obvious and requires some further strategic planning of its valorisation.

ARTES researchers actively disseminate their research beyond the academic community by writing for non-academic readers in popular magazines, online forums, and newspapers, appearing in the media, and organising and participating in public events at various cultural institutions. They also moderated panel discussions, or participated as panel members, at national and international platforms and institutions – for example at De Balie, Spui25, at the Royal Netherlands Institute in Rome (KNIR) and/or at the European Commission. Also, staff members received societal awards for their outreach activities and regularly advised various committees and groups within the national and European government. The committee noted with appreciation ARTES' involvement in policy making and agenda setting at governmental level. Furthermore, the School's scholars are often invited as expert witnesses. The committee concluded that ARTES has a notably strong position in the national debates on political issues.

The research products for societal target groups are varied and are particularly used in the realms of media and education. This is praiseworthy. The committee noticed clear enthusiasm for societal outreach at ARTES, which it readily applauds. The committee also acknowledges ARTES' involvement in translation initiatives. Through translation (from Arabic, Turkish, Russian into Dutch, English etc.), ARTES' scholars disseminate ideas and notions from language areas that are otherwise inaccessible for many and vice versa. Translation therefore also represents strong valorisation of ARTES research with a clear societal benefit and global reach.

The quality, scale and success of ARTES' valorisation strategies are again well illustrated in the three presented case studies. Case study 1 ('Pattern, Persons, Places') is a very large Open Access database on the transnational history of cultural nationalism. Case study 2 ('Environmental Governance in Latin America') illustrates how large-scale collaborative research on environmental governance in Latin America has broad societal relevance, reaching both activists and policy makers. Case study 3 ('Europe@Amsterdam') illustrates how collaboration between academics and the municipality of Amsterdam has made Europe more tangible for a wide (and particularly a young) audience. The case study is an excellent example for the combination of research, teaching and valorisation supported by ARTES, ACCESS Europe and the municipality of Amsterdam. It reaches



beyond an academic audience by addressing politicians, civil servants, teachers and students in schools as well as a general audience.

The committee considered it remarkable, however, that many ARTES projects – like 'Europe@Amsterdam' and 'Raam op Rusland' – are very much related to the explanation of current events and developments. They are often political rather than cultural in orientation. Ties with cultural institutions and organisations are relatively rare, which is notable taken ARTES' research orientation into account. The committee therefore strongly recommends spreading its net wider, in particular by reaching out to cultural institutions. In addition, ARTES has no special professorships, which may reinforce the School's connections to wider society and could potentially result in projects with a wider societal outlook. Again, the committee considers strategic planning advisable in this respect, including formulating clear goals and aims for valorization that link to ARTES' transversal themes and its commitment to include cultural historical approaches within its remit.

### **3.6. Viability**

The committee already partly addressed the viability of ARTES above, while discussing its profiling and the challenges ahead. As is well-known, the humanities in general are facing a critical time in which they are forced to reinvent themselves. This requires reaching out beyond traditional boundaries of disciplines and fields. ARTES has taken up this challenge bravely, well-aware of the hurdles on its way. The committee concludes that the School demonstrates a strong engagement in developing a viable structure in order to strengthen the collaborative research effort across the specific expertise held by its members. ARTES has clearly worked intensively on a transparent and workable structure in which all research groups and bottom-up initiatives find their place but in which new synergies are also created. ARTES is trying to find the right equilibrium between autonomy for groups and researchers and the creation of a shared research agenda, which will feed into the School's profile and visibility. The School is aware of the tension between the two and has tried to find common ground, respecting the existing bottom up and non-hierarchical structures. The committee values this balancing act, which established trust amongst the various research groups and scholars, often coming from various fields and disciplines.

ARTES has recently implemented a new structure putting transversal and transregional themes (such as identities, governmentalities, or justice) at the centre. This offers a chance to place the School uniquely within the Dutch academic landscape, also with regard to the combination of methodologies and approaches from the humanities and social sciences. The viability of this commendable strategy is under review by the members of the School themselves and still has to prove its long-term effectiveness. If exercised well, the committee foresees no hindrances regarding ARTES viability. Instead, the committee would rather speak in terms of opportunities. ARTES is well-placed to create an innovative and creative research school that may strategically be in a strong position to attract financial means under the new NWO-funding schemes, if its profiling and strategic agenda has matured and been agreed upon.

The committee acknowledges the benefits of the bottom up structure that the School embraces, but it considers directive support necessary to move forward in the coming years. The committee also thinks that ARTES, and AIHR also, needs further university support and acknowledgment for their brave efforts and promising results over the last years. AIHR will support the School in the coming years with its grant team. Additionally, AIHR can help the School by attracting new scholars and finances that helps the School to build up its profile. But Faculty support is also needed in other areas. This concerns in particular the structural inflow of PhD researchers, which the committee currently considers volatile. One instrument to strengthen the structure would be the creation of a research master attracting good PhD researchers with innovative projects. In the coming years, ARTES viability is closely connected to its ability to formulate a clear and attractive research agenda to realise its research potential.



### **3.7. PhD programmes**

According to the self-evaluation report, ARTES has a population of 35 PhD candidates on 34 member of scientific staff in December 2017. These numbers could be improved in the committee's view. Of these PhD researchers, 23 are self-funded PhD students and 12 are directly funded. Currently, ARTES has no 'internal' PhD researchers funded by the Faculty of the Humanities. A research master covering ARTES' research area is regarded highly desirable, as discussed above, in the effort to attract PhD researchers fitting the School's strategic aims in innovative research.

PhD projects are regionally evenly spread across Europe, Latin America and the Islamic regions of Russia, Central Asia and the Caucasus. At the time, there are few PhD researchers on the Middle East. Although PhD researches are each assigned to one particular research group, the committee noted that they actively engage with the transversal orientation through reading groups and seminars hosted by several research groups. With the aim to strengthen the cross-area research this is an encouraging sign and deserves the systematic support by the school leadership and supervisors.

Directly funded PhD students are hired upon application by their project. At the start of their PhD trajectory, they set a time-table with aims and goals. The PhD candidates, their supervisor and the ARTES director agree upon an individual Training and Supervision Plan, which is signed by all. The first year of the PhD trajectory is dedicated to writing a pilot study, which is assessed by the supervisor and the ARTES Director and an external reader. A negative assessment can result in termination of the PhD contract. After the first year, annual reviews are held with ARTES' director to monitor progress and signal problems. Internal PhD students also appreciate the fact they are given an annual research fee of €1200 to cover costs of conferences and travel.

Directly funded PhD candidates at ARTES are usually hired within the context of larger nationally or European-funded projects. The committee learnt that this created some challenges for the PhD candidates involved. Just as non-funded PhD candidates, PhD candidates funded on project basis have full access to ARTES' activities and facilities and are encouraged to participate in and organise events.

Whereas PhD candidates used to have an appointment of 4 years 0,8fte, with the possibility to have an extension of 0,2fte for teaching in the second and third year, the standard is now 4 years 1,0fte. Teaching is undertaken within their appointment. PhD candidates are in general not allowed to teach during the first and fourth year of their appointment so that teaching will not stand in the way of getting started with or finishing the dissertation. The topic of teaching in the second and/or third year is discussed during the yearly progress meetings with the supervisors and the research director. If PhD candidates are willing to teach, the department will take into account their particular field and expertise in order to ensure that whatever they will teach is in line with their research, so that teaching reinforces rather than hampers their own research. The PhD supervisor(s) will be informed of the particular courses and teaching load and the research director has to give consent. As a rule, PhD candidates will only teach courses that are part of the fixed curriculum of a bachelor degree and will be guided by experienced lecturers. PhD researchers that teach are supported and encouraged to qualify for a Teaching Qualification ('BKO').

Currently, the majority of ARTES PhD candidates are self-funded. Their admission and trajectory is arranged in a less formal manner than that of internal PhD students. They usually apply directly to ARTES. The director of the Research School assesses the quality and feasibility of the proposal and accepts or rejects the proposal, if necessary after consultation with the prospective supervisor. Prospective supervisors usually meet up with the PhD student before embarking on the project, but this is no formalised rule. External PhD candidates also write a pilot study at the start of their project, and can also be told to stop the project when it does not meet the standard. The pilot is either assessed at the end of the first year, or at a time previously agreed upon by PhD student and his or her supervisor. Self-funded PhD students also get a basic allowance for travel and conference attendance (with a maximum of €3000) and are enrolled by the Faculty in national research schools of their choice; the membership fee (€500) to the national research school of choice is deducted

from the received allowance.. They also receive desk space and have access to the same research facilities as directly funded PhD researchers. Self-funded PhD researchers also have the possibility to apply for a finishing scholarship of 0.5fte for one year to complete their thesis. This initiative is appreciated by the committee.

The committee is pleased about ARTES' inclusion of self-funded PhD candidates as members of its research community. During the site visit, the committee learned that supervisors receive 300 hours of supervision per PhD candidate. In the case of internal PhD projects, half of this amount is received at the start of the trajectory and the other half after its completion. In the case of self-funded PhD candidates, the 300 hours are only received if and when the candidate finishes his or her thesis. This means that supervisors have to invest in self-funded candidates without being guaranteed a reward for their effort. This policy should be reconsidered, since the risk of taking on a self-funded PhD candidate should not lie with the supervisors alone.

Supervision can vary greatly between projects, but monthly contact between the candidate and the supervisors is a requirement and part of the Training and Supervision Plan. Supervision is evaluated annually. In case of problems, PhD candidates would approach the School's director for help and support, although nobody had any experience in doing so. The AIHR and ARTES have procedures for mental support or conflict mediation, but these could be communicated better to both students and staff. PhD candidates mentioned that their fellow scholars at the School and supervisor also regularly checked whether they were doing and feeling well. This is considered an indicator of community spirit by the committee and also suggests the existence of a safe work environment for young scholars.

The training programme followed by PhD candidates is offered by the faculty's Graduate School of Humanities (GSH). Here, academic skills courses are offered on such topics as academic writing, presentation skills or building a career. The PhD candidates appreciated the fact that they met other PhD researchers in these courses, beyond their disciplinary scope and beyond the remits of the Research School. It helped them to learn as well from the practices within other schools and groups. For more content-oriented courses, PhD candidates can turn to a national research school. In addition, ARTES itself has designed methods courses, for example on interview techniques, on methods of literary analysis and on comparative methods, which are also open for interested MA students. Within ARTES, CEDLA operates nationwide training courses for PhD candidates in Latin American Studies. Additionally, ARTES organises various events such as reading groups, masterclasses and conferences and strongly supports bottom-up initiatives.

During the site visit, the committee also discussed the low PhD completion rates at ARTES. The School's management and staff are aware of this issue and have taken measures to tackle it by, amongst others, formalised procedures for supervision, a system of co-supervisors and pilot studies, measures to reduce teaching loads and some financial support for self-funded students. The reaction by the School to these low completion rates seems apt by the committee, but it emphasises the need for structural and careful reflection on measures to support PhD candidates at all stages of their training to continue to increase the programme's success rates. Based on exchange with other PhD candidates, ARTES PhDs reflected with appreciation on the relatively small scale of ARTES. This makes personal contact with other researchers in the School particularly easy and also informs and strengthens their sense of community. They also mentioned that cohort building amongst PhD researchers took place at ARTES, resulting in many formal and informal activities. During the site visit, PhD researchers favoured the School over departmental homes; they considered the School the place for initiating new initiatives and exploring new research ideas. All in all, the committee concludes that ARTES offers a stimulating community for its PhD candidates.

### **3.8. Research integrity**

ARTES researchers are bound to the Netherlands Code of Conduct for Academic Practice. PhD students are informed about this code in their first meeting at the Graduate School for Humanities. Furthermore, research integrity is addressed in one of the optional skills courses for PhD students offered by the GSH. The Faculty of Humanities has an ethics committee which uses a documented



review procedure with clearly defined criteria. The ethics committee approves all interviews or experiments with human test subjects before the research commences. Research data management takes place according to university policy. Research data are managed in a data management system called UvA Figshare. ARTES also has its own Research Data Management (RDM)-expert.

Prior to the site visit, the committee received some further information regarding RDM at ARTES, relating to the unstable, and often politically volatile areas and regions of research in which ARTES scholars operate. It learnt from this information that ARTES research and experiences are currently taken into account while updating the existing ethics code and that ARTES scholars and its management have regularly addressed the need for a more extensive code of conduct at university level. ARTES also facilitates particular workshops in interview techniques aimed at PhD candidates and master's students who partake in research in specific areas for which additional context is needed. ARTES scholars and research groups have also organised closed discussion sessions to talk about the pressure on researchers from political or social organisations, both in the Netherlands and abroad. It prepares its PhD researchers and scholars for field work, especially when they participate in research in dangerous areas.

ARTES indicated to be fully aware that some countries in which its research takes place (such as Russia and Turkey) do not subscribe fully or partially to the rules of the Convention for the protection of individuals with regard to automatic processing of personal data (CoE). This impacts on the free import of research data, limiting the scope of data collected in research and to be 'exported' to the EU. It has established sensible procedures to guarantee safe storage of data obtained in this way under lock and key at the UvA. As a rule, all research findings are anonymised, meaning that all personally identifiable information will be removed from published findings and all participants will receive a pseudonym, whose link to the participants' real names is encrypted by a code whose key will be stored separately from the research data. Only the investigators will have access to the encryption key that associates a participant's name with a code name/pseudonym. Access to personal data is only possible after confirmation by the Principal Investigator.

This set of measures and procedures combines careful consideration of participants' (potential) vulnerabilities with respectful attention to their agency, taking into account both their shared risk of harm/stigmatisation and the heterogeneity of the population as a whole. It is crucial for ARTES to guarantee that the conduct of fieldwork and the storage procedures abide by the legislation of the country where the research is conducted. In case of doubt or in cases where states obviously do not abide by international standards and conventions, ARTES cautions its members about the risks involved in fieldwork. This was confirmed by PhD candidates and staff members working at ARTES during the site visit.

The committee is pleased that ARTES shows considerate awareness of the need for a clear, balanced and well-communicated integrity and data management policy. It is convinced of ARTES' commitment to the issue and acknowledges their urgency in pushing forward a more ambitious and integrated integrity policy at university level. Especially the need for an updated ethics code is shared by the committee, also to protect ARTES researchers who often work under challenging circumstances in repressive and/or dangerous regions and areas around the world. Current available policies are rather generic and not sufficiently attuned to the School's needs and practices. ARTES PhD candidates seem to be briefed individually on the risks at hand and the measures that need to be taken. However, the committee feels that this should be conducted at a more centralised level and in a more structural way to guarantee that they all are correctly briefed and successfully prepared for the challenges ahead. Also, it advises to regularly address ethics and data management with staff members, as these policies tend to evolve with the advancement of digital humanities.

### **3.9. Diversity**

ARTES adheres to the Faculty policy on diversity, which was provided to the committee. Its diversity policy is in line with the general policy of AIHR. The committee was pleased to note that ARTES defines diversity in broader terms than national background and gender. Inclusion is a special concern of the school. The committee welcomes any initiative to update the Faculty policy to also

include other underrepresented categories, such as migration background, ethnicity or disability. Women remain underrepresented in ARTES staff; attention is paid to the way in which its female underrepresentation could be addressed. Recently, an ARTES member has received an NWO Aspasia grant allowing her to reduce the teaching loads in order to improve their research portfolio, enabling a successful NWO VIDI grant applications and promotion to UHD. This is considered encouraging by the committee.

Particularly commendable at ARTES is the engagement to support refugee, exiled and discriminated academics (from Syria, Pakistan, Russia and Turkey). This has led to some concrete initiatives, such as tutorships of several students and support for PhD applications with refugee academics from Syria and Pakistan. Also, ARTES offered a temporary home to visiting academics from repressive regimes, who suffered from discrimination in Russia and Turkey. The committee encourages ARTES to build upon these initiatives and asks the university to support, where necessary, further strategic planning by ARTES in this respect.

### **3.10. Conclusions**

According to the committee, the rationale for the School holds much promise, and at this relatively early stage in its life cycle there are pockets of success and emerging results. Over the period under consideration, the School has demonstrated a strong output, especially in qualitative terms. The committee appreciates the diversity of the output, also in terms of languages. The quality of the research is very good, which is underlined by ARTES strong representation at international (editorial) boards and projects. In particular the committee congratulates ARTES on its human resources: many talented individuals are part of this research group with relevant research lines and specialised expertise. ARTES' strong staff has also produced examples of truly cutting-edge research lines that has resulted in recognition for the School's scholarship in the field. The committee looks forward to see these strong individuals and their groups move towards the collaborative work aimed for in ARTES ambitious new profiling.

The committee considers ARTES' societal relevance very good. It noted, with some surprise, that ARTES valorisation efforts currently are mostly direct toward the media and education. Although ARTES holds a strong position, the committee would have expected more initiatives directed towards cultural institutions and organisations considering ARTES' desired scope. ARTES' new structure, aimed at transversal themes and a more transregional approach, is also a fruitful direction for exploring new initiatives that could feed into the School's relevance for and in society – if strategically implemented. The committee encourages the School to continue its current efforts, including its valued translation activities and strong representation in national debates on political issues, while exploring new avenues connected to the newly proposed research direction. The committee also notes that the School's diversity policy, including offering help to scholars from repressive countries, adds to its societal relevance, and applauds these initiatives.

ARTES prospects for developing exciting and original research are positive, as long as the School manages to set a clear strategic agenda. This could position ARTES uniquely within the Dutch research landscape. The committee encourages reflection on how to improve the scope, ambitions and priorities of the School in this respect and wonders whether a more directive approach might be helpful to build on the strong bottom up foundation that has been carefully created over the last years. In terms of financial viability, a clear and polished identity would support ARTES in attracting the necessary funding to position itself within the changing landscape of the humanities. With its focus on methods from both the humanities and social sciences it should be in a strong position for attracting funding, both in Europe and in the wider world. The committee sees community building as an important aspect in this respect. In particular, attention should be paid to the fabric and building materials of ARTES' PhD community. The committee supports ARTES' rationale for the need for a dedicated master's programme to attract good PhD candidates that help strengthening the School's profile and therefore its long term visibility and viability.



Diversity and research integrity policies need to be revised and updated. The increase of self-funded PhDs requires adapted policies regarding their monitoring and the compensation for supervision. In addition, diversity and research integrity policies need to be revised and updated. The increase of self-funded PhDs requires adapted policies regarding their monitoring and the compensation for supervision. Overall, ARTES offers a challenging and safe environment for its staff and PhD candidates, supported by a well-reviewed and effective PhD programme. The committee considers ARTES a promising research school with a potentially ground-breaking role in transversal research, combining interdisciplinary approaches with methodologies from the humanities and social sciences.

### **3.11. Overview of the quantitative assessment of the research unit**

After having assessed the research quality, relevance to society and viability, and comparing that to the developments and standard in the field, the committee comes to the following quantitative assessments:

Research quality:	very good	(2)
Relevance to society:	very good	(2)
Viability:	very good	(2)

## 4. RECOMMENDATIONS

- Overcome the separateness of the area studies and strengthen the transversal and transregional research lines which are essential for the School's profile.
- Create a clear research signature. This also entails formulating a more sophisticated research strategy, which determines more clearly where the School's focus lies in terms of initiatives and projects, and clear targets.
- Create incentives to push suitable ideas forward for projects in line with the School's overall strategic targets. Think hereby also of identifying 'champions' for transversal thinking.
- Reach out to the wider academic community and relevant societal stakeholders to strengthen ARTES' (inter)national profile. Initiatives such as research seminars, a visiting professorial scheme to promote transversal approaches, and special professorships may be worth investigating in this respect.
- Pay attention to explicit community management next to community building.
- Decide upon a funding strategy. Use funding calls also as a means to intensify thinking and dialogue around innovative transversal research approaches.
- Invest in the further strengthening of a vibrant PhD community, including support for a carefully calibrated (including market sensitive) master's programme as a seed bed for doctoral growth.
- Support PhD candidates and continue to monitor their progress in order to strengthen completion rates.
- Create a programme allowing for sabbatical leave for staff members.
- Communicate existing procedures for mental support and conflict mediation more structurally amongst PhD candidates and staff.
- Formulate goals and aims for valorisation that links to ARTES' transversal themes and its commitment to include cultural historical approaches within its remit.
- Reformulate policy on supervision hours for external PhD candidates. The risk of taking on a self-funded PhD candidate should not lie with the supervisors alone.
- Update the current ethics code and formulate a more integrated policy on data management in due of the advancement of digital humanities. Communicate these policies structurally to both PhD candidates and staff members.
- Continue the current diversity policies and build upon these with the support of the Faculty and University.







# APPENDICES



## APPENDIX 1: THE SEP CRITERIA AND CATEGORIES

There are three criteria that have to be assessed:

- Research quality:
  - Level of excellence in the international field;
  - Quality and Scientific relevance of research;
  - Contribution to body of scientific knowledge;
  - Academic reputation;
  - Scale of the unit's research results (scientific publications, instruments and infrastructure developed and other contributions).
  
- Relevance to society:
  - quality, scale and relevance of contributions targeting specific economic, social or cultural target groups;
  - advisory reports for policy;
  - contributions to public debates.

The point is to assess contributions in areas that the research unit has itself designated as target areas.

- Viability:
  - the strategy that the research unit intends to pursue in the years ahead and the extent to which it is capable of meeting its targets in research and society during this period;
  - the governance and leadership skills of the research unit's management.

Category	Meaning	Research quality	Relevance to society	Viability
1	World leading/excellent	The unit has been shown to be one of the most influential research groups in the world in its particular field.	The unit makes an outstanding contribution to society	The unit is excellently equipped for the future
2	Very good	The unit conducts very good, internationally recognised research	The unit makes a very good contribution to society	The unit is very well equipped for the future
3	Good	The unit conducts good research	The unit makes a good contribution to society	The unit makes responsible strategic decisions and is therefore well equipped for the future
4	Unsatisfactory	The unit does not achieve satisfactory results in its field	The unit does not make a satisfactory contribution to society	The unit is not adequately equipped for the future





## APPENDIX 2: PROGRAMME OF THE SITE VISIT

### Day 1: 12 December 2018

<b>Time</b>	<b>Who/What</b>	<b>Where</b>
<i>10:00-10:30</i>	<i>coffee</i>	<i>E1.01D</i>
10:30-12:30	Private meeting for committee members only with secretary QANU	E1.01E
12:30-13:00	Prof. Fred Weerman (dean), prof. Thomas Vaessens (director AIHR and vice-dean), dr. Elske Gerritsen (head of research)	E1.01E
<i>13:00-13:45</i>	<i>Lunch</i>	<i>E1.01D</i>
13:45-14:15	Meeting on the educational programme for PhD's: dr. Carlos Reijnen (director Graduate School of the Humanities), Thomas Vaessens, and Elske Gerritsen	E1.01E
14:15-15:00	Prof. dr. Liz Buettner (director of ASH), Simon Speksnijder and Brigit van der Pas (coordinator of ASH)	E1.01E
<i>15:00-15:30</i>	<i>Tea break</i>	<i>E1.01D</i>
15:30-16:15	Prof. dr. Rob van der Laarse (director AHM), dr. Ihab Saloul, Rene Does (coordinator AHM)	E1.01E
16:15-17:00	Dr. Christian Noack (director ARTES), Paul Koopman (coordinator ARTES)	E1.01E
<i>17:00-18:00</i>	<i>Drinks committee, secretary Qanu, Fred Weerman, Thomas Vaessens, Carlos Reijnen, Elske Gerritsen, directors schools and coordinators</i>	<i>F1.01</i>
<i>18:30-21:00</i>	<i>Diner committee, secretary Qanu</i>	<i>Restaurant De Compagnon</i>

### Day 2: 13 December 2018

<b>Time</b>	<b>Who/What</b>	<b>Where</b>
9:00-9:30	Private meeting for committee members only with secretary QANU	E1.01E
9:30-10:00	Meeting with PhD students of ASH, ARTES and AHM: Laura van Hasselt (ASH), Arjan Nuijten (ASH), Nanouschka Wamelink (ASH), Nour Munawar (AHM), Inge Kallen-den Oudsten (AHM), Milou van Hout (ARTES), Enno Maessen (ARTES)	E1.01E
<i>10:00-10:15</i>	<i>Coffee break</i>	<i>E1.01D</i>
10:15-11:00	Meeting with Assistant Professors, Associate Professors and Professors of ASH: Moritz Föllmer, Charles van den Heuvel, Geert Janssen, Vincent Kuitenbrouwer, Manon Parry, Gerard Wiegiers Justyna Wubs-Mrozewicz, Djoeke van Netten	E1.01E



11:00-11:45	Meeting with Assistant Professors, Associate Professors and Professors of AHM: Patricia Lulof, Maartje Stols-Witlox, Frank van Vree, Maarten van Bommel, Carolyn Birdsall, Nanci Adler	E1.01E
11:45-12:30	Meeting with Assistant Professors, Associate Professors and Professors of ARTES: Luiza Bialasiewicz, Barbara Hogenboom, Matthijs Lok, Marleen Rensen, Yolanda Rodríguez Perez	E1.01E
<i>12:30-13:15</i>	<i>Lunch with members of the research schools</i>	<i>E1.01D</i>
13:15-13:25	Private meeting for committee member only with secretary QANU	E1.01E
13:25-14:00	Meeting with Elske Gerritsen, Thomas Vaessens, Christian Noack, Liz Buettner, Ihab Saloul	E1.01E
14:00-16:00	Private meeting for committee member only with secretary QANU	E1.01E
16:00 - 16:30	<i>Transport to Amsterdam Museum</i>	
16:30 - 18:00	Visit Amsterdam Museum	
<i>18:30-21:00</i>	<i>Diner committee members, secretary Qanu</i>	<i>Brasserie Ambassade</i>

### Day 3: 14 December 2018

<b>Time</b>	<b>Who/What</b>	<b>Where</b>
9:30-10:30	Private meeting (committee members only)	E1.01E
10:30-11:30	Meeting with representatives of the Board of Huizinga, including PhD's: Judith Pollmann (UL), Arnoud Visser (UU), Jan Hein Furnée (RU), Anjana Singh (RUG), Michael Wintle (UvA), Michel van Duijnen (PhD), Tymen Peverelli (PhD), Larissa Schulte Nordholt (PhD), Paul Koopman (coordinator)	E1.01E
<i>11:30-11:45</i>	<i>Coffee break</i>	<i>E1.01D</i>
11:45-12:15	Meeting with director and coordinator of Huizinga for further questions	E1.01E
<i>12:15 - 13:00</i>	<i>Lunch</i>	<i>E1.01D</i>
13:00-15:00	Private meeting (committee members only)	E1.01E
<i>15:00-15:30</i>	<i>Tea Break</i>	<i>E1.01D</i>
15:30-16:30 VOC	Presentation of preliminary conclusions by the Committee	V.O.C. Room
<i>16:30-</i>	<i>Drinks</i>	<i>V.O.C. Room</i>

## APPENDIX 3: QUANTITATIVE DATA

	2015	2015	2016	2016	2017	2017
	#	fte	#	fte	#	fte
<b>ARTES</b>						
	43	14,0	38	12,2	34	11,7
Scientific staff	43	14,0	38	12,2	34	11,7
	5	4,2	4	3,4	3	1,9
Post-docs	5	4,2	4	3,4	3	1,9
PhD student (employed)	10	7,6	12	9,7	12	9,7
PhD student (self funded)	6		20		23	
<b>Total Research staff</b>	<b>64</b>	<b>25,7</b>	<b>74</b>	<b>25,3</b>	<b>72</b>	<b>23,4</b>
Support staff	0	0,9	0	0,9	0	0,9
<b>Total staff</b>	<b>64</b>	<b>26,6</b>	<b>74</b>	<b>26,2</b>	<b>72</b>	<b>24,3</b>

<b>ARTES Publications 2014-2017</b>					
Output category	2014	2015	2016	2017	Total
Refereed articles	34	32	46	34	146
Non-refereed journal articles	28	18	15	23	84
Books	15	20	11	8	54
Book chapters	33	62	46	34	175
PhD Theses	1	4	5	1	11
Conference papers	8	4	3	10	25
Professional publications	29	22	27	27	105
Publications aimed at the general public	35	14	12	13	74
Other research output	29	17	36	34	116
<b>Total publications</b>	<b>212</b>	<b>193</b>	<b>201</b>	<b>184</b>	<b>790</b>

	2015		2016		2017	
	fte	%	fte	%	fte	%
<b>ARTES</b>						
Scientific staff	9,95		9,70		9,96	
PD	0		0		0	
PhD	3,80		2,43		2,43	
<b>Direct funding</b>	<b>13,75</b>	<b>53%</b>	<b>12,13</b>	<b>48%</b>	<b>12,39</b>	<b>53%</b>
Scientific staff	3,68		2,01		1,28	
PD	2,55		1,80		1,89	
PhD	2,28		5,67		5,67	
<b>Research grants</b>	<b>8,51</b>	<b>33%</b>	<b>9,48</b>	<b>37%</b>	<b>8,84</b>	<b>38%</b>
Scientific staff	0,35		0,50		0,50	
PD	1,61		1,61			
PhD	1,52		1,62		1,62	
<b>Contract research</b>	<b>3,48</b>	<b>14%</b>	<b>3,73</b>	<b>15%</b>	<b>2,12</b>	<b>9%</b>
<b>Other</b>						
<b>Total funding</b>	<b>25,74</b>	<b>100%</b>	<b>25,34</b>	<b>100%</b>	<b>23,35</b>	<b>100%</b>
<b>Expenditure:</b>	€		€		€	
Direct Personnel costs	1.715.123	56%	1.784.248	56%	1.745.582	57%
Indirect Personnel costs	1.193.833	39%	1.211.112	38%	1.174.818	38%
Other costs	146.312	5%	168.024	5%	138.023	5%
<b>Total expenditure</b>	<b>3.055.268</b>	<b>100%</b>	<b>3.163.384</b>	<b>100%</b>	<b>3.058.423</b>	<b>100%</b>

ARTES Contract Research		2014	2015	2016	2017
<b>Number of grants ARTES</b>					
<b>Authorized</b>					
	NWO				
	VICI				
	VIDI		1		
	VENI				
	Aspasia		1		
	Rubicon				
	PhD's		1	1	
	NIAS Fellowship (KNAW)				
<b>EU Funding</b>					
	ERC Advanced				
	ERC Consolidator				
	ERC Starting				
	ERC proof of concept				
	Marie Curie IF		1		
	Jean Monnet		1		
	HERA				
	Creative Europe				
<b>Reasoned</b>					
<b>NWO</b>					
	Investeringsen				
	Zwaartekracht*				
	Vrije Competitie				
	Creatieve industrie				
	Internationalisering in de Geesteswetenschappen				
	Graduate Programme	1			
	Smart Culture				
	Programmatisch onderzoek NWO				
	NICAS Seed Money				
	NWO other				
	KNAW Other	1			
<b>EU Funding</b>					
	Calls FP7/ Horizon2020*		1	1	
	Other				
<b>NWO</b>		1	3	1	
<b>European Funding</b>			3	1	
<b>Other</b>		1			
<b>Total ARTES</b>		<b>2</b>	<b>6</b>	<b>2</b>	<b>0</b>

\* Partner, niet penvoerder

### PhD Completion Rate 2009-2013

Starting year	Enrolment			Success rates				Total		
	Enrolment (male/female)		Total (M+F)	Graduated after (≤) 4 years	Graduated after (≤) 5 years	Graduated after (≤) 6 years	Graduated after (≤) 7 years	Total graduated	Not yet finished	Discontinued
2009	1	2	3	1/33%	-	-	-	1/33%	2/66%	-
2010	-	1	1	-	1/100%	-	-	1/100%	-	-
2011	1	1	2	-	1/50%	-	-	1/50%	1/50%	-
2012	2	-	2	-	1/50%	-	-	1/50%	1/50%	-
2013	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>-</b>
				<b>12,50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	