

**RESEARCH REVIEW**

**NETHERLANDS RESEARCH SCHOOL FOR MEDIEVAL  
STUDIES**

Quality Assurance Netherlands Universities (QANU)  
Catharijnesingel 56  
PO Box 8035  
3503 RA Utrecht  
The Netherlands

Phone: +31 (0) 30 230 3100  
E-mail: [support@qanu.nl](mailto:support@qanu.nl)  
Internet: [www.qanu.nl](http://www.qanu.nl)

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# REPORT ON THE RESEARCH REVIEW OF THE NETHERLANDS RESEARCH SCHOOL FOR MEDIEVAL STUDIES

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## **1. FOREWORD COMMITTEE CHAIR**

The Evaluation team in 2016 comprised Prof. Rosamond McKitterick (University of Cambridge), Prof. Frank Willaert (University of Antwerp), and Dr Annemarieke Willemsen (Dutch National Museum of Antiquities). It was an honour for us to be asked to evaluate the activities of the Netherlands Research School for Medieval Studies. We greatly appreciate the outstanding contribution made by Dutch medievalists to the field of medieval studies. It also needs to be stressed that the history and culture of the Netherlands in the middle ages are not only fundamental components of the Dutch national heritage but are major elements of European history and culture. Dutch manuscript and book collections, and Dutch museums, moreover, are of international importance and renown. The range of interests the three of us cover (history, manuscripts, literature and material culture) as well as experience in post-graduate training and research, knowledge of archives, libraries and museums and public engagement gave us a good framework for our work. Prof. McKitterick had also chaired the evaluation for the 2011 accreditation and thus was able to provide an element of continuity. We received a full, clear and informative report in advance of our site visit 4-5 October. This enabled us to identify particular points for discussion with our colleagues in advance. It was a great pleasure to meet all our colleagues in Groningen, the Dean and the administration team at the University of Groningen itself, and the Director of the NRMRS Prof Catrien Santing and Dr Martin de Ruiten, as well as the members of the NRSMS Board and COO, the course teachers, postdocs and principal investigators, ReMa and PhD students who journeyed to Groningen to discuss their work with us. We engaged in full and frank discussions with all these groups and should like to thank all those involved most warmly for taking the trouble to meet us and to answer all our questions. We should also like to thank the University of Groningen and the NRSMS most warmly for their generous hospitality, and Dr Floor Meijer for acting as such an exceptionally efficient and helpful secretary.

Rosamond McKitterick  
Chair of the committee



## 2. THE REVIEW COMMITTEE AND THE PROCEDURES

### SCOPE OF THE REVIEW

The review committee was asked to perform a review of the Netherlands Research School for Medieval Studies (NRSMS). Six universities participate in the national research school: University of Groningen, Leiden University, Utrecht University, University of Amsterdam, Vrije Universiteit Amsterdam and Radboud University Nijmegen. The Faculty of Arts of the University of Groningen acts as secretary of the NRSMS.

The review of the Research School is part of a wider review that encompasses all research activities of the Faculty of Arts of University of Groningen. Four separate committees have been appointed to assess the Netherlands Research School for Medieval Studies, the Groningen Institute of Archaeology (GIA), the Center for Language and Cognition (CLCG), and The Groningen Research Institute for the Study of Culture (ICOG). Because of the thematic overlap between NRSMS and ICOG, the chair of the NRSMS review will also join the committee that assesses ICOG.

In accordance with the Standard Evaluation Protocol 2015-2021 (SEP) for research reviews in the Netherlands, the committee's tasks were to assess the quality of NRSMS on the basis of the information provided by the research school and interviews with management of the coordinating institute, directorate, board, senior and junior members, and to advise on how its work might be improved.

### COMPOSITION OF THE COMMITTEE

The committee was composed of the following members:

- Prof. Rosamond McKitterick (chair), emeritus professor of Medieval History, Cambridge University, United Kingdom;
- Prof. Frank Willaert, professor of Middle Dutch Literature, University of Antwerp, Belgium;
- Dr Annemarieke Willemsen, curator Medieval Department, National Museum of Antiquities ('Rijksmuseum van Oudheden'), the Netherlands.

The Curricula Vitae of the committee members are included in Appendix 2.

Dr Floor Meijer of QANU (Quality Assurance Netherlands Universities) was appointed secretary to the committee.

### INDEPENDENCE

All members of the committee signed a statement of independence to confirm that they would assess the quality of NRSMS in an unbiased and independent way. Any existing personal or professional relationships between committee members and the research unit(s) under review were reported and discussed in the first committee meeting. The committee concluded that there were no unacceptable relations or dependencies and that there was no specific risk in terms of bias or undue influence.

### DATA PROVIDED TO THE COMMITTEE

The committee had received the self-evaluation report of the unit under review, including a number of appendices such as the Joint Regulation NRSMS for the 2012-2016 period, the DCH-LOGOS memo on coordination and cooperation between national research schools in the Humanities, and the report of the previous peer review committee as part of the 2010 ECOS accreditation.

In addition, the committee received the following documents:

- Terms of Reference;

- SEP 2015-2021.

## PROCEDURES FOLLOWED BY THE COMMITTEE

Prior to the first committee meeting all committee members independently formulated a preliminary assessment of the unit under review based on the written information that was provided by NRSMS.

The site visit of the research school took place on 4-5 October 2016 (see the schedule in Appendix 3) in Groningen. Preceding the interviews with management and representatives of NRSMS, the committee was briefed by QANU about research reviews according to SEP. The committee discussed the preliminary assessments and decided upon a number of comments and questions. It also agreed upon procedural matters and aspects of the review.

After the interviews the committee held a final committee meeting in which it discussed its findings and formulated its assessment. This assessment was based on the documentation provided by the research school and the information gathered during the interviews. To conclude the site visit, the chair presented the committee's findings to representatives of the Faculty of Arts and NRSMS.

After the site visit, the committee's findings were set out in a report. The draft report was presented to the NRSMS for factual corrections and comments, which were discussed by the committee. The final report was sent to NRSMS, the coordinating Faculty and the Board of the University of Groningen.

## REVIEW CRITERIA

National research schools were previously (1992-2014) assessed and accredited by the ECOS committee (*Erkenningscommissie Onderzoekscholen*) of the Royal Netherlands Academy of Arts and Sciences (KNAW). In line with the two primary responsibilities of research schools – coordinating and facilitating research and providing PhD education – ECOS assessment focused mainly on research and teaching.

With the introduction of the Standard Evaluation Protocol 2015-2021, the responsibility for the assessment of research schools has shifted from ECOS to SEP review committees. The training and supervision of PhD students is an integral aspect of SEP 2015-2021 and SEP committees are consequently requested to review both local training programmes offered by Graduate Schools at the Faculty level and discipline specific courses provided by (national) research schools. As a rule, research schools are assessed within the context of the SEP review of the research unit that acts as the lead unit for the research school. A separate document (*Handreiking kwaliteitsbeoordeling Onderzoekscholen*) describes the procedure for research school reviews.

The SEP criteria and rating scale (as described in Appendix 1) do not necessarily fit research schools. Although the abovementioned *Handreiking* provides some guidance, setting the review criteria is largely left to the Board of the university that coordinates the research school. In consultation with the Boards of the other universities that participate in the research school, this Board determines the Terms of Reference for the review. In the present review, the committee was requested to assess the following three aspects:

1. The quality of the training and supervision of PhD students provided by NRSMS;
2. The NRSMS management (independence, responsibilities, budget);
3. The added value of the research collaboration within RSMS (interactions between disciplines, nations or with societal stakeholders).

After studying the documentation and conducting interviews with representatives of the school, the committee established that the focus in recent years has been on the graduate training programme rather than on maintaining a common research agenda. As a result, the committee's findings mostly relate to the first two aspects.



### **3. RESEARCH REVIEW NETHERLANDS RESEARCH SCHOOL FOR MEDIEVAL STUDIES**

#### **4.1. Introduction**

The Netherlands Research School for Medieval Studies (NRSMS) was established in 1993, replacing an earlier informal network for medieval studies among Dutch Universities. It was first accredited by ECOS in 1994 and the accreditation was extended after formal assessment in 1999, 2004 and 2011. The Research School comprises the University of Groningen, Leiden University, Utrecht University, Radboud University Nijmegen, the University of Amsterdam and Vrije Universiteit Amsterdam. In addition, medievalists in two Royal Dutch Academy Institutions, Huygens/ING and Fryske Akademy, also contribute, and there are strong and long-standing ties with the medievalists from the Belgian universities of Antwerp, Ghent, Leuven and Brussels, who make up a cooperative body (or: network) of their own, the Flemish Medievalist Association (*Vlaamse Werkgroep Mediëvistiek*).

The NRSMS is administered by the Faculty of Arts in the University of Groningen, which employs its current Director (0.2 fte) and Secretary (0.6 fte). The latter has served as Secretary for the Research School since its inception. Representatives of the participating Universities make up the School's Board, responsible for policy decisions, and the Committee for Teaching and Research, responsible for organising and evaluating the teaching programme and planning joint research activities. In the near future, the School plans to re-establish its International Advisory Board.

The Research School for Medieval Studies is committed to the interdisciplinarity such an organisation implies, embracing medieval history, art history, literature, language, codicology, philosophy, theology, law, music and archaeology that crosses conventional boundaries between Departments and Faculties in the home universities.

NRSMS's mission is threefold. It aims to (1) maintain a network for research and research-related education within Medieval Studies, (2) offer interuniversity graduate training and (3) encourage and support (inter)national research cooperation in the field. The School has formulated a number of priorities that correspond to the different components of the mission. It intends to function as an internal and external point of contact for the field in order to create focus and mass, facilitate and coordinate the mobility of research master's and PhD students, and promote Flemish-Dutch cooperation.

#### **4.2. Administration**

The committee established that the current administrative structure has worked well during the review period. The Director and Secretary are supported by the NRSMS Board, the Committee for Teaching and Research, and the teachers specifically responsible for the coordination of particular courses, for example, *Working with Medieval Sources*, *Foundations of Own Research*, and *International Medieval Studies*. This arrangement guarantees a high level of involvement from all participating universities. It was mentioned that the School plans a change in its staffing, reducing the appointment of the Director to 0.1 fte and adding a Training Coordinator (0.2 fte) to the staff. This is envisaged as a more accurate reflection of the current situation, in which graduate teaching is prioritised over research activities. The committee found that the case for a Coordinator overall was less compelling and requires further thought in relation to, first of all, the position of the Director and, secondly, the impact on financial resources.

During the review period, the School's annual budget consisted of lump sum financing by the Deans of the Dutch Humanities Faculties (*Disciplinary Consultation Humanities, DCH*, €40.000) and the National Commission for Sustainable Humanities (*Regie-Organ Geesteswetenschappen*, €16.000). This fixed budget was supplemented with teaching fees paid by the partner universities for the participation of their research master's students (€500 per student, for two years) and PhD students (€1000 per student, for the duration of the PhD project). On average, the annual budget amounted to €73.000, based on the yearly influx of 7 PhD students and 20 research master's students. So far, the School has managed to stay within budget, but this is expected to change in 2017, when lump sum funding will be reduced and staff expenses will grow. For the coming year, a €12.000 deficit is foreseen, which will be covered by drawing on the School's operating reserve. In the committee's opinion, the funding of the School is manifestly unsatisfactory, for it depends on short term provision from reserve

funds which will very soon be exhausted. Already, cuts have been made and every effort has been made to run the programme more economically. This has sometimes unfortunately been at the cost of the more social and networking aspects of the research master and PhD meetings and workshops. This is all the more regrettable as precisely these social activities contribute to the successful completion of doctoral projects by PhD students who very often feel isolated in their home universities. Faced with further budget cuts, the School is looking for alternative sources of funding. The committee was pleased to hear that the core researchers are developing applications for funds for the School to function as a research community, which might include provision for research training. The successful application for NWO's Graduate Programme (2013) can be considered a sign of NRSMS's fundraising potential.

Since its inception in 1993, NRSMS has been located in Groningen, but this is about to change. In 2015, DCH decided that the coordination of research schools should be on a fixed-term basis and NRSMS was designated as a candidate for rotation because of its long-standing relationship with Groningen. The committee heard different reactions to both the principle and prospect of relocation. There seems to be general agreement about the principle, but also recognition of the complications for the University of Groningen. Furthermore, there is neither consensus nor clarity on the benefits of relocation. Certainly there was no sense of urgency. The committee neither saw nor heard any evidence that national engagement in the School was suffering in any way because of its present location. All the groups it met emphasised how well the Groningen administration of the School worked, how indebted they are to the Director and Secretary, and how well all the members of the School in the various universities work together. If and when re-location takes place, it was clear both that a five-year period of being in charge was considered to be too short by all parties involved and that a critical mass of medievalists wherever the School might be relocated was essential. These observations by representatives of the School left the committee unconvinced of the necessity for a move in the near future.

The previous review committee (2010) made a number of recommendations with regard to raising the profile of the School. During the current review the question of visibility was once again touched upon in a number of the discussions. Some of this was in relation to the degree to which members of the school, students and staff, engage in public history and communication of their subjects to a wider audience. As a practical measure, the website is in urgent need of updating. The School would also be wise to use social media to enhance the visibility of its work and the accessibility of its activities.

#### **4.3. Training of PhD and research master's students**

An essential function of NRSMS is to combine the resources of the separate universities for graduate research training. Following the 2011 agreement between DCH and LOGOS, the National Council for Research Schools within the Humanities, NRSMS has committed itself to providing discipline-specific training to research master's students as well as PhD students. Registered PhD students follow a compulsory training programme of 12 EC (spread out over three years), while research master's students can choose from approximately 20 EC of individual course units. The training programme focuses on an interdisciplinary approach, but also offers short specialist courses and courses on the technical aspects of medieval studies, such as palaeography, diplomatic and codicology. This takes the form of Summer and Winter schools, master classes, PhD conferences, workshops and research training schools, often with visiting international experts. Occasionally these have involved workshops with groups of graduate students from outside the Netherlands and Belgium. These specific courses and meetings are part of a wider network of research and research-related education.

The committee was very impressed, not only with the content and diversity of the programme but also with its flexibility. Teachers clearly adapt the content according to particular cohorts of students. This applies not only to the topics the students are studying but also to practical issues such as the language of communication. The committee was also deeply impressed with the commitment to graduate teaching, the thoughtfulness about students' needs, and concern about their future career development. The committee should like to suggest continuing and expanding the use of the rich medieval sources – texts and material objects – that are unique to the Netherlands. Further, greater use should be made of collections of objects in Dutch museums. This will have the benefit of greatly enhancing and facilitating the School's own wish to embrace material culture in all aspects of their research.

The committee was pleased to find that digital methods have their place in the training

programme, particularly in the *Working with Medieval Sources*-course. It would like to encourage the School to explore more ways to emphasise Digital Humanities, so that students become aware of their limits and possibilities and reflect on the new opportunities they create, both for research and educational purposes.

The teaching programme depends on the commitment of the teachers, some of whom have actually retired from their university posts but are still more than willing to share their expertise. It is wonderful for the students that they do so, but this is in itself a vulnerable basis for teaching provision, exacerbated by the difficulty professors and researchers still on active duty have in offering protracted courses or even short single components on top of their obligations at their home universities. Some universities have recognised the time given to the NRSMS teachers as far as the coordination of courses is concerned, but individual contributions are still essentially made on top of the normal workload. The committee recommends that the Deans consider how they might ameliorate this problem and acknowledge the time teachers give to the School's programme, given both the essential nature and success of the teaching the School offers and the benefits it brings to each university in terms of renown and reputation.

The committee also learnt that some PhD and research master's students in Medieval Studies do not participate in the programme, largely – in the case of the research master's students at least – for lack of information. The NRSMS administration needs to be accurately and timely informed about who is actually registered for the relevant research master programmes in the various universities so that effective communication can be established. Self-funded 'external' PhD students present a problem in that there appear to be costs attached to their participation that are not covered from any source. The committee recommends that some means be found to enable them to participate.

During the site visit, the future careers of the graduate students, especially those unable or disinclined to remain in academia, were a recurring topic. The committee suggests that setting up meetings with professionals in other fields or professions (who already have PhDs) might be encouraging for the students. Some of this already happens in the context of specialist classes. There could also be a seminar for recently completed PhDs in other professions and current PhD students (a so-called *terugkomdag*). This would enhance the students' appreciation of the professional value of the PhD.

Completion rates remain a cause for concern. None of the 37 PhD students of the 2007-2012 cohorts managed to graduate within four years, while after seven years only a little over half (54%) of the students had completed their projects. Over a third (35%) of the students from these cohorts are still working on their dissertations. Later cohorts, however, are expected to perform better in terms of timely completion. The research attitudes of the School and the essential preparation within the research master's courses seem to be bringing about a more pragmatic approach and 'culture of completion' to submitting the PhD in good time. PhD students within the School's programme present their work to their peers. Peer group encouragement and support compensate in some measure for what might sometimes be lacking in supervision in their home universities. While the School cannot influence local supervision practices, in this way nevertheless it can help PhD students to keep a steady pace throughout their projects.

The international scope of the programme is clearly working well in relation to Flanders and the UK. There seems to be a fruitful exchange of teaching provision, including master classes, lectures and workshops by international experts. The introduction of the course on International Medieval Studies and its formalised preparation of research master's students to present papers at the annual Leeds International Medieval Congress is particularly to be commended. The funding of such activities, however, remains an issue, and has the potential to create inequalities. The committee also feels that there is potential for a greater degree of networking and meetings between the students of NRSMS and their counterparts in, for example, Germany, France, Eastern Europe and Scandinavia. It appreciates that these suggestions have financial implications and will involve more time commitment.

#### **4.4. Interuniversity research cooperation**

The focus in recent years has been on the development and enrichment of the teaching programme. The bulk of the self-evaluation report and discussions during the site visit concentrated on this aspect of the School's activities.

The committee was pleased to hear of new plans to revitalise the School as a research community. The younger members of the School, who themselves were educated within NRSMS, are clearly now eager to plan collaborative multidisciplinary research projects. The NWO Graduate Programme project (with four PhD students involved) on *Communication and the exploitation of knowledge*, which started in 2013, has provided one model. Other interesting themes are in the process of development in order to exploit new opportunities for working together, especially across disciplines. The School obviously provides the logical framework and supportive network for such joint ventures. Collaborative work would not only strengthen the Research School but also continue its essential support for medieval studies in the Netherlands.

The School may also have a role in maintaining the importance of independent scholarly endeavour. The current trend of universities to impose 'Strategic Research Priorities' on all researchers following government requirements poses a potential threat to intellectual independence for PhDs and postdocs as well as more senior researchers. The School may help its members in devising their own research frameworks that allow high level original research in medieval studies to flourish.

## 4. RECOMMENDATIONS AND CONCLUSION

The committee would like to offer the following suggestions for further improvement:

- As is acknowledged in the self-evaluation report, the website (built in 2011) requires updating, which is indeed scheduled for late 2016. The School should also consider using social media to enhance the visibility of its work and the accessibility of its activities.
- Digital Humanities should be given an even more prominent place in the curriculum, so that students become aware of their limits and possibilities.
- It is advised to continue and expand the use of the rich medieval sources, both texts and material objects, that are unique to the Netherlands. Further, greater use should be made of collections of objects in Dutch museums, which extend beyond the coins, seals and medals collections mentioned in the self-evaluation report.
- The self-evaluation report indicates that as of next year each course will have a coordinator who is paid by his/her own university. Course teachers, however, are not always compensated for their time investment, either financially or in having the time committed to this extra teaching acknowledged. The committee recommends that the Deans consider how they might ameliorate this problem.
- In the past, self-funded PhD students have been able to participate in the training programme, but because of budget cuts this is now no longer necessarily the case. The committee recommends that some means be found to enable their continued participation, which is obviously beneficial for external PhDs themselves and for the cohesion in the group.
- The committee suggests improving the lines of communication with local research master's coordinators, as not all students are adequately referred to the NRSMS for the research school part of their education.
- To make students aware of the possibilities in terms of non-academic careers, the committee suggests setting up meetings with PhD graduates in other fields or professions. Graduates could also be invited to interact with current students during an annual *terugkomdag*.
- Although the research cooperation that is facilitated by NRSMS already covers large parts of Europe, within the training programme there is potential for a greater degree of networking and meetings between the students of NRSMS and their counterparts in, for example, Germany, France, Eastern Europe and Scandinavia.

All these suggestions should nevertheless be understood within the committee's appreciation of the excellent job the NRSMS is doing. It is one manifestation of the very high standards of scholarship in medieval studies within the Netherlands that underpin Dutch scholars' reputation for international excellence in the field. The training for students, range of master classes, workshops and conferences is clearly very successful and the structure of classes, mixture of introductory, technical training and specialist short courses is well balanced in an intellectually coherent way. The effort to make workshops more interdisciplinary has borne fruit. The range is impressive. The committee wish to praise in particular the admirable commitment on the part of Dutch medievalists to all this research training, for they clearly are taking care of the future of the field.

The function of the school as a forum for intellectual exchange is also important and it does bring the medievalists of the Netherlands together in instrumental ways. It is understood that all universities are suffering from budget cuts but it is essential that these do not fall disproportionately on the humanities, which are, after all, relatively cheap in relation to some of the natural sciences. If the Netherlands is to retain its international reputation, not least for the excellence of its technical training of researchers in the field of medieval studies, then the funding position of the Netherlands Research School in Medieval Studies, for all the reasons

included in this report, clearly needs to be reviewed. It is an essential component of the position of medieval studies in the Netherlands.

# APPENDICES





## APPENDIX 1: EXPLANATION OF 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: CURRICULA VITAE OF THE COMMITTEE MEMBERS

**Rosamond McKitterick (chair)** is Professor Emerita of Medieval History in the University of Cambridge, formerly Director of Research in the Faculty of History, a Fellow of Sidney Sussex College and, since 2011, Chair of the Faculty of Archaeology, History and Letters of the British School at Rome. She holds the degrees of MA, PhD and Litt.D from the University of Cambridge and also studied Palaeography as a graduate student at the University of Munich 1974-75. She is Fellow of the Royal Historical Society and Royal Society for the Arts, Manufacturing and Commerce in Britain, as well as being a Korrespondierendes Mitglied der Monumenta Germaniae Historica, Germany, a Korrespondierendes Mitglied im Ausland, phil.-hist. Klass, Oesterreichische Akademie der Wissenschaften, and a Corresponding Fellow, Medieval Academy of America. She has held short-term visiting Fellowships at the British School at Rome (2002); the Netherlands Institute of Advanced Study in the Humanities and Social Science (Royal Dutch Academy) (2005-2006); Scaliger Instituut, Universiteit Leiden (2005-6 and 2010) and the American Academy in Rome (2011). She was the LECTIO Professor at KU Leuven in 2015. In 2010 she was awarded the Dr A.H. Heineken International Prize for History by the Royal Dutch Academy. Her publications, to date 26 books and edited books and 160 articles and chapters in books, include *The Frankish Church and the Carolingian Reforms 789-895* (1977); *The Frankish Kingdoms under the Carolingians, 751-987* (1983) *The Carolingians and the Written Word* (1989) *Books, scribes and learning in the Frankish kingdoms, sixth to ninth centuries* (1994); *Frankish kings and culture in the early middle ages* (1995) *History and memory in the Carolingian world* (2004); *Perceptions of the past in the early middle ages* (2006); *Karl der Große/ Charlemagne: the formation of a European identity* (2008); *Change and development in the medieval book* (with Erik Kwakkel and Rodney Thomson) (Leiden, 2011).

**Frank Willaert** studied Germanic Philology in Kortrijk (1970-72) and in Leuven (1972-74), and Medieval Studies at the Centre d'Études Supérieures de Civilisation Médiévale in Poitiers (1976-77). As a teaching assistant, he taught Dutch linguistics at the universities of Antwerp (1974-75) and Leuven (1975-76) as well as Middle Dutch literature at the latter university (1977-82). In 1982, he obtained his doctorate *cum laude* with a thesis on the poetics of the 13<sup>th</sup> century mystic Hadewijch of Antwerp. From 1982 to 1984, he worked as a lexicographer in the Institute of Dutch Lexicology in Leyden. In 1984, he was appointed professor for Middle Dutch literature at the University of Antwerp, a chair he has been holding until now. He has mainly published on medieval lyrical poetry and on mystical authors such as Hadewijch and John of Ruusbroec. In 1996, he became a member of the Royal Academy of Dutch Language and Literature, and is currently acting as its vice-president. He is also a foreign member of the Royal Netherlands Academy of Arts and Sciences. In 2016, he held the Rubens chair at the University of California – Berkeley.

**Annemarieke Willemsen** studied Art History & Archaeology at Radboud University Nijmegen, where she received her PhD in 1998 for a thesis on late medieval children's toys. In 1996 she was awarded a Dr. I.B.M Frye Stipendium for promising female researchers. Since 1999 Willemsen has been working at the National Museum of Antiquities as curator of the Medieval Department, where she is responsible for all finds from Dutch soil from the post-Roman era. She published extensively both for an academic and a larger audience. In 2014 her article on medieval belt mounts in *Medieval Archaeology* won the Martyn Jope Price. Among her key exhibitions with publications are 'Vikings!' (Bonn, Utrecht and Roskilde, 2005-2006), 'Dorestad. Medieval Metropolis' (National Museum of Antiquities, 2009) and 'Golden Middle Ages. The Netherlands in the Merovingian World, 400-700 AD' (National Museum of Antiquities, 2014). In 2013 Willemsen was a visiting fellow at the ARC Centre of Excellence for the History of Emotions at the University of Western Australia in Perth.



## APPENDIX 3: PROGRAMME OF THE SITE VISIT

Tuesday 4 October

Time	Location	Item	Persons
18.30 – 22.00	Stadscafé Pronk (Herfstzaal). Address: <a href="#">Vismarkt 56</a>	Opening diner + PRC preliminary meeting	<b>PRC (4):</b> Prof. Rosamond McKitterick (Chair), Prof. Frank Willaert, Dr Annemarieke Willemsen, Dr Floor Meijer (Secretary)

Wednesday 5 October

09.00 – 09.30	Board room 1315.0331 (Harmoniecomplex), Address: <a href="#">Oude Kijk in 't Jatstraat 26</a>	Preliminary meeting PRC	PRC (4)
09.30 – 10.00	Board room 1315.0331	Opening, meeting with FB, Dir. Ozs, Dir. ICOG	PRC + Prof. G.C. (Gerry) Wakker (Dean); Prof. C.G. (Catrien) Santing (dir. Ozs); Dr. L.M. de Rooter (secr. Ozs); Prof. L.K.A. (Liesbeth) Korthals Altes (dir. ICOG); M.C. (Maarten) Schunselaar, MA. (9)
10.00 – 10.50	Board room 1315.0331	Meeting with PhD supervisors	PRC + Prof. S. (Sabrina) Corbellini (RUG); Prof. B.A.M. (Bart) Ramakers (RUG); Prof. C.G. (Catrien) Santing (RUG). (7)
11.00 – 11.50	Board room 1315.0331	Meeting with NRSMS Board + COO	PRC + Prof. A.F.W. (Lex) Bosman (UvA; Chair Board); Prof. S. (Sabrina) Corbellini (Board); Dr J. (Jelle) Koopmans (UvA; Chair COO); Dr E. (Erik) Kwakkel (UL; Board); Dr M.L. (Martine) Meuwese (UU; COO). (9)
12.00 – 12.45	Board room 1315.0331	Meeting with ReMa and PhD students	PRC + Nathan van Kleij, MA (UvA); Lieke Smits, MA (UL); Marianne Ritsema van Eck, MA (UvA); Pieter Boonstra, MA (RUG); Theo Lap, MA (RUG). (9)
12.45 – 13.45	<i>Canteen Harmonie</i>	<i>Lunch</i>	<i>PRC (4)</i>
13.45 – 14.35	Bestuurskamer 1315.0331	Meeting with course teachers	PRC + Dr. R.M.J. (Rob) Meens (UU); Prof. C.G. (Catrien) Santing (RUG); Dr. R. (Robert) Stein (UL); Prof. P.W.M. (Paul) Wackers (UU). (8)
14.45 – 15.35	Board room 1315.0331	Meeting with postdocs and principal investigators	Prof. P.J.J.M. (Paul) Bakker (RU); Prof. A.A.M. (Bart) Besamusca (UU); Prof. S. (Sabrina) Corbellini; Dr. S.A. (Suzan) Folkerts; Dr. J. (Jelle) Koopmans (UvA); Dr. K. (Katell) Lavéant (UU). (10)
15.45 – 17.15	Board room 1315.0331	PRC discussion and work on report.	PRC (4).
17.15 – 17.45	Board room 1315.0331	PRC presentation, closing.	PRC + Prof. G.C. (Gerry) Wakker (Dean); Prof. D.C.M. Raemaekers (Vice-dean); Prof. C.G. (Catrien) Santing (dir. Ozs); Dr. L.M. de Rooter (secr. Ozs); M.C. (Maarten) Schunselaar, MA. (9)
18.30 – 21.00	Louis XV (bovenzaal). Address: <a href="#">Oude kijk in 't Jatstraat 47</a>	Closing diner	PRC (4)