It hardly ever happens that I, as the dean of UCR, get jealous of other universities. Not if I see their facilities – who else gets to work and study in one of the most beautiful buildings in the Netherlands? Not if I consider their programs – I’ve seen far too many students benefit from the huge ‘academic banquet for intellectual gluttons’ that we call Liberal Arts and Sciences. Not if I meet their teachers – struggling to get as much recognition for their classes as they do for their list of publications. Not, finally, if I meet their students – I’ve always felt that we somehow manage to attract not only the best and the brightest students from all over the world, but also the nicest.

There is one exception, however. One moment in the past years when I felt a true pang of envy. This was when I saw an advertisement sporting a student smiling happily, and wearing a t-shirt with ‘Not a Number’ upon it. That advertisement, I felt, should have referred to us. It captures all that is so special about the Roosevelt – the way we originated and in which we have grown over the past decade. At a small college like ours no student or colleague is a number and counts towards bringing something very special to this academic community. A community, essentially, that was formed around a shared commitment towards excellence in teaching and learning, and a shared belief in the power of dreams, that built a true Academy over the years. As the famous anthropologist Margaret Mead wrote: ‘Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has’. It’s because of all these individual contributions that we have, over the past decade, achieved much more than anyone – even ourselves – could have imagined.

Of course, we do have numbers to come up with. 10 years! More than a 1000 alumni! The 90% of the students who graduate in three years. The 93% of our graduates that is satisfied with their studies. The 80% of our budget that goes to teaching. The course evaluations, the average GPA, the amount of feedback given in every course, the rankings, the amount of tenured faculty, the admissions to master’s programs, the research done and projects set up… Numbers enough. But, as Einstein said, ‘not everything that can be counted counts, and not everything that counts can be counted’.

This anniversary book does an excellent job at capturing all those things that can’t be counted. The anniversary book team, consisting of Maan, Denise, Annemarie, Lucy, Martien, Sanne, Anneloes, Daan, Victoria, Ernestine, Cees and Willem did a magnificent job at capturing the spirit of our community. It is this spirit that forms the reason why so many prospective students say that ‘this place just feels right for me’. And it are these things, after all, that we celebrate at our 10th anniversary. Not the numbers, but the dreams that we realized, the friendships we made, the lessons that we learned and all else that, in life, truly counts.

Professor Barbara Oomen, Dean of UCR
Index

Introduction .......................................................... 5
Index ................................................................. 7
Global citizenship from your armchair ...................... 9
International faculty about UCR ................................. 11
‘In 10 years, all universities will be collegiate’ ............. 15
10 years of Community RASA chairs and valedictorians look back ........................................... 20
The UCR community in numbers ................................. 26
Tutor story / Tutee stories ......................................... 30
Back to the roots ... about education and emancipation ... 33
A day in the life of the Dean ....................................... 40
10 people you don’t often see but are very important to (your time at) UCR .................................................. 41
10 wonderful places in the Roosevelt buildings ............. 44
Teaching excellence at UCR ....................................... 45
The Middelburg Cliché .............................................. 47
A view from the top: UCR’s Managing Director ............. 50
10 times RASA ....................................................... 51
UCR couples ........................................................ 54
Location location location ......................................... 58
International Students about UCR ............................. 65
Looking beyond the ‘Bubble’ - friendships in Middelburg ... 74
10 years in pictures ................................................... 80
See you in 10 years .................................................. 86
UCR developed the Going Glocal program in an effort to bring together education and research in the field of global citizenship. During the semester, students taking part in the program follow specific courses, familiarizing themselves with current literature and practice in the fields of democratic citizenship, human rights, decolonial understanding and global justice. Over summer, participants take part in a special internship, for which they travel to either Namibia or Mexico. During the internship, students work with local youth organizations on projects ranging from education to sports and from social movements to the rights of indigenous peoples. Once back in Middelburg, participants are asked to reflect on their experiences abroad, and based on those experiences develop teaching materials on global citizenship for different schools in Zeeland.

This is the official Going Glocal story. But what are the real experiences of students participating in the Going Glocal program? Over the years, participants have written blogs about their day to day experiences as students of global citizenship in Namibia and Mexico. Experience the Going Glocal program through their eyes!

Nicolas Castellon – 18 July 2012 – Namibia

We were waiting at the airport and one of the first things I noticed was the gear the other tourists were wearing. I was dressed very casually, slip on shoes, jeans, and a shirt. The other tourists wore heavy duty boots, multi-pocket pants, vests, safari hats and the mighty-cliche: the overly packed back-pack, including sleeping bag, mosquito net, inflatable mat and a big traveler’s book. These tourists will probably try camping out in the wild, pitching their tent, exploring terrain, having a bond fire to keep warm - you know, being one with nature like the noble savage. Why? Is it because their countries are so soundly planned and there isn’t any “wild”-nature? This is part of the image of Africa- its wild and you must be prepared against anything.

Is this true? Is Namibia really that “wild”? Isn’t it like any other country? There are hotels and hostels, there are convenience stores, tech-shops, fast food chains, paved roads and 5-star restaurants. When you go out on safari- do you walk along the path? Doesn’t a truck take you around and the walking is actually a minimum? Well I guess I will have to find out first hand. Its boarding time- so I guess it’s time to start this adventure!

Zhara Yusifli – 30 July 2012 – Namibia

“So, which tribe are you from?” - Was the follow-up to the what is your name? question from the learners I met in Namibia. I tried to explain that in Azerbaijan people don’t relate themselves to tribes. To indicate on our ancestral roots we at times refer to the region our parents or grandparents are from. However, that has rarely anything to do with “the tribe” per se. Their response to my clarifications was that without a tribe there can be no culture. It made me think whether for Namibians being affiliated with a group of people means having a culture, traditions and heredity. Are these notions inseparable to the degree that one implies the other? Does it determine who you are and what you are made of?
Sanne, Roos-Marie, Marit & Monique – 5 August 2013 – Mexico

On Friday morning we left Unitierra to go to the Zapotec community of Teotitlan del Valle. We took the bus first, after which an interesting taxi-ride followed: 8 people in a 4-door car. Slightly uncomfortable we got our first impression of the town. In the door posts of a lot of houses hung woven rugs, carpets and bags, and at the market square were stalls selling similar woven items. Lindsey, who works at Unitierra, guided us to the house of Pastora. Pastora is one of the women of the weaving cooperative La Vida Nueva. As all Mexican people we’ve met so far, she was very welcoming and kind. She informed us that we would take some time to relax first; to live ‘tranquillo tranquillo.’ This turned out to mean doing nothing but talking, reading, resting. We quickly adapted to their way of living and enjoyed a quiet afternoon (though including an elaborate lunch).

Leonie Horne – 30 July 2014 – Namibia

Just as quickly as we arrived in this dusty town we are now saying our goodbyes. The last 4 days have been a whirlwind of hugs, kisses, promises of staying in touch and a few tears. I’ve been so unbelievably busy that blogging hasn’t even passed my mind. And by busy I mean running from one activity to another with just about enough time to breath in-between not UCR “I’m so busy but setting aside 3 hours a day for YouTube videos is perfectly acceptable” kind of busy. Nevertheless, I’m not complaining! In the last four days we’ve planned, set and filmed a music video, pulled off Opuwo’s newly formed drama club’s first performance, organized and established “Girls club”, learnt how to sew pillows, thrown a pizza party for my class, hung out with pre-schoolers and attended a farewell braai.

Nienke – 30 July 2012 – Namibia

During our stay here in Opuwo I have noticed that it is very normal here for people to randomly start talking on the streets. Most of the time it is something in the context of “hey, how are you today?” or “hey, how is your morning?” The students at Mureti High school still try to test us on our Otjiherero skills - but there are just so many ways of saying these kind of things. One thing that I have learned is that “nawa” or “inawa” is in most cases the safest option to choose for an answer. As far as I know it means “good”, but yesterday I learned that it is also used as a greeting - so it is actually always the right response.

Margaret Morris (United States)
Teaches English for Academic Purposes

“What the students are magnificent”
What I enjoy most about working at UCR is the contact with students. I enjoy hearing what they have to say. UCR students are interested in different questions than maybe other students are interested in. They have a willingness to push us teachers. They are insightful for such young people.

“They know I’m there”
My tutees know I’m here if they have a question. It’s nice for them to know they can come if they need to, and it’s especially important for the ones who are unsure. The tutoring system at UCR is much different than in the U.S.; there students have advisors, but here the system here is more intensive.

“We got a real American”
What makes me a good teacher? I’m good at giving detailed intensive feedback on a person-to-person basis. It’s time-consuming, but it’s what I should be doing – creating a better writer. My students also appreciate that they are taught by a native speaker (or, in their words, “We got a ‘real American!’”).

“What I’m teaching is taking hold”
As preparation for the first essay I was talking with my students about how to format their papers according to different styles (MLA, APA, etc.). This was something they didn’t know how to do yet, and so I showed them how to do it. When that first essay came in, I got half the papers in any old style. I was floored. I had spent so much time telling them how to do it! But then the second essay came, and they were all in a correct style – perfect – running heads, page numbers, the whole bit. They got something I said, and now the papers are so much better. What I’m teaching is taking hold.
“I ended up at UCR almost by accident”
One day in 2006 I was sitting in my office at the University of Ghent, working on my Ph.D., and the phone rang. It was someone I’d never met, asking me if I would be interested in a temporary lectureship at a small Liberal Arts and Sciences college in the Netherlands. I accepted. Six months after that initial, temporary lectureship ended I was invited to come back full time.

“I like being part of a big effort”
When I first came to UCR I didn’t know anything about honors colleges, and only a little about Liberal Arts and Sciences. But I was attracted by the idea of working at one of the first Liberal Arts and Sciences colleges in the Netherlands. I liked the idea of being part of a big effort, of fulfilling a role in a big ambitious project.

“I felt like ‘I’ve got to do this’”
Recently I began experimenting in my courses with ways to encourage students to be more intrinsically motivated. I felt students were not learning enough, and I also wanted a way to measure my own progress as a teacher. UCR is a good environment for this kind of experimentation because instructors have a lot of autonomy within their courses, and there’s a general atmosphere at UCR that supports this kind of innovation. I’m constantly thinking about ways to improve.

“When they ask questions that make me think”
That’s the mark of my success as a teacher. When they push forward with questions, and the questions are not trivial – they’re worth thinking about.

“The tutoring system can really have an effect on students’ academic success”
Some students benefit from picking up good working habits. Maybe they have no idea what an agenda is or why they should use one, or why they should read the student handbook. My main contribution as a tutor is in pointing out why it benefits them to do certain things. And it really can affect their behaviour for the better with good consequences for their academic success. They pick up your habits of thinking, problem solving, ways of working, planning. You show them yourself in action, and they see that it’s not cheap talk; he’s actually doing it.

“We have a lot of answers as to what works but we don’t always understand why”
My ideas about the future of UCR? I would like us as an institution to work toward a theory of learning that would guide teachers in developing their own methods. Currently, if people innovate, they often just fix certain problems, without necessarily working from any overarching theory of learning. I’d like to see us work toward something more explicit about exactly how we think students learn.

“I’m bathed in it. I believe in it”
I came to UCR because I wanted to teach at a college that appeals to a higher quality of student. I love Liberal Arts and Sciences. I’m bathed in it. I believe in it. I taught honors courses at a Liberal Arts and Sciences college in the U.S. But after fifteen years, the program I was teaching on there had been built. The job was done. The possibility to develop a new Philosophy program here at UCR appealed to me. It was a possibility to create something again.

“You’ll hear someone beginning to dare to examine himself”
Success to me as a teacher is when I see a student who is willing to challenge his own parameters, no matter if he’s mastered the content. That to me is perfect. It’s about the student in the back of the class who has never spoken all semester, but who suddenly says something. If I then challenge him, maybe he’ll rephrase, but he remains engaged in the discussion from that point on.

“We need Liberal Arts and Sciences”
We need to graduate Liberal Arts and Sciences specialists who know how to think in terms of all disciplines. We need to create a nice broad human being who might be more interesting than the narrowly-served single-discipline student.

“You’re their institutional protection”
The UCR tutoring system protects the student. You are the person who is going to get the student to class, to make sure they take the right courses. You’re their institutional protection.

“The fact that you are willing to be on call intellectually is part of the philosophical life”
Students often come by our house, and we share dinner with them and chat with them. Among my colleagues in the U.S., very few had students to their home. It was certainly not the norm. But I believe it’s important, because there’s a difference between teaching Philosophy and being philosophical. I believe in the philosophical life. It’s important to show students that it’s okay to have public conversation, to have ideas, to be philosophical. The fact that you are willing to be on call intellectually is part of the philosophical life.

*Alexei Karas was the Social Sciences Department ‘Teacher of the Year’ in 2013 and 2014.*
The first time I saw Hans Adriaansens in action was in November 2003. Together with my mother, I had come to the Open Day of a university college-to-be. It was my first time in the province of Zeeland and the first time I realized that there might actually be someone who could understand my passion for learning, my longing to be part of a small community and my love for Harry Potter-like buildings. My mom was not convinced. She thought it rather weird to move to a small town like Middelburg to study and she found the idea of Liberal Arts & Sciences outlandish.

At the end of the Open Day, Hans came up to us and asked us how we had liked it. I was all giddy, but my mother voiced her concerns. At that, Hans took my mother's hand and made her look out one of the windows of the Gothic town hall. Just imagine, he said, a small group of dedicated students coming together in this beautiful environment. They live and learn together and interact with the best professors in the world, whose main aim it is to make their students excel. Wouldn't it be great for your daughter to be part of that? My mother was convinced and so was I. Now, almost eleven years later I meet Hans again to interview him. We have some history together: after our first meeting at the Open Day he would go on to conduct my admission interview, he was the Dean of the college I called home for three years, and in 2007 he handed me my diploma. In 2010 I met him again, as my employer this time, when I landed a job at the Roosevelt. We now sit down to talk about the past and the future of University College Roosevelt.

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“a small group of dedicated students coming together and interact with the best professors in the world”

Opening University by Queen
Queen Beatrix opened the University by handing over the keys. The University will inhabit the building that was the home of the municipality for 456 years. Bief was there to perform for the Queen, and a movie symbolizing the history was shown.
In 10 years, all universities will be collegiate

The Roosevelt success factor

Hans is somewhat reluctant to talk about the past. When I ask him how he managed to convince 100 students to come to Middelburg in 2004, he tells me to ask my mother (and it is true that she knows firsthand, see above). When I press him further, a certain pride comes over him. There were a couple of factors involved that allowed the Roosevelt to become a success, he tells me. The first one was the success of University College Utrecht, the founding and subsequent excellent results of which garnered a fair share of press attention. Even the negative press turned out to be for the better. The accusations of elitism made the universities attractive to exactly the kind of students they were looking for: serious, hardworking and eager to learn. UCU’s successful graduates also provided the evidence to convince prospective students that a university college could lead to a great career. Many of the students in the first year of the Roosevelt were brother, sisters, cousins and neighbors of students who had gone to UCU. Of course, the beautiful town hall did not hurt either: the promise of a residential student life in such a striking environment drew many students to Middelburg. The town of Middelburg also turned out to have another unexpected attraction. Many parents saw it as a safe alternative to the feared Sodom and Gomorra of large student cities like Amsterdam. The expectation that the college in Middelburg would be a hub of excellence, allowing students to reach as high as they could, to become the best they can, did the rest…

Excellence here, excellence there, excellence everywhere

As we talk about these first years of UCR, I notice that Hans and I both use the word excellence a lot. I confess to him that I think the word has lost a bit of its sheen lately. If everything from wines to swimming pools to dog leashes to academic programs are called excellent now, what value is there left in the word? Hans smiles and explains why the use of the word excellence is so prominent in higher education nowadays, and in the world of university colleges particularly. Back in the 1990s, the success rate of universities was less than 20%. Then Hans came along with a plan to structure undergraduate programs in a completely different way. The universities were not convinced, but let him proceed with the first university college in Utrecht. Against all expectations – who remembers the article of now-minister Ronald Plasterk, calling university colleges fancy daycare centers for lazy rich kids? - UCU and later University College Maastricht and the Roosevelt became a great success. It turned out that university colleges could achieve success rates of over 80%. How could the boards of universities explain this success, which reflected so badly on their conventional bachelor’s programs? The first legitimization came in the form of costs, and the claim that university colleges are much more expensive than conventional programs. Of course, UCR shows that colleges only have to cost a fraction more. The second legitimization found its way in the claim of excellence. Colleges would only select excellent students who then, logically, would also perform better than normal students. I see that this notion still annoys Hans. Everyone who thinks that the key to the success of university colleges is in the selection process understands nothing of this kind of education, he exclaims. The colleges never selected only the excellent students, they just provided students with an environment in which they could become excellent. Excellence is not found in the admissions process, it is created once a student starts the program and is pushed to excel.

“Excellence is not found in the admissions process, it is created once a student starts the program and is pushed to excel.”

The future of Liberal Arts

When I ask Hans what he is up to these days, I cannot help but picture him in my mind as the guardian of university colleges all over the world. He is chair of the Sirius program, which aims to promote excellence in higher education. He is busy with the two university colleges that were founded in China, and the college that will be founded on Sumatra. He is often asked to advise on new educational initiatives. In light of his expertise, we talk about his view on the future of Liberal Arts and university colleges. On a global scale, it is interesting where Hans’ focus lies when I ask him about the future of Liberal Arts. Despite his involvement in the university colleges in Asia, his attention turns to the dream of a network of colleges in Europe. This would comprise of a system of about thirty institutions, all committed to excellent education at undergraduate level. Within this network, there would be an exchange of expertise and faculty. And it is not just daydreaming: the foundation is there, with colleges in the Netherlands, Germany, Sweden and Slovakia and similar initiatives in France and Italy. As these colleges continue to provide the evidence of their success in the form of highly successful alumni, Hans expects more and more institutions to adopt this model. And it also helps, he mentions offhandedly, that we have alumni at many high functions in European politics and media! In the Dutch field of higher education, almost all universities now have a university college. The danger is that they do not look beyond their one college. If undergraduate programs at universities are to have any added value for young people, they need to realize that only a small percentage of what a student learns is taught in class. It is vital that they provide students with a learning experience which is grounded in an inspiring community and good classes. Universities will only maintain their right to exist if they manage to combine the calls for a more individualized program with a more communal learning experience at undergraduate level. Specialization can be offered, as it is now, in master’s programs. In order to realize this for all students, one college per university is not enough. The collegiate system, in which a university is entirely composed of smaller colleges, is the answer to this problem. In ten years, Hans asserts, universities will either have become collegiate, or they will have ceased to exist.

Written by Maan Leo, Head of Communications at UCR and part of the Class of 2007
A student association

Even before the university has officially started, three future-first year students have established a student association for Roosevelt Academy. Everyone will automatically become a member, so there will not be any hazing. Similarly, the students don’t mean to disrupt Middelburg-life, they simply wish to make the city a bit more vibrant.

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Fund for international students

The three rotaries of Walcheren will set up a special fund for Roosevelt’s international students who cannot afford their tuition fees.
An essential part of UCR history is its vibrant student community, with many students putting their hearts and souls into making the best out of the Middelburg student life. A few active students reflect on 10 years of Roosevelt student life, from growing pains to highlights.

Lukáš Veselý Valedictorian Class of 2007

One of the pictures I remember best from my UCR studies is the group photo of the 120 or so newly arrived students (plus Faculty) in the Franklin building, taken on 31 August 2004. This was the day when Queen Beatrix visited Middelburg to open the new town hall across the channel and give the old one to the College. (Back then, UCR was called RA and Franklin was simply the ‘Stadhuis’.) I think I am pretty much the only student missing from this historical picture: The evening before, and also that morning, I was trying to read some articles in advance of the first week’s classes — I was a lot more focused on being prepared than on making it to the mass event with the Queen. In the end I fell asleep around noon and missed not only the Queen but also probably the only photo shooting of the Class of 2007 in its original composition. Luckily I learnt something from this experience and besides studying a lot I also made a lot of friends in Middelburg over the subsequent years.

Daan Schilperoort RASA Chair 2006-2007

2006-2007 was one of the last years of pioneering. It was the year in which we had our first Culture Week - a week full of activities for students and citizens of Middelburg, organized by RASA. After the Bagijnhof and Roggeveenhof, the third residential campus was opened when the first group of students moved into de Koestraat and it was the first year with three generations of students present in de RA community. However, this also meant it was time to say goodbye to the first generation of students: we had our first full-fledged graduation ceremony and started the alumni foundation Aurora. Now, with already ten years of Roosevelt students, this generation of pioneers can look back on a great last year of ‘firsts’.

Matthias Ploeg RASA Chair 2008-2009

Five years ago, Roosevelt Academy (UCR for the more recent additions to our ‘clan’) celebrated its first lustrum. Having left its infant stage, a vibrant student life had emerged, with committees for art lovers, photography adepts, theater enthusiasts and debating devotees alike. A yearly ‘Night of the Talents’ revealed the numerous qualities of RA students and even resulted in the engagement of a fellow RASA board member. Even though the community could benefit from these well-developed initiatives and traditions, students had ample zest for innovation and pioneering. In 2008-2009 a real student broadsheet newspaper was launched as well as a committee for social work and activism (SaRA). Life must be difficult for aspiring committee founders without the useful former acronym of our charming little school. Maybe not an infant anymore, RA and its student community still experienced numerous growing pains. The student Bar Barrel was located in a shabby dungeon and about to be torn down. After another classic housing mix-up, students were forced to locate to distant Driewegenhof. Yet necessity is the mother of invention, and a collective spirit of joint struggle, failure and success has only contributed to a cherished sense of community.

Katie Donaghy RASA chair 2009-2010

Has it really been five years? The days of sitting in the board room watching our fish and dreaming about having wifi feel like they were only yesterday. I remember the day RASA turned five we were all up at early hours in the morning decorating Eleanor making sure it was ready to greet the students. It was one of those days where we were excited and ready to do what it took to make it memorable. Or the day we gave fish as a gift to Hans Adriaansens our former Dean – to hear the news only days later that they had all died. As a board we had many great days full of fun and excitement, and we also had bad days which we had to tackle with a smile. Together we helped each other to do that, and it felt like being a part of a family.

Sam de Vlieger RASA Chair 2010-2011

Creating a student association ex nihilo is not an unguided evolutionary process but more so an attempt at intelligent design. Especially during the first years of UCR, the RASA Boards were mostly focused on being creative, constructive, and innovative. Their efforts contributed to the development of a mature, inclusive and inspiring student association. And so, the seventh year after RASA’s creation was marked by many student initiatives (rowing Vikings, decolonial theatre, establishment of Gay Society) covering a wide array of interests. However, the constructive attitude of the beginning had led to neglect of activism; the expulsion of three students that year disturbed the inclusiveness of RASA. Sometimes a RASA Board has to raise its voice and openly protest decisions taken by the management of UCR. This happened a year later when the RASA Board backed up the student occupation of Eleanor in response to the raise in tuition fees. It is RASA’s unique strength and continuous defiance to be open to the manifold and protest on behalf of the few.
Gerd Coenen RASA Chair 2012-2013

UCR and its community gave me so much. It gave me best friends, it gave me knowledge, it gave me a home, it gave me experience, it gave me love. Gratefully, it also gave me the opportunity to give back, by electing me as RASA chair. As all RASA boards, we had our ups and downs, moments with smiles and moments with frowns. It would be difficult to pick only one thing that characterized our year: intRAweeks, parties, movie nights, trips, are all special and different year after year. All in all the best part of having been in the RASA board – besides wearing fancy medals – is having had the chance to be an intrinsic part of our great community, thank you.

Klaas-Henk Binnendijk RASA Chair 2011-2012

Reflecting on three-and-a-half years in Middelburg, I greatly value the large sense of community I experienced at RA/UCR. I feel many students (including me) have found the freedom to find themselves; even though gossip was omnipresent in our little RA bubble, the large variety in personalities and the high level of acceptance saw to it many of us experienced enough ‘space’ to become who we are. Regarding my year as RASA Chair in particular; I very much enjoyed the great level of involvement in the student community. For example in laying the foundations for Common House Elliott, we’d been a wee bit too optimistic, but the fact that it is finally here two years later exemplifies the students’ involvement and perseverance. Additionally, the Public Forum organized concerning the implementation of the Institutional Fee (Fall 2011) best shows this student-involvement. Even though I was afraid we couldn’t prevent the Fee’s implementation in the first place, I am happy to have seen many students stand up for their ideals, ‘fighting’ to safeguard the (socio-economic) diversity of future RA generations.

Emma de Moel Valedictorian Class of 2012

What I remember most of 2012 is the end of it; the passing of the torch to a new RASA board and to a new class in the last general assembly for the RASA board of 2011-2012. It was a bittersweet moment when the gavel was passed, and Klaas-Henk made his closing speech. The cheers, the clapping, and the roaring standing ovation from the audience was the ultimate sign of loyalty and solidarity, and brought tears of joy to my eyes and a surge of pride in my fellow board members, but especially in my fellow classmates. It was their hard work, their creativity, and their passion that had filled that year with unforgettable events, forged lifelong friendships, and fostered that unique community feeling that is UCR’s best feature.

Inge den Oudsten Valedictorian Class of 2013

Second semester, stats 100. The second part of the course consists of a small project which includes doing some statistical research. Of course, as truly eager freshmen, our group wants to do an internationally relevant project, and therefore we decide to focus on bilingualism in Brussels. After some preliminary research (read: watching several funny YouTube clips on Belgium) we create a beautiful survey in both English and Dutch, prepared to ask those Belgians all about their bilingualism. We arrive in Brussels and enthusiastically start asking people if they would be so kind as to fill out our survey. After hearing “Je suis désolé, je ne comprends pas...” for about 60 times that day, we discovered three important life lessons. One: doing extensive research beforehand (and listening to Professor Sklad) is quite important. Two: taking French 100 would be a smart idea. And three: a train ride from Brussels to Middelburg is exactly long enough to fill out 50 questionnaires each, which results in a beautiful n = 200.

Inge Zwart RASA Chair 2013-2014

Studying at UCR and being in the RASA board made me get used to a lot of variety in life! One perfect example of this diversity happened during the spring IntRoweek of 2014. We welcomed twenty-eight new students to UCR and later that week said goodbye to thirty graduates. On top of that, the Dies Natalis took place in the same week, the official kick-off of the 10th anniversary of UCR. As the RASA board we were invited to attend these events and join the academic processions. Imagine this: one moment we were running around Koestraat playing ‘capture the flag’ with thirty new students, the next we were in our festive outfits walking behind the Dean. That contrast came together again during the drinks after the graduation ceremony the next day. I was impressed by the unique bond professors and students share; cultivating academic knowledge but also truly personal relationships. That is what UCR is all about!
Roosevelt starts Junior Academy for high school students

From February 2nd onwards, Roosevelt will offer a special Junior Academy for students in their last year of high school. Completing the program, consisting of lectures provided by Roosevelt faculty will be rewarded with a certificate that will function as an advantage during the application process.

Undergraduate Research – Senior College

Roosevelt students investigated the possibility of a senior college (for older people) and devised an organizational structure, educational infrastructure and a financial picture.
Alumni in numbers (graduating classes from 2007 to 2013)

Students who start in year 1 and graduate: 82%
Students who graduate within 3 years: 93%
Students who make it to year 2 and graduate: 94%
Accepted to master’s program of first choice: 81%
Would, in retrospect, choose again for UCR: 93%

Total number of students: 573
male 223
female 350

Top 5 non-Dutch nationalities
- German
- British
- French
- American
- Italian

Students / Course
- 203 courses
- average 20 students/course

FTE’s faculty and staff (female/male)

Academic Core 4,028
- Female 2,028
- Male 2,000

Arts & Humanities 4,383
- Female 2,191
- Male 2,192

Social Science 6,564
- Female 3,282
- Male 3,282

Science 5,282
- Female 2,641
- Male 2,641

Staff 6,738
- Female 3,369
- Male 3,369

Full professors
not full 86%
full 14%

Accepted to master’s program of first choice: 81%
Would, in retrospect, choose again for UCR: 93%

Applications in 2013-2014
admitted 226
not admitted 397

Most popular Non-Dutch Universities for continued studies
- University of Oxford
- London School of Economics
- University of Cambridge
- University of St. Andrews
- King’s College London/University College London

Total number of students: 573
male 223
female 350

Birthcountries of UCR students and alumni

Location of continued studies
Europe 43%
The Netherlands 54%
other 3%

Applications in 2013-2014
not admitted 397
admitted 226

University of Oxford
London School of Economics
University of Cambridge
University of St. Andrews
King’s College London/University College London
Leiders van de toekomst

MIDDELBURG - Wie zijn de leiders voor de toekomst, waar komen ze vandaan en wat zijn hun achtergronden? Sociale van Wilgenburg, student van Liberal Arts and Sciences aan de Roosevelt Academy (RA) in Middelburg, heeft er al een van. Voor de organisatie Better Future verbleef zij samen met negentien andere studenten twee weken in Gambia.

Better Future en Evert A. Meuleman stichten stichtingen tussen studenten om de toekomst. Het doel is voor studenten een verslag te geven over een totaal wereldreis door studenten van ruim 50 kundige leiders van de toekomst.

De studeer 2006 van de UA en Universiteits College bestaat uit een samenwerkingsverband tussen 20 studenten van Gambia de dorpjes in de reis erop te starten. Tegenwoordig de problemen van hun dorps gemeenschap en moet vreugde en gelukkig zijn. Studenten van de UA en Universiteit College hebben in totaal dertig studenten en dertig dorpse leiders die de vaardigheden en vreugde van de studenten van de UA en Universiteit College hebben in de dorpse gemeenschap.
Joe would always offer to cycle through it with me, but being the big, brave woman I was, I declined. when Joe and Justa went for a date night. I'd have to cycle back in the dark you see, through an eerie, mist filled park.

I used to collect Tamar from kindergarten on Wednesday’s, not always the most brilliant of my days as I was in the early years, helping students formulate official academic complaints and helping them deal with Woongoed). In the beginning there was no psychological counsellor employed by UCR, and no financial emergency fund, forcing tutors to have to decide to what extent they could afford to play the roles of therapist or banker for students in need.

As far as the infamous administrative tutor tasks are concerned, I have to say that the extra forms added over the years (notably the academic planner, graduation checklist and capstone reflection) have cost me no more extra time than they have saved. The electronic form system, once the bugs were sorted out, made record keeping much easier. The planner turned out to be a great way to get students to put together more complete and coherent course requests and keep track of their own graduation requirement checklist, and to regularly add to their portfolios. The checklist for tutors eliminated the worst of the pre-graduation panics. The capstone reflections and portfolios make it easier for tutees to identify their best post-graduate options, provide plenty of fodder for writing recommendation letters, and make it easier to schedule and hold productive exit meetings with tutees that provide me with some of the institutional knowledge I referred to a couple of paragraphs ago.

Believe it or not, I think my favorite tutor task is probation meetings. Meeting a tutee once a week over a whole semester for a 30 minute one-to-one talk is far and away the best way for me to discover how I REALLY can help best. When my tutee and I discover new strategies that make real improvements in their academic performance and quality of (student) life... well... that’s a high that can keep me going for a year. And on top of that, there is the simple joy of a student-to-student chat. Yes, I’ll always be in part the same L&S college student I was at Swarthmore 25 years ago. I’ll always love conversations that bounce from Descartes to teaching techniques to the PnP problem to housemate problems to the set of key myths and facts shared by students concerning the best and worst UCR courses and in part the same L&S college student I was at Swarthmore 25 years ago. I’ll always love conversations that bounce from Descartes to teaching techniques to the PnP problem to housemate problems to the set of key myths and facts shared by students concerning the best and worst UCR courses and in part the same L&S college student I was at Swarthmore 25 years ago. I’ll always love conversations that bounce from Descartes to teaching techniques to the PnP problem to housemate problems to

It was during Halloween 2013, when Dr. Res organized the tutee evening in the ‘dungeons’ of Eleanor. We all had to go there dressed up in Halloween style and when we arrived at the entrance of Eleanor that was a treasure for the knowledge bank!

Resovsky Tutee Nights - Linda Dekker (Class of 2008)
I clearly remember the pizza & poker nights (which used to involved tequila in the old days, but that got banned) that Joe always organized for his tutees. We always had fun and he really stimulated senior-tutees to mix and mingle and share wisdom with more junior-tutees.

Pizza and poker - Shami Whitcomb (Class of 2007)
The most fun I’ve had was being with Joe during his tutor sessions. Along would come a couple of boxes of pizza (for us starving students) and a crate of beer (for us starving students) and with a lively atmosphere, the group could relax and get off their chests what needed saying. He taught us to play poker, and to drink tequila (never ever ever again!!), and has been the inspiration for my tutor group. I work at a boarding school for girls, and have a group of about 17 tutees. They all know how to play poker like professionals now, and as for the tequila... I’ve warned them about it (they are only 16 years old, after all).

The Eleanor Dungeon - Annemerel Mol (Class of 2014)
It was during Halloween 2013, when Dr. Res organized the tutee evening in the ‘dungeons’ of Eleanor. We all had to go there dressed up in Halloween style and when we arrived at the entrance of Eleanor that was a note written in scary red letters (probably representing blood) that we had to follow the signs to the dungeons. Of course there was pizza and drinks, like always! But this time Dr. Joe spiced things up with the occasional scary effect (switching of the lights and screaming like a madman).

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Not to say that group meetings with tutees are lacking in fun and gossip. I feel like I’m serving human-kind every time I teach REAL poker to a new group of tutees, or introduce them to “The Princess Bride” or “Spinal Tap”. I definitely need to keep showing off my Halloween scream. Further, without the group tutee events I would never be able to keep track of the latest list of housing facility outrages, the set of key myths and facts shared by students concerning the best and worst UCR courses and instructors and administrative details... or of the favorite drinks on campus, the best party residences, and the tutees most likely to end up on probation due to over-socializing! Obviously, yet more invaluable treasure for the knowledge bank!
Back to the Roots

A personal account of two UCR teachers who grew up in Middelburg between 1940 and 1960.

Willem van de Broeke and Cees Cornelisse were born in Middelburg in 1941, the second year of the German occupation of the Netherlands in World War II. They grew up in a city that already in the first days of the war was severely hit by artillery fire and bombs. This “forgotten bombardment”, as it is sometimes called, destroyed or severely damaged close to 600 monuments including the late Gothic town hall and the Abbey.

Cees lived with his parents in the house at Vlasmarkt 14, about 200 meters distance from the ruins of the Town Hall. In his earliest memories the Market was a large square surrounded by the remnants of the cellars and foundations of destroyed houses with piles of bricks recovered from the ruins. Willem lived at the house on the corner of the Seisdam and the Seisstraat, at less than 400 meters distance from Cees’ house at the Vlasmarkt. When Walcheren was inundated in September 1944 by the bombardment of the dikes by the RAF, the seawater ultimately came at about 150 meters distance from the opposite end of the Seisstraat. So in our earliest memories, Middelburg looked quite different from now. Rather than amplifying on our memories of the Middelburg in war time and shortly after the capitulation of Germany, let us focus on the social, political, religious and economic structure of Middelburg in our youth. We consider this essential for understanding the importance/impact of providing adequate educational facilities in order to enable children to emancipate and overcome the limits of the rigid social structures of their paternal environment.

The social structure of Middelburg in a historical perspective

The many monuments that still dominate the city’s center testify of Middelburg’s long and prosperous history. The store houses and the workshops in the Kuiperspoort still are the silent witnesses of the economic activities in early modern times, more specifically the achievements of the guild organizations. In the case of the Kuiperspoort it was the guild of the tanners. The store houses “Camel”, “Elephant” and “Mule” and the Dutch East Indian House close to the harbor district of Middelburg recall the prosperity of the 17th century, the so-called Golden Age. To be honest, most of the magnificent fronts of the houses from the 18th century alongside the Turfkaai, Houtkaai, Londense kaai, Berkaai and Rouaanse kaai came into practice due to the profits gained in the triangle trade (of which the slave trade was a part).

However at the end of the 18th century the economic situation deteriorated rapidly. The Dutch East Indian Company (VOC), a key factor for Middelburg’s prosperity, went bankrupt, the supremacy of the Dutch at sea was overtaken by England, and the French invasion and annexation was a final blow to the economic hegemony and political independence of the Dutch Republic. In the first decades of the 19th century many attempts were made to restore the international trade and commerce. In 1817 the city of Middelburg build a new harbor (Nieuwe haven). Nevertheless the attempts to restore the former prosperity (the so-called “middelen tot redres”) had very little success. As a result of this, Middelburg, as well as some other previously prosperous cities in Zeeland like Zierikzee, entered the 19th century severely impoverished with a concomitant dramatic decrease in population size. Middelburg transformed from one of the dominant Dutch cities into a small provincial capital. Although most of the aristocratic regents that previously dominated the government and other public bodies and institutions no longer functioned...
or had moved from the city. Middelburg remained a city with a strongly stratified social structure. This was still the case even in the first decade after World War II, when Willem and Cees were children. Members of the Provincial States, mayors, municipal executives, lawyers, doctors, army officers, architects, etc., were usually considered to be the “elite”. Also, teachers and reverends were more in esteem than they are presently. The majority of the population consisted of lower civil servants, shopkeepers, artisans, and workers, a substantial part of the latter employed by the Vitrite Works, a lamp factory in Middelburg and the shipbuilding yard “De Schelde” in Vlissingen. Both Willem and Cees were from lower middle class families. Willem’s father was a baker and had his own bakery and the father of Cees had a small tool shop he ran by himself without any personnel. The social differentiation between those classes, although existing, was much less than between these classes and the “elite”. Across these classes was the differentiation, if not separation, based on religious denomination. Already early in childhood we were confronted with the impact of this religious stratification on daily life, when it was common to explicitly mention people’s denominations when speaking them. Even subtle differences in theological interpretations could cause tension within groups and even families: a conflict within the Reformed church leading to a schism in 1944 was a tragic example. Although this might seem rather ridiculous now, in a society where there was a moral obligation to only buy products from merchants of your denomination, if possible, back then it seemed quite natural. Even many social and cultural activities, from gymnastic clubs to brass and drum bands and choirs, reflected the denominational stratification. As far as we can remember, this awareness of the religious differentiation did not result in discrimination of people not belonging to your own church, thus separation but not discrimination. For example, neighborhood associations that organized different kinds of social activities for children as well as adults welcomed all neighborhood residents, irrespective of denomination. These associations were particularly active in the first decade after the end of World War II.

Impact of the social structure on education

Of course the different religious groups had their own primary schools in addition to several public schools. After the primary school this differentiation by religious denomination was continued in the junior high schools (ULO/MULO). There was also Christian Training College for Teachers as well as a Public Training College for Teachers. Before 1952, there were only two high schools: the “Stedelijk Gymnasium”, a Latin School with a history dating back to 1365, and the Rijks Hogere Burgerschool (Rijks HBS), neither of which had a connection to a particular denomination. It was mandatory to have a diploma from one of these schools to be admitted to a university. For the vast majority of children from lower class and lower middle class Christian families, the Stedelijk Gymnasium and the Rijks HBS were a bridge too far. Only those few who wanted to become ministers had to attend the Stedelijk Gymnasium because they needed Latin, Greek and Hebrew to be admitted to study theology at the university. Children with parents in the higher social classes in Middelburg, even with a Christian background, were the predominant population at those schools, provided of course that they met the intellectual capacities for admission. In 1953, you still had to apply for those high schools by a written exam. For this reason, children who wanted to apply had to take lessons in additional subjects, such as French, from starting in the 5th class of elementary school. For most of the children who did well in primary school, the junior high schools (ULO/MULO) were the only option to get higher education. Many children, particularly boys, went to vocational schools like the “Ambachtschool”, the “Lower Agricultural School” or the “Machinisten School”, for those who wanted to become a ship’s mechanic. For many if not most girls the domestic school “Huishoudschool” was the default choice. It does not come as a surprise that also for this type of school there was a public version (“Industrie – en Huishoudschool”) and Christian version (“Christelijke Landbouw- en Huishoudschool”).

Our high-school years

It will be clear from the city’s history that, until the beginning of the 1950s, only a minority of children in Middelburg, mostly from the more privileged classes, entered university. This started to change in the period 1950-1960. After founding the first Christian High School in Goes in 1947 by the Association for Christian Higher Education (Vereniging voor Christelijke Scholen voor Voorbereidend, Hoger en -Middelbaar Onderwijs in Zeeland), this same association founded the Christian High School (Chr. HBS) in Middelburg. Both Willem and Cees were among the first pupils and we both remember the cakes and lemonade, but not the speeches, at the welcome ceremony in the Sociëteit “De Vergenoeging” on the Market in Middelburg, about 100 meters from the Town Hall, now housing the University College Roosevelt. So, we have literally come back to the roots of our education. Our high school, the “Christelijke HBS voor Walcheren”, started in a monumental building on the Dam 61 Middelburg but with minimal facilities. After three years the school moved to a provisional new building at the Elzenlaan, where it transformed later into the Christelijke Scholengemeenschap Walcheren (CSW), the present CSW - Van de Peere.

Our class mates came from all over Walcheren, mostly on bicycles, to school. Like Willem and me, the majority of them were the first of their families to attended high school. We were taught by highly motivated teachers, of whom a substantial number had academic degrees, and some of whom even had Ph.D.s.
got a lot of attention from the teachers, and in retrospect I see parallels with the pioneer spirit at the start of UCR. Of course it was a Christian school and we started class in the morning with a prayer which was quite natural to most of us. In general we were not overfed with the Christian body of thoughts although I remember that some teachers vehemently warned us for the moral dangers of taking dancing lessons. This was in reaction to an initiative of some parents from a bit more liberal background and different social status to organize a dance course. On another occasion the director of the school had to take great effort in making concerned parents clear that an 18th Century comedy that we would see different social status to organize a dance course. On another occasion the director of the school had lessons. This was in reaction to an initiative of some parents from a bit more liberal background and although I remember that some teachers vehemently warned us for the moral dangers of taking dancing was quite natural to most of us. In general we were not overfed with the Christian body of thoughts that evolution was treated in the biology classes. In view of the fact that even today evolution is denied in the strict Calvinistic religious communities, it would be unreasonable to retrospectively blame the biology teachers at the ChrHBS for not having taught us this main concept in biology.

We hope to have given an impression of the social structure and climate in which we grew up as boys in Middelburg and of the emerging possibilities for emancipation offered by the founding of schools for secondary education with a Protestant Christian signature. This cleared the route for Willem and me and many of our age group to the university and other institutions for higher education. Elsewhere in country, similar initiatives were begun to stimulate secondary education for children from lower social classes of other denominations. So a widespread emancipation occurred during the 1950s and 1960s that also resulted in a rapidly increasing number of students at the Universities and other institutions for higher education.

Out of Middelburg

What happened after we left high school? Willem went to Rotterdam to study Macroeconomics at the Erasmus University, where he graduated in 1966. As an economist his main interest, however, was in economic and social history: The subject of his master thesis was the economic ethics in the sermons of dergymen Godefridus Udemans (1582-1649). Udemans lived in Zierikzee and in his sermons he dealt with the problem of slave trade and slavery: In his opinion, Christians never could be slaves. Pagans, however, could be used as slaves by Christians provided that they were captured in a just war or bought from their parents or legitimate masters. The Dutch Protestant Church recently apologized for this point of view. In 1966, Willem left Rotterdam to start his university career as an assistant professor at Utrecht University, where he taught macroeconomics and economic and social history. In 1985, he earned his doctorate with “The financing of railway construction in the Netherlands 1837-1890”. However, once again his main interest in history changed. Instead of business history – such as the history of railroad construction – his recent research is in the field of the history of regional development, more specifically the relationship between local and regional growth and innovations in infrastructure. The achievement of the Deltaplan and the impact on the development of the province of Zeeland proved to be a perfect case for this approach. In cooperation with Paul Brusse and by order of the Research Centre for History and Culture of Utrecht University (Onderzoekcentrum voor Geschiedenis en Cultuur, OGC) he published “De economische geschiedenis van Zeeland (1800-2000)”. Although the research facilities in Utrecht were almost optimal, less attention and appreciation was paid to teaching and learning. The formal lectures in the Ulshof - with more than 200 students - proved to be a waste of time. Professors openly declared to experience teaching as an undesirable interruption of their brilliant research programs. Willem was extremely happy to be able to say goodbye to this climate: Roosevelt Academy (as it was called in 2004) offered an excellent opportunity to focus on the quality of teaching and learning. Most surprisingly was that in spite of the heavy teaching load his “scientific output” increased due to the inspiring environment or RA.

Cees initially wanted to become a professional musician and took flute and music theory lessons in Middelburg as preparation for admittance to the Conservatorium. However, he was called up for military service where he spent almost two years. There he met people, almost exclusively males, with widely different backgrounds. After two months he was selected for training as a reserve officer of the infantry.

It may sound a bit odd, but this was an essential period in his life, not only for learning to deal with the responsibilities of a future platoon commander, but first and foremost because of the contact with his roommates, most of whom had already completed higher education, including universities studies, and one of them even had a Ph.D. already. This intellectually stimulating environment caused him to drop his plans for becoming a professional musician and instead embark on the study of biology, still also one of his main interests. Cees studied biology from 1962 -1969 at the Free University (VU) in Amsterdam. At that time the biology department of the VU was still small and there was intensive contact between students and teachers. It nearly approached the college model since, with small classes and practicals each afternoon, there were ample opportunities for knowledge transfer and interactive teaching. The Protestant signature of the VU was still quite obvious at that time. We started class in the morning with a prayer; and all VU students had to take a mandatory “Christian Philosophy” course on Monday morning in a church. Evolution theory was still a touchy subject and Cees doesn’t recall that Darwin’s ‘Origin of Species’ was explicitly treated in class. In his last year of his study, Cees did a student internship in the Dept. of Histochemistry and Cytochemistry at the Laboratory for Pathology of the University Hospital in Leiden. The internship in Leiden was a decisive event in the development of Cees’ scientific career. It was a fascinating experience for him to be confronted with the many intriguing aspects of the biology of disease. After his student internship he started a Ph.D. study in the same department in Leiden on “The localization problem in enzyme histochemistry,” which he completed in 1974. He obtained a position as a researcher to develop the application of analytical cytology on pathological cell and tissue specimens. With time his research became focused on the molecular tumor pathology and the genetics of breast cancer and hereditary paraganglioma, to which his group made important contributions. His group also introduced and promoted the use of molecular analysis techniques in diagnostic pathology. In 1995 he was appointed to professor of Molecular Tumor Pathology at the LUMC Department of Pathology in Leiden. In the year before his retirement he became active at Roosevelt Academy (now UCR) in shaping the initial PreMed program and as a teacher.

Back to our roots

Now after almost half a century both Willem and Cees are back to their roots and transfer their knowledge and expertise to an international community of students in Middelburg. They exemplify how the creation of possibilities for higher education can lead to emancipation of groups that formerly did not have access to this, either because of their social status or religious denomination or both. A Liberal Arts and Science College like University College Roosevelt, of which we celebrate the first Lustrum, is an excellent environment to maximize opportunities to expose students to a variety different disciplines and develop independent opinions and intellectual capabilities, ones not biased or even imprinted by their social background. Needless to say that in a globalizing world this becomes more urgent than ever before.
Studenten Roosevelt Academy brengen cultuur in Middelburg

Culturele Week in Middelburg ‘cadeautje’ van RA-studenten.

door Onlime van der Viesten

MIDDELBURG - Studenten van de Roosevelt Academy laten deze week in Middelburg zien wat zij op cultuur vlak te bieden heb- en. De activiteiten zijn gratis of voor een klein bedrag toegankelijk.

Vandaag om 12.00 uur wordt in de Revolution Gallery (Lange Noordstraat 41) een fotonemouweling geopend. Eermaa, in expressebaai kio k'o', kan men voor zes eu- ro genieten van een hanchaconcert van Ali Mohamed (viool). Om 20.00 uur geeft de lente sin- ger-songwriter Albert Nijland een akoestisch concert in de Burgerzaal van het stadhuis. Aansluitend wordt in studentenbar Balein (Brechtenseweg 14) een Irish Night gehouden, met lente whiskies.

Donderdag om 19.00 uur vangt een feestje aan over mensrech- tens en culturele diversiteit, in bukhandel De Buskruiper, gegeven door prof. Barbara Oomens van de Roosevelt Academy. Om 20.00 uur begint in jeugdzentrum De Spat een theatervoorstelling van TheaRA (omzet 2,50 euro). Vrij- dag wordt deze voorstelling om 20.00 uur herhaald.

Zondag is de slotdag en tege-
lijk het hongerpoort van de Cultu-
re Week, met het evenement Mid-
delburg meert RASA, dat om 15.00 uur begint op het Marktplein. RA-
SA staat voor Roosevelt Academy Student Association, de studen-
tenvereniging van de RA. Op een podium treden drie bands op, stu-
denten vieren een levend uitdru-
voelbod, kinderen kunnen schilderen met het kunstzinnige en er zijn tintenmuziekavonden, om maar wat te noemen.

Om 16.00 uur presenteert Plan Nie-
derland haar campagne Because I am a Girl en vanaf 20.00 uur is ten-
bate van (n) een benefietvoord in De Spat, met vier Zeesee- bands en een dj. (omzet vijf euro, alles voor het goede doel).

www.vra.students/cultureweek.php

Bui voor de eerste 91 van de Roosevelt Academy

First Graduation
The first 91 Roosevelt graduates had 'thought outside the box' in their three years at RA. That was the
message of the first Graduation Ceremony.

2007

First Culture Week
Roosevelt: students organized a culture week for tourists and locals. Talks, music, games, sport, workshops,
plays, speed dating, painting, movies and master classes were all part of the program.
A day in the life of the Dean

Professor Barbara Oomen succeeded the first Dean, Prof. Hans Adriaansens, in 2012. We all know her as a cheerful woman who hurries around UCR in her colorful clothes with a bright smile, chatting enthusiastically to those she meets on her way. But what is the life of the Dean really like? Although she remarks that every day for her is different, we attempt to describe a “normal” Tuesday in the Dean’s life.

06:30 The Dean gets up and wakes her three sons Tom, Bram, and Jeroen. She or her children then lay the table for breakfast, before having a shower and eating. Breakfast usually consists of a fruit salad and some homemade bread baked by her husband Herman Lelieveldt. After getting ready she takes her children to school and has a coffee at Elliot or Ko D’oooooooor. She always tries to be in Franklin at 8:45.

08:45-13:00 The Dean has a meeting with the Zeeland Environmental Federation. Dr. Oomen prepares for her SSC 370 General Theories of Law class. She teaches SSC 370 General Theories of Law.

13:30 The Dean has a lunch meeting in her office with professors who hold a senior teaching qualification: Herman Tak, Ewa Taks-Ignaczak, Ernestina Lahay, Chad Weidner, Herman Lelieveldt, Anya Luscombe, Michael Burke, and Renata van der Weijden. A selection of sandwiches and soft drinks are laid out for them. During the meeting they discuss the ways in which they can maintain high teaching qualifications and also how the use of social media inside and outside of the classroom can be improved, as sending emails is becoming old-fashioned.

14:30 The Dean has a meeting with the Zeeland Environmental Federation.

15:30 Dr. Oomen prepares for her SSC 370 General Theories of Law class.

16:00-18:00 Meetings have been planned non-stop. These meetings vary from day to day and range from people of the municipality to professors or students. In between meetings the Dean makes telephone calls and eats lunch.

18:00 16:00–18:00 The Dean eaten lunch.

19:00 18:00–19:00 The Dean has a meeting with the Zeeland Environmental Federation. The person who makes sure all food and drink is taken care of whenever there is an event happening in or around UCR. He is also the proud owner of the small car that is often parked on the Helm Square.

20:00 19:00–20:00 The person who makes sure the buildings are clean and devoid of any loose papers that students leave lying around. While students will hardly ever see her, she makes sure our buildings are as clean as they are and we don’t have to attend classes in filthy classrooms.

21:00–24:00 Dinner time. Dr. Oomen cooks with her eldest son. Her husband often cooks as well but prefers baking.

22:00 Once the children are in bed, Dr. Oomen will check her emails, catch up on reading, and write recommendation letters for students. She never works too late into the night.

23:00 The Housemasters

00:00 23:00-00:00 The person who makes sure students have access to their academic textbooks may not seem like the most glamorous job in the world, but it is definitely an incredibly important aspect of academic life at UCR.

00:30 The Dean’s life.

01:00-06:00 Working for Villex, she is the person most people had contact with when they first received the keys to their room. She makes sure (in cooperation with the Housing Affairs Council) that student housing is always up to snuff.

06:30-08:45 The person who makes sure the buildings are clean and devoid of any loose papers that students leave lying around. While students will hardly ever see her, she makes sure our buildings are as clean as they are and we don’t have to attend classes in filthy classrooms.

08:45-13:00 The best way to see the person who makes sure the buildings are clean and devoid of any loose papers that students leave lying around. While students will hardly ever see her, she makes sure our buildings are as clean as they are and we don’t have to attend classes in filthy classrooms.
Lubbers at Convocation

Former PM Ruud Lubbers at the Convocation Ceremony where he spoke about the Four Freedoms in the crowded Nieuwe Kerk in Middelburg.

Barrelopening RASA

Roosevelt students started using a basement in Bachtensteene as their bar, called Barrel.
2013 saw the creation of a new Strategic Plan for UCR. With input from faculty, staff and students five pillars were formulated that define UCR. One of the pillars was Teaching Excellence. That UCR's instructors are amongst the very best in their fields is proven time and time again. Whether it is in the Keuzegids Universiteiten, the Elsevier Survey or the official report of the Dutch and Flemish Accreditation Organization (NVAO), UCR's instructors receive top marks. But what does Teaching Excellence mean in practice? We asked five instructors to recount their favorite and most unique teaching moments and methods.

Dr. Nancy Mykoff, assistant professor American History and Gender Studies

One exercise that students always find useful and often enlightening, is the journal. They write in a journal once weekly about events and issues within their daily lives that relate to topics that are being discussed in class. I read the journals and bring student insight to the class anonymously. On the one hand, the journaling helps students see the connections between their formal education and daily life. On the other, it helps shy students to participate in the class and see that their thoughts are insightful. A trend over the years is that at the outset, students have difficulty seeing any connections between academia and life. By mid-term, the connections are clear. By the end, they can't stop making the links.

Dr. David Criekemans, assistant professor International Relations

The course “Security in the Post-Cold War Era” looks at international negotiation, from a theoretical point of view, but especially also the practical side. The course ends with a negotiation simulation of the UN...
Security Council. The theme this year was: Towards Security in the Arctic? This simulation teaches students to identify and prepare the key elements in the diplomatic negotiating position of the country they defend. It also trains students in developing a strategy to maximize their country’s position within the framework of the negotiation, and to adapt it to the reality or dynamics of the negotiation process. The UN Security Council simulation develops students’ skills to convey their ideas to fellow negotiators and it stimulates students in working in a diplomatic way to achieve a common result. Finally, it encourages students to evaluate the negotiation process, and their role in it.

Dr. Tobias van Gent, assistant professor History and Political Science
For the course “Western Way of War”, my class made a battlefield tour to Ypres. Students who learned a lot about the theory behind warfare, can now see and experience what the individual soldiers had to endure when they went to battle. During the whole First World War the Allies and the Germans have fought heavily over the possession of ruined Ypres. It is estimated that more than 850,000 soldiers lost their lives in the battles that surrounded this town. None of their attacks were, however, able to break through the defensive lines of trenches. After the First World War Ypres therefore became the symbol of the atrocities and destructiveness of modern warfare. The students visited trenches, several battlefields and a British and a German cemetery. At the end of the day the class participated in the impressive Last Post ceremony under the Menin Gate in Ypres. The ceremony is held every evening at 8 o’clock since 1928. Two students laid a wreath on behalf of UCIR, another was invited to say the words of the Exhortation, taken from Laurence Binyon’s poem “For the Fallen”.

Dr. Nel Verhoeven, associate professor Statistics
Teaching statistics is a challenging task, both for students and lecturers. Students usually take this course because it is mandatory and it is the task of the lecturer to make statistics clear and show the added value of the subject. I try to make statistics memorable by using examples students will remember for a long time. One of these examples is given during the Multivariate Statistics class, when I introduce Logistic Regression Analysis. In this class I aim to explain the basics of this technique: students enter the classroom and while they take their seats, the tune of the movie Titanic is softly playing. Students look up: what’s this? Are we in the wrong classroom? Is this my statistics class? I start talking about the story of the big invincible vessel that set sail for the US in 1912. I let them relive the love story of Jack and Rose, ending in the freezing ocean. I then invite students to think of possible ‘survival or death’ factors, such as gender, class, personnel, age etc. During the discussion, I gradually start sketching a diagram on the board with the model that will be statistically tested.

Dr. Alexei Karas, assistant professor Economics
When teaching my Economics courses, I use the method of Peer Instruction as developed by Eric Mazur of Harvard University. The class starts with a short presentation by me, focused on a central point. This is followed by a related ConceptTest – a conceptual multiple-choice question that is displayed on the board. Students take a few minutes to think about the answer individually and are then polled on their opinion, using voting cards. They then discuss their response in small groups – I encourage them to convince their fellow students of their position. After the discussion, students are polled again to see if they changed their minds. Finally, I explain the correct answer and, depending on the student answers, may pose another related ConceptTest or move on to a different topic. The advantages of Peer Instruction is that it promotes classroom interaction to engage students and address difficult aspects of the material. By providing opportunities for students to discuss concepts in class, this method also allows students to learn from each other.
Roosevelt is excellent

The Dutch-Flemish Accreditation Organization (NVAO) has awarded Roosevelt Academy with the label of excellence. Chairman of the NVAO Karl Dittrich mentioned that he considered the university an example for other educational institutions in the Netherlands and abroad.

5th anniversary

The arrival of Roosevelt Academy has been a great impulse for the city, as local sport clubs, stores and restaurants benefit from the presence of students. This year, the university celebrates its 5th anniversary with a broad program for students, employees and locals. The anniversary year is to be opened by PM Jan-Peter Balkenende.
View from the top: UCR’s Managing Director about UCR’s past, present and future

He was working for the Dutch-Flemish Accreditation Organization (NVAO) when he first got in touch with Liberal Arts and Science education in general, and University College Roosevelt (then Roosevelt Academy) in specific. As our current Managing Director, Jorrit Snijder tells us that he was really inspired by this small-scale college in such a unique and beautiful location. It was “the energy for this new initiative, from both students as well as employees; this pioneering spirit” that drew Jorrit to the new position of Managing Director.

Over the years, he has seen UCR grow. “Founder Hans Adriaansens said he wanted to make this an excellent college, and it seems he was able to see into the future, as we have now received the label of excellence from the NVAO”.

According to Jorrit, it is the academic quality of this classic Liberal Arts and Science program, carried by a small but dedicated faculty and staff that makes UCR such a good place to be.

When asked what has been the most special part of his time at UCR, Jorrit answers without hesitation. “The first graduation on the Abbey square. “And really all the graduation ceremonies after that as well”, he adds immediately. He notes that it is after all the students for whom we do all this, and if they’re happy, we’re happy. Those ceremonies with the entire community present, students, faculty, staff, parents, alumni, are what shows the ultimate success of UCR. Especially when alumni then go on and do great things in their continued education and their working life.

For the future, the Managing Director finds it important to maintain the academic quality of UCR. Additionally, he would like to broaden the scope of the college, by potentially setting up a new college and creating a program to top the program as it is offered now.
Opening research center Eleanor

Roosevelt Academy established a new research institute. Local companies, government institutions and non-profit organizations can hand in a request for a particular study, which will then be carried out by Roosevelt students.

First RA marriage

Johanna Gröne and Peter Rouw met about 4 years ago when they both studied at Roosevelt Academy. They returned to the city where they first met to get married. Both now study medicine in Maastricht.
UCR Couples

Johanna Gröne (Class of 2008) and Peter Rouw (Class of 2008)
When Johanna met Peter in September 2005, it was basically love at first sight. When Peter met Johanna, she was this girl his housemate Jenna had brought over for a cup of tea. He got to know her and started to like her as a friend. Over the following months, as she was spending more and more time at his house - to the amusement of his housemates who had figured out long ago what was going on - Peter eventually (finally) fell in love. After our graduation from UCR (back then, it was called RA and Pluto was still a planet), we both wanted to study medicine, so we not only hoped to get into any medical master; but into the same programme in the same city. The tough application procedure and then waiting for the results made for some nerve-racking weeks. When we were both accepted in Maastricht in 2008 and moved together, Peter decided this was the right moment to propose. And what better place to get married than the beautiful Stadhuis of Middelburg? As we were the first student couple to get married, we even made it to the local newspaper and television. Since then, Middelburg has an even more special place in our hearts and we try to visit at least once a year. This August, we will be married for five years and UCR is kind enough to throw us an anniversary party…

Lodewijk Buijs (Class of 2007) and Loes Buijs-van der Padt (Class of 2007)
August 2004… the month in which it all began: Queen Beatrix officially opened Roosevelt Academy to little over 100 students. Bagijnhof was taken over by students (by much aggravation of our lovely neighbours), and the first official introduction week was about to commence. Where does that leave us? Well, let’s start at the beginning. If I remember correctly, we (Lodewijk and Loes) actually met while both moving into Bagijnhof? Our parents were actually witness of our meet-cute! The night before the intro-week kicked off, our entire house went out for a drink at Cafe Brooklyn. And yes, we ‘accidentally’ sat next to each other… perhaps it was even our first date. We spent a wonderful year together at the UCR campus. After we graduated from Middelburg in 2008 and moved in together, Peter decided this was the right moment to propose. And what better place to get married than the beautiful Stadhuis of Middelburg? As we were the first student couple to get married, we even made it to the local newspaper and television. Since then, Middelburg has an even more special place in our hearts and we try to visit at least once a year. This August, we will be married for five years and UCR is kind enough to throw us an anniversary party…

Katherine Donaghy (Class of 2010) and Menno Cramer (Class of 2011)
Even though we had seen each other in the streets, at a Bagijnhof party is where the magic began. We met (properly) in October 2008 in Bagijnhof 3 at a famous Bagijnhof’ party at around 01:12AM, but we haven’t left each other since. After graduation we moved to the UK for our postgraduate studies after which we lived in France, taught in Italy and now moved back to London where we currently work. Our train commute would be so much better with an Illy coffee from Ko D’oooooooor halfway down the line. Not even beginning to mention the lack of choice of decent beers at our local ‘pub’ - to imagine that the Mug used to be (and still is) our second home. We are both still full of ambition and ready to conquer the world, but for now organizing a wedding is doing the trick! We are getting married in the summer in France. Combining a Dutch family with a British family and UCR/RA friends scattered all around the world. We are luckily still enjoying the international vibe even after graduating from Middelburg. Your world is as big as you make it - and we are doing our best to keep ours large!

Menno Cramer (Class of 2011) and Katherine Donaghy (Class of 2010) and Rosanne Reitsema (Class of 2013)
One day at the end of the fall semester of 2010 I had to do my rhetoric speech, and this was the moment when I first met Stijn. During that day Stijn was a Student For a Day and the only person who dared to ask me a nasty question about my speech, right after I was done. I did not like that at all, and somehow I immediately recognized Stijn when he got accepted at UCR and took the same math course as I did, almost a year later. Even though I was still not too fond of him, I met Stijn quite often after we graduated from Middelburg. You world is as big as you make it - and we are doing our best to keep ours large!

Stijn Rombouts (Class of 2015) and Rosanne Reitsema (Class of 2013)
When Johanna met Peter in September 2005, it was basically love at first sight. When Peter met Johanna, she was this girl his housemate Jenna had brought over for a cup of tea. He got to know her and started to like her as a friend. Over the following months, as she was spending more and more time at his house - to the amusement of his housemates who had figured out long ago what was going on - Peter eventually (finally) fell in love. After our graduation from UCR (back then, it was called RA and Pluto was still a planet), we both wanted to study medicine, so we not only hoped to get into any medical master; but into the same programme in the same city. The tough application procedure and then waiting for the results made for some nerve-racking weeks. When we were both accepted in Maastricht in 2008 and moved together, Peter decided this was the right moment to propose. And what better place to get married than the beautiful Stadhuis of Middelburg? As we were the first student couple to get married, we even made it to the local newspaper and television. Since then, Middelburg has an even more special place in our hearts and we try to visit at least once a year. This August, we will be married for five years and UCR is kind enough to throw us an anniversary party…

Finally, we would like to thank all of those who made our time at UCR special! We often think about our days at Roosevelt… and would not have wanted to miss a single thing!
Presentation statue Franklin Roosevelt

On august 19th, US ambassador Fay Hartog Levin revealed a statue of Franklin D. Roosevelt.

Roosevelt is doing well

According to the Keuzegids Hoger Onderwijs, Roosevelt is doing well. Receiving an 8.4, especially the study program and the quality of teachers was appreciated.
Koestraat is the campus location that practically everyone wants to live at. It has some of the biggest rooms, it is close to school, the supermarket, and the train station; there is a nice mixture of possibility for social time and seclusion. All in all it is the nicest place to live. The brightly coloured floors and walls give it a uniqueness that is unmatched by other locations. The music room at Koestraat offers a place where bands and musicians can practice, boasting a variety of large amps, a drum set and a keyboard. One of the biggest party events happens at Koestraat. The K2 parties are infamous and not to be missed! On every floor there are two amazing floor elders who are on hand to deal with any problems that anyone may have. These floor elders also organise events that bring the floor together such as floor drinks, dinners and even quirky things like a painting session. Quite truly the best place to live.

Bagijnhof

Located right in the middle of the city centre and within walking distance of everything important for the student population, Bagijnhof is the oldest and probably most lively campus location. Together with Zuidsingel, Pluimstraat and Bree, the location provides residence for an approximate 180 students. Students live in houses with either ten or sixteen rooms and share two bathrooms and a communal kitchen. Bagijnhof houses an international student population in which nationalities ranging from Ukrainian to American are represented, something which makes for a blossoming diversity. This diversity manifests itself during casual conversation, in an extensive variety of dishes eaten during house dinners and in the curricula of students, to name but a few examples. Winters in Bagijnhof mean Christmas Fairs and snowball fights, summers mean spontaneous parties and barbecues. If anything, Bagijnhof is cozy and "gezellig", a place that many people never want to leave.

Roggeveen

Located just outside of the city center, the former elderly home Roggeveenhof now houses about 180 students. Although every student has their own bathroom and kitchen, the hallways and common rooms provide ample opportunity to hang out with friends. Roggeveenhof offers the perfect balance between a sense of privacy and community. Taking the term literally, the students often have "floor dinners", sharing food or drinking tea while sitting on the floor. Upon being asked about memories from Roggeveenhof, one graduate referred to "that one Sunday we did not have water and a few students brought a car full of cartons of water." Since 2013, however, the failures of running water have stopped, the construction work has finished, and the fire alarms have become less frequent than ever. Roggeveenhof now is a frictionless campus location, where you can party in a common room until you can see the sun rise.
Facts:
- Houses around 180 people
- Consists of 7 floors, divided into a long and a short hallway
- 6 rooms with a balcony
- 12 double rooms (two people sharing kitchen & bathroom)
- 2 elevators, 3 flights of stairs
- 3 common rooms with couches, large tables and benches
- 3 laundry rooms
- 1 bike shed with squeaky doors
- 3 garbage bins in front of the building that make a lot of noise at night
- 10 minute walk, 5 minute bike ride to school buildings

So-called facts:
- Cats run rampant in Roggeveen, and nobody really minds.
- Building-wide fire alarms going off every once in a while enhance community spirit and bring people closer together.
- Stereotype: you must like Harry Potter, tea and biscuits and cats in order to enjoy living here.
- The sixth floor has given itself a nickname (“Sixtum Estaticum”) because just having the most amazing view over Middelburg wasn’t enough to feel better than the lower floors.

Facts:
• Houses around 180 people
• Officially consists of four different streets: Bagijnhof, Zuidsingel, Pluimstraat, Bree
• 5 houses of 16 people, 10 houses of 10 people
• 2 bathrooms, 1 kitchen per house
• Each house has a house elder, responsible for making sure everyone in the house at some point does the chores they’re supposed to do.

So-called facts:
• Living in Bagijnhof, owning a bicycle is hardly necessary. You live 5 minutes away from the city centre and there is always an unlocked bike around should the need arise.
• Having your room on the ground floor means never ever opening your curtains, ever.
• Furniture in the common rooms has definitely seen better days, but a new couch simply doesn’t have the stories attached to it that makes the old ones so special.
• Bagijnhof has a staggering number of elevators – zero in the whole campus location, owing largely to the fact that there are no buildings with more than three stories.

Facts:
• Houses around 120 people
• Building consists of 4 floors, top 3 floors occupied by students
• 8 double rooms
• 2 elevators of which the doors don’t close when you’re stuck between them
• 3 common rooms with couches, tables and benches
• About 122 ‘bathroom’/wet cube doors that can’t be locked
• Rooms are around 14 to 35 square meters
• 3 laundry rooms
• 5 minute walk, 2 minute bike ride to school buildings

So-called facts:
• Having one freezer for the whole floor makes one realize that sharing is caring.
• Living in one of the rooms around the common room makes you feel part of the action, constantly. Especially on party nights, when there’s simply no possibility of sleep.
• Rumours that a certain fraternity has ‘taken over’ the third floor are vastly exaggerated.
Special courses for university professors.
Roosevelt Academy will start offering special courses for university professors. They will do so in cooperation with Harvard University in America.

Top-scientists to provide so-called Lentelezingen.
Four top-scientists from Utrecht University will come to Middelburg over summer to provide so-called Lentelezingen. The lectures will be on topics ranging from classic Athens to cognition.
Interview with Marina Mokbel

Marina is majoring in Science, with a particular interest in Ecology and Earth Science.

Ok, so first of all why did you come to UCR?
I came here because, well I actually moved from another university in the Netherlands and I wasn’t happy with what I was studying and I heard of UCR through my ex-boyfriend and we came to an open day and thought it was perfect. Not only was it because of the interdisciplinary approach but also because there were several science things that I liked and you can switch up subjects even in one department.

Top three favorite things about the Netherlands?
1. It’s an organized country!
2. Green and clean
3. I’m not constrained in any way here by religion or politics

Where are you from?
I’m half Bulgarian and half Lebanese and I grew up in Kuwait. My parents live in Kuwait at the moment.

Do you go home a lot to visit them?
Yes I do. I go to Kuwait mostly during the winter breaks, and in the summer I go to Bulgaria with my parents.

Do you feel that Kuwait is your home?
No, I feel as if the Netherlands is my home as the last few times I’ve been to Kuwait I’ve felt that I want to go home now, back to the Netherlands. It’s odd. Of course I have a home in Kuwait and wherever my parents are is sort of a home, but I feel at home in the Netherlands more than I do in Kuwait. I lived in Kuwait for 17 years though and I’ve only been living in the Netherlands for three years.

Do you ever miss home?
I used to but not so much anymore. I miss my parents really and I get really nostalgic for my childhood.

Do you have any family or relatives in Holland?
No, I have no blood relatives here.

What’s one thing you miss from home?
My mum’s cooking! I cook myself but I can’t make it taste the way my mum makes it. That’s really nostalgic for me - the smells and the tastes of home. My mum cooks a lot of Lebanese recipes. One of my favorite of her dishes is chicken with caramelized onions and garlic in a yoghurty minty white sauce served with rice. I would absolutely die for that.

And your favorite Dutch food?
I find it hard to pinpoint exactly what Dutch food is! Obviously I’ve tried stampot - you can’t get more Dutch than that - and I love Stampot Endive. I love the Indonesian side of Dutch cooking as well, especially Nasi Goreng. I loved stroopwafels when I came but I ate so many of them that I now can’t even look at a stroopwafels! I do like ontbijtkoek. I hate drop!

Weirdest thing about the Netherlands?
I really don’t like the medical system...

What do you have for breakfast? Do you have a traditional Kuwait breakfast?
Even at home I didn’t eat traditional breakfast, just a toastie or something. My mum does make a traditional pastry filled with cheese though which is amazing! Here I usually have cornflakes or yoghurt and fruit.

Favorite thing to do on the weekend?
Sleep.
Interview with Pranjal Ghimire

Pranjal Ghimire is majoring in Social Science, with a focus on Economics and Business.

Why did you come to UCR?

I guess the main reason I came to UCR was in search for opportunities. Yes, I could have gone to other countries, however; at that moment the small size of the university and the liberal education were very lucrative for me. I knew that if I would join this university college then I would have a lot of opportunities to show my talents. I also got a scholarship for UCR.

What’s your favorite thing about Holland?

I love how everyone rides a bicycle. It does not matter if you are a student or a business man.

Favorite Dutch food?

Definitely stamppot with rookworst. If you make it properly it tastes really good and it also fills you up fast.

One thing you miss from home?

The one thing that I really miss from home is the food. It’s not that the food I get over here is bad, but just that some Nepalese foods are second to none.

What’s the weirdest thing about Holland?

You know how when someone has a birthday you say ‘congratulations’ to the person but for some reason in Holland you say that to every person present at the party. That is still a mystery to me.

How often do you go home?

I haven’t gone home since I came to UCR. I love to travel, so when the vacations come around my adventurous selftrumps the part that wants to go home.

Do you have any plans for the summer?

I have a paid internship in Berlin this summer; it is a pretty epic internship so I am very excited about it. I am going to work for a company called Rocket Internet for 3 months. As a person who loves entrepreneurship and helping other businesses start-up it is like getting to work on Google. If I have some time after the internship, then I plan to visit other neighboring countries.

Do you prefer sweet or savory food?

This is a really hard question. Let me put it this way, it depends on my cravings. Some days I feel like I am going to explode if I don’t have anything sweet, while other days I want those savory foods dancing on my tongue.

Are you in any societies?

I am involved in some societies. I am a secretary of Financial Business Society Middelburg and also work for De Kleine Consultant. Other than that, I mostly spend my time following my passion of entrepreneurship. So, instead of joining more societies I work on business ideas and meet investors, so that I can be the next Mark Zuckerberg.

What do you do in your free time? Do you have a job?

I tend to be very busy with my external activities and school work. However when I do have free time I binge watch a lot of TV shows and movies. I do have a job at the IT desk where I get to solve people’s problems. I really enjoy it.

Favorite film?

Another Earth is an amazing movie that tells a story about how in an alternative future we discover a planet identical to earth. The movie beautifully shows the effects of this discovery from a view point of an individual and how she deals with it.

Interview with Josh van der Groen

Josh van der Groen (Green) is majoring in Science, with a focus on Marine Biology, Ecology, and Earth Science.

Why did you come to the Netherlands?

Although I am half Dutch I have lived in Malta my whole life. So I actually can’t even speak Dutch. When I decided to go to university it was a choice between staying in Malta or going to the Netherlands. At that point I was bored of Malta, so I decided to go abroad.

Why did you choose to go to UCR?

I chose UCR because I like the whole university college idea. I’m glad that I chose UCR because it gives you the opportunity to focus on your studies and you don’t have all the distractions of bigger cities. It is nice to get away from Middelburg though, whenever you can.

What’s your favorite thing about the Netherlands?

I like the fact that everyone, even strangers, are quite polite. The Netherlands is also very green, especially compared to Malta. Malta is so densely populated and there are buildings and construction works everyone. There is not much open space anymore. The Netherlands is also very central, so it’s very close to other major cities like Paris and London. Also most of my high school friends now live in different cities in Europe so it’s easier to visit them from here.

Have you travelled a lot whilst you have been here?

I have travelled quite a bit, though I normally go back to Malta in the holidays. However I have been
all over the Netherlands and skiing in Germany and I’ve visited Brussels and Antwerp. I also went to Cape Town in South Africa last year which was amazing.

Favorite Dutch food?
That’s a difficult question. I really don’t like the herring and I am not really into the snacks like stroopwafels or drop. I do enjoy sneet though - pea soup with sausages.

Is there a traditional Maltese dish?
Yes there is. One of my favorite dishes is called Holz Biz-Zejt - literally translated as ‘bread with oil’. It’s fresh bread with sliced tomatoes, drizzled it with rich olive oil. You can put other fillings on too, such as tuna, capers, olives, or goats cheese.

What do you eat for breakfast?
Honestly! I hope my neighbor doesn’t see this. Mostly smoothies, so I am sometimes blending at 7 o’clock in the morning. I usually don’t feel hungry first thing in the morning so I prefer to drink something, I make smoothies with banana and oats and some other stuff like frozen berries. I try to be healthy. Sometimes I fall off the wagon though, I was never healthy when I was in Malta, but when I came here and I started living on my own I changed my eating habits. I spend so much money on food, it’s my biggest budget. I never eat microwave meals.

What do you think is the weirdest thing about the Netherlands?
Well I find it strange that people keep their curtains open at night and everyone can walk past and look in. I remember we learnt in Dutch class that Dutch people like to show off their living room to the rest of the neighborhood. It’s kind of like a competition.

What’s one thing that you miss from home?
It’s very typical, but the sun! But I can’t complain now, because it has been quite a nice spring in the Netherlands. Malta also has more laid-back lifestyle compared to Holland which I sometimes miss.

What do you see more as your home: Malta or Middelburg?
I think that Malta will always be my real home but I don’t think I would like to live there in the future. I’m kind of in Limbo at the moment. I don’t know if I would like to live in the Netherlands but at the same time I know that I don’t want to go back to Malta. At the moment I guess the Netherlands is kind of my home. I mean I am living here.

What do you do on the weekends?
Well if my father is home I go visit him. Apart from that I try to go to the gym. I also try to go out as much as possible during the day – biking or walking. I don’t like sleeping in too long in the mornings so I’m usually up and out pretty early.

What would you like to do after UCR?
I am not really sure if I want to continue my studies. If I could find a master’s program that is only one year I would do it, but I would rather work. My dream is to live and work in Australia or South Africa – somewhere warm, with the same laid-back beach-bum mentality like Malta, but much bigger. I would love to do something with marine biology, wildlife biology, or animal behavior. Preferably research with a lot of field work.

Where are you from?
I am from South Africa and have lived in Stellenbosch (a town just outside of Cape Town) my entire life.

Why did you come to UCR?
After high school I took a gap year where I spent three months horse riding and training at world-renowned Dressage stables, Stall Hexagon, just outside of Middelburg. The stables offered that I stay longer and become a member of their team. I grabbed this opportunity! However, I did not only want a future in the saddle. While I would like to become a professional Dressage rider in the future, I felt that it is important to broaden my horizons if my sporting career does not go as hoped. A past student introduced me to UCR and I immediately loved the atmosphere and university college concept.

What’s your favorite thing about Holland?
I like how well-organized and efficient most things are (excluding the trains).

Favorite Dutch food?
That’s a tough one, probably a broodje kroket with a stroopwafel as dessert.

One thing you miss from home...
I miss my friends and family but I think the thing that I miss the most is the South African culture. I miss the sun, braaing (a South African version of a BBQ), the space and just being home.

Weirdest thing about Holland?
The entire country is so flat (I miss the mountains, or at least a hill) and the weather is completely unpredictable. There are also a few strange things from the Dutch culture that you have to learn… For example, when something tastes nice, Dutch people use a flat hand and shake it next to their ear to show that the food is tasty.

Favorite thing to do on the weekend?
I only get every second weekend off from horse riding/training, so when I have a free weekend I enjoy anything from spending time with my boyfriend, walking through Amsterdam or trying to find some sun.

How often do you go home?
I go home once or twice a year for a few weeks at a time.
Do you have any plans for the summer?
I will be horse riding until the end of July. I will then go back to South Africa and we will travel up north to Mozambique until class starts again.

Do you prefer sweet food or savory?
Savory.

Are you in any societies? What do you do in your free time? Do you have a job?
No, unfortunately I am not in any societies. I think that I would really enjoy it but I simply don’t have the time (or energy) with the combination of academic work and horse riding every day.

What is your favorite film?
Anything not serious and that has a good script. I watch a few series including Suits, The Mentalist, Lie to Me, and Homeland.
New Dean

Human Rights and International Law professor Barbara Oomen took over as the new Dean. She still combines her position with teaching as she wants to maintain in contact with the students.
Many will know Nous, whose Korte Delft living room concerts are enjoyed by lots of students, and who has become close friends with many throughout the years. Lizet Spijker (Class of 2011) tells how she used to hang out with many locals at Kaffee ‘t Hof, “where they had really good music, although not many people knew about it.”

Alexander Siteur (Class of 2013) recalls his special friendship with Mrs. Lepping from elderly home St. Willibrord. Another ‘eminent local’ is of course Bob from Sev’ (who might also be the one profiting most from the students’ contribution to the Middelburg economy…). And then there are ‘the Walesons’, Irma and Niels. In the first years of RA, Irma wanted to make international students feel at home in Middelburg, so she went to Bagijnhof and invited students to join her family for dinner. Ever since, the Walesons have organized well-visited student dinners, and their house has become a second home to many.

One of the best examples of a close ‘student-local friendship’ we can find are Nathalie van de Zande and Huib Labeur. As a Roosevelt student, Nathalie (Class of 2008, now UCR Ph.D. student and employee) worked at Bommel, the café right next to the city hall. Nathalie: “I worked on Wednesday nights, and always really enjoyed those nights. They were a real break from studying, and a great way to get out of the RA bubble for a while and meet, you know, normal people.” The work at Bommel didn’t really change her prejudices about Middelburg: “The people at the bar were real Zeeuwen, to which I had to explain the same story every week: no, Roosevelt is not a HBO (University of Applied sciences), it is not a nursery for rich kids.” One of her colleagues at Bommel was Huib, with whom she became good friends. After Nathalie left Middelburg, they realized they liked each other more than just as good friends, and started dating. By now they are engaged, making them Middelburg’s first ‘student-local couple’ to get married! Huib now owns Bommel, and is happy with the liveliness Roosevelt students have brought to his café and to Middelburg in general. Huib: “Since there are students here, there is more activity in Middelburg. Students often approach me for their events.” “Many people in Middelburg think and say all kinds of things about the students, but most have never interacted with them. Middelburg should be happy students want to study here.” Koeistraat students have even determined his morning street view, as they pass by Bommel every morning to get to class. Huib: “At 8.35, some nicely dressed students come by, five minutes later the hair of the students rushing by is a lot messier. And then at 8.45, I will see some sweatpants running to class.” Nathalie and Huib got married in August 2014.

Helene Bolle, who also lives in the Korte Delft house with the famous living room, has also befriended many students over past few years. One of her best friends is Douwe van den Berg (Class of 2014). Helene and Douwe met each other by chance, when they were both attending a religious youth meeting of Taizé in Berlin, and stayed in touch afterwards. To Helene, being friends with Douwe and other UCR students has altered her view on students, whom she used to see as ‘rich kids’, a bit elitist and pretentious, reinforced by the fact that she often heard Dutch students speaking English to each other. She also explains that the start of RA in Middelburg ten years ago was not very smooth. Many people in Middelburg had the (often incorrect) feeling that they had to “leave and make way” for students: elderly thought they had to move out of their home (Roggeveenhof) so students could live there, people living in Bagijnhof had the idea they were being ‘kicked out’ so students could take their place, and what once was a youth hangout was turned into student bar Barrel. However, her friendship with UCR students has brought her much more than she had expected. “Students are from places so very different from Zeeland, and have
such broad and sometimes strange interests. I talk with them about things I would normally not discuss." She continues: "I like those kind of people who are a bit strange or different, who don’t just go with the flow." To Douwe, his friendship with Helene has changed his view on Middelburg a lot as well: "Middelburg now means more to me than just the university and Roggeveen. Because of Helene I have learned a lot about the town and its people. About what it’s like to grow up and live in a place like Middelburg. When I now walk through town, I see things very differently than before. Helene’s stories about Middelburg have given me a much more personal connection to Middelburg than my own experiences could have." Ten years down the road, many students and locals have opened their minds, hearts, and homes to each other. We thank Middelburg for its great and diverse friendships, and look forward to strengthening them in the years to come.

Looking beyond the Bubble

Helene and Douwe

RA to UCR

The university has been renamed University College Roosevelt. The previous name has associations that were not favorable and the positioning of the college in then Netherlands will be easier with the new name.
Newly appointed Professor in History, Arjan van Dixhoorn
The newly appointed Professor in History, Arjan van Dixhoorn, hopes that not only UCR students, but also other Zeelanders will join in his research project on public opinion in Zeeland from early modern history until present times.

Elliott
The former post office in the Lange Nieuwstraat will be the new Common House, for students to study, drink coffee and at night meet each other for a drink. The post office will be returned to the city this way, as was the intention of the owners.
Participants in the annual Teaching Excellence summer school are presented with their certificates (2014).

As part of their tour through the country, the royal couple visited Middelburg in 2013.

The Roosevelt College Choir performs at official UCR ceremonies.

Prof. Adriaansens was presented with three goldfish: sleep, study, and social life.

Students in Spanish Class get to meet the Bolivian ambassador.

Student Faculty Soccer Tournament is always a big hit!

Faculty team for the 2012 Student-Faculty Debate.

Managing Director Jorrit Snijder during the Silent Disco (2011).

Students show off their talents during the Seven Years of Talent Show.

Students perform at official UCR ceremonies.
As 10th birthday present, UCR received a statue of Eleanor Roosevelt. • Students organized a huge pillow fight on the Helm square. • Common House Elliott was officially opened by Mr. Harald Bergmann, mayor of Middelburg, in 2014.

UCR faculty wrote a massive amount of season’s greetings. • New students enjoy their Introduction Week (2010). • Managing Director Jorrit Snijder and Prof. Adriaansens with former PM Jan Peter Balkenende.

UCR hands out the first Honorary Medals during de 2014 Dies Natalis. • The staff prepares for the graduation of the Class of 2010. • The Academic Procession walks to the Nieuwe Kerk for the Opening of the Academic Year 2011.
In 2012 Prof. Hans Adriaansens said goodbye to Roosevelt. • The first group of students starting at Roosevelt Academy.

Students celebrating the end of the semester at the end of term party 2014. • One week long the doors to Eleanor are guarded by new Erodios Members.

Dr. Luscombe hands out the first Academic Achievement Award to Ivar Troost. • Dr. Resovsky, Dr. Lelieveldt and Dr. van Gent are Elliott’s bartenders for a night. • Who’s this crazy bunch? It’s Theatra.

during the Crazy Committee Week. • Students give workshops during the BRASA festival.
Ten years of UCR, ten years of great memories and great people.

It is with great enthusiasm that we have worked on this anniversary book. But it is not just the end result that counts. This project brought together alumni and students, current and former faculty and staff, town and gown. It allowed us to unearth some hidden treasures in the image database, to reconnect to alumni and undertake a scavenger hunt through the news archives. But it does not end here. You can continue to follow us on Facebook and Twitter. The website www.ucr.nl is updated every week with news items and for the students’ perspective on life, see tabularasa.ucr.nl.

See you in ten years!

Maan Leo (Class of 2007) & Denise Nijhuis (Class of 2011)
Editors of the anniversary book