Introduction

The Erasmus Graduate School for the Social Sciences and Humanities (GS) want to provide education and supervision that benefits *all* PhD-students to successfully accomplish their PhD process. This implies that the Graduate School is suitable for students from internationally and culturally diverse backgrounds. We are interested to hear about your experiences regarding culturally sensitive teaching and supervision at the Graduate School.

The information from the interview will be used by the Program Board of the Graduate School to reflect on needed changes in the teaching, curriculum, supervision, student support, etc.

Your anonymity is guaranteed: the report of the interviews will not contain names or personal information that can lead to individual persons.

Can I record this interview to save time for data-analysis? After, the recording will be destroyed.

Aim of the interviews:

- Gain insight into perceptions and experiences of PhD students with regard to diversity sensitive teaching and supervision at the GS. What are strong and weak points from their perspective?
- Gain insight into their suggestions for improvement.

Topiclist interviews

Introduction and getting to know each other (5 min)

Rationale (5 min)

1. Do you think it is important that the GS pays special attention to its international and cultural diversity of the PhD students population in its teaching and supervision? Why? What are crucial aspects?

2. Do you think it is important that the GS pays special attention to the development of intercultural and international knowledge, skills and attitudes of the PhD students? Why? What are crucial aspects?

Evaluation (30 min – app. 5 min/question)

3. Does the teaching and supervision at the Graduate School fit with what you expected before you started the program? Examples? If applicable, what support did you ask/receive?
4. Was it transparent for you what the GS expected from PhD students/the PhD trajectory before you started? And during the first period of your PhD? If applicable, what support did you ask/receive?
5. Did/do you experience cultural or language barriers (f.e. methods and standards of assessment differ from what you encountered in your previous study, not being used to communicate and being assessed in English)? Examples? If applicable, what support did you ask/receive?

6. To what extent does GS currently offers an inclusive, culturally sensitive learning environment (in its courses)? (An inclusive, culturally sensitive learning environment is relevant, meaningful and accessible for all students, regardless of their linguistic, cultural or national background.) Why? Examples.

7. What competences are required from teachers and supervisors to teach/supervise culturally diverse PhD students? To what extent do you think the teaching/supervising staff of GS in general master these competences? What are strongly developed qualities and what needs to be improved in your point of view?

Improvements (15 min)

8. Overlooking the topics we discussed (rationale for diversity sensitivity at GS, expectations, cultural/language barriers, inclusiveness, teacher/supervisor competences), what should be your advice to the GS? Formulate this in 2-3 strong points (that have to be kept) and 2-3 points for improvement. How does a diversity sensitive GS looks like in your dreams?

To finish (5 min)

Practical issues: receive consent and feedback from students on the way I present the findings of the students' interviews in the report (that will be used in the next steps of the process with the Program Board).