



UNIVERSITY OF AMSTERDAM



Annual Report 2021

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Annual Report 2021

University of Amsterdam

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On the cover

Cover: students Science Park, spring 2022 (Ilsoo van Dijk)
Photo's inside the annual report: employees in the picture (Lisa Maier)

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EXECUTIVE BOARD

From left to right: Jan Lintsen, MBA (member), Prof. Karen Maex (Rector Magnificus and vice-president) and Prof. Geert ten Dam (president).

A. Foreword by the Executive Board

On Monday 6 September, the academic year began as it should: with a full campus. For a brief moment, COVID-19 faded into the background, people were treated to coffee and cake, the red carpet was rolled out and everyone was welcomed back. Although measures were re-imposed in the months that followed, it looks like the academic year will end as it began: with full lecture rooms and collaboration on campus. Last year's annual report took stock of the COVID-19 crisis, though it was not yet over; hopefully, this annual report will contain the final word on the matter.

In spite of the pandemic, the UvA has grown over the past year. The government grant increased by 35 million euros through incidental education funding, which meant the year ended with a positive result of 26.8 million euros. The number of publications and theses and the percentage of open access publications increased, while staff numbers grew to nearly 5,800 FTEs. The number of students enrolled grew by 6 percent to more than 41,000, primarily due to an increase in the number of international students. The limits of this growth appear to have been reached, due in part to housing issues.

Not every change was positive: the rate of absences due to illness increased, probably due to COVID-19, and there was also an undesirable drop in income from research grants. One positive decrease was in the per-student rates of energy consumption and carbon emissions – a sign of the successful implementation of our new sustainability policy.

Our research policy was given a boost by the new Strategic Plan, particularly in terms of collaboration between disciplines and faculties on four social themes: digital transformation, a healthy future, a just society and sustainable prosperity. Work was also put into growing partnerships in Amsterdam, strengthening the AI Technology for People partnership and expanding data-driven research, through initiatives including the launch of the Data Science Centre. In addition, the UvA is one of the leading participants in Quantumdelta NL, a coalition supported by the National Growth Fund.

During the pandemic it became very clear just how important on-campus education is. Digitalisation is a valuable complement to this, and this formed the starting point for the new vision of digital education. Our focus is on improving teaching materials, support for and intensification of education (small within large), as well as on increasing students' engagement with their studies. This means greater use of knowledge clips and other online tools, expanding technical support, making adjustments to curricula and investing in ICT systems.

The results of the 2021 Employee Monitor revealed that staff are satisfied with their work at the UvA and that the UvA's rating as an employer has once again increased. That is pleasing, but at the same time, workloads and the number of lecturers on temporary contracts are still too high. Partly for this reason, we have been working on a new HR programme for 2021 – 2026, with a major focus on academic and other leadership skills, personnel policy, diversity, and recognition and rewards.

In February, the UvA and AUAS were affected by a serious cyber attack, which was detected at an early stage by the Security Operations Centre (SOC). In the end, the attack was foiled without any data being held hostage and without a systems failure. However, 110,000 staff and students had to change their passwords within a week and a half. The incident confirmed once again the major importance of technical adaptations such as multi-factor authentication and investment in information security, including monitoring, detection and response capacity.

In 2021, major investments were also made in developing the UvA's campuses: at the Science Park (LAB 42 for AI, a new Quantum building), at the Roeterseiland Campus (REC P for the UvA Academy and PPLE, REC JK for all faculties) and in the University Quarter (next phase of the new University Library). In June, the City Council approved the Strategic Master Plan for the University Quarter.

After two difficult years dealing with COVID-19, at the time of publication of this annual report, the world is once again in the grip of a crisis – this time it is the war in Ukraine, the shocking violence, the millions of Ukrainians forced to flee their homes. Within a short space of time, the UvA raised more than 100,000 euros to support our students in need, and numerous initiatives were rapidly launched to give refugee students and researchers a place in the Dutch higher education system. The long-term impact of the war is still unclear, but within the UvA, the unity and willingness to help are huge.

B. Key data

	2017	2018	2019	2020	2021
Number of students enrolled at the UvA					
Total	32,588	34,067	35,387	38,940	41,206

	2017	2018	2019	2020	2021
Intake of students enrolled in the first year of a degree programme at the institution (as per 1 October)					
Bachelor's intake	7,007	7,063	6,869	7,737	8,352
Pre-Master's intake	521	490	594	453	628
Master's intake	5,326	5,351	5,617	6,810	6,579

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Credits obtained by government-funded students					
Final examinations taken per academic year					
Credits (ECTS) obtained by government-funded students	1,363,436	1,430,111	1,464,075	1,512,512	1,538,224
Bachelor's examinations	4,390	4,300	4,604	4,853	5,556
Master's examinations	5,699	5,827	6,100	6,063	6,755
Initial university degree (<i>doctoraal</i>) examinations	10	0	0	0	0
Post-graduate Master's examinations	336	323	425	444	481

	2017	2018	2019	2020	2021
Doctoral theses per calendar year					
Doctoral theses	543	535	527	541	568
of which joint doctorates	12 ¹	12	12	15	20
Design engineering certificates	13	8	15	17	13

	2017	2018 ³	2019	2020	2021
Publications per calendar year					
Academic publications	8,026	9,203	9,294	9,144	10,591
Professional journals	1,075	1,287	1,216	944	831

	2017	2018	2019	2020	2021
Key financial data (x €1 million)					
Equity (for the group, as per 31 December)	278	283	305	304 ⁴	331
Solvency II (for the group, definition applied by the Ministry of Education, Culture and Science: equity plus provisions/total assets)	41%	41%	42%	40%	42%
Transfer FdG ²	169	168	170	174	184
Other operating expenses (excluding group companies)	573	590	603	645	670
Total operating expenses (UvA individually plus transfer FdG)	742	758	773	819	854
Group result	1.1	4.5	22.2	-4.2	27.4

¹ Of which one non-government-funded, due to the fact that the doctorate degree was conferred abroad.

² The government grant for the Faculty of Medicine (FdG) as an academic workplace is presented as an allowable deduction from the UvA's income in the Annual Statement of Accounts. This grant is included in the transfer of funds to the FdG and total operating expenses in this Key Data overview.

³ The numbers are consistent with the definitions in the University Research Indicators (KUOZ) published by the Universities of the Netherlands (UNL). These definitions were changed in 2018 to include more types of publications than in previous years.

⁴ The equity of the T.M.C. Asser Instituut has been included in the group equity from 2020 onwards.

	2017	2018	2019	2020	2021
Staff (FTEs as per December, excl. FdG)					
Academic staff	2,854	2,857	2,915	3,023	3,239
<i>m/f ratio</i>	56/44%	56/44%	56/44%	56/44%	55/45%
Support and management staff	1,981	1,960	2,030	2,145	2,207
<i>m/f ratio</i>	42/58%	41/59%	41/59%	42/58%	40/60%
Individual UvA total⁶	4,835	4,817	4,945	5,168	5,446⁵
Consolidated affiliated institutions	317	325	274	348	348
Consolidated UvA total	5,152	5,142	5,219	5,516	5,794
Absence due to illness (excl. FdG)					
Academic staff	2.4%	2.3%	2.5%	2.1%	2.4%
Support and management staff	5.8%	6.0%	5.6%	4.1%	5.0%
Energieverbruik en CO₂-uitstoot					
Gas (million m ³)	3.2	3.1	2.5	2.0	2.1
Electricity (million m ² kWh)	185	185	182	169	164
Drinking water consumption (x1000 m ³)	92.6	96.8	91.7	90.0	90.0
Waste removal					
Ordinary waste (tonnes)	919	964	995	995	564
Chemical waste (tonnes)	46	46	46	46	46 ⁷
Total waste (tonnes)	965	1,010	1,041	1,041	610

⁵ In 2021, 135 of these were also enrolled as students. Many of them were student assistants.

⁶ Non-consolidated UvA staff figures up to 2019 include staff seconded to the T.M.C. Asser Instituut and Kohnstamm Institute, as well as UvA staff members working at ACTA. From 2020 onwards, staff seconded to the T.M.C. Asser Instituut are shown under the affiliated institutions.

⁷ This is a provisional indication of the 2020 figure.

In this Key Data section, the Faculty of Medicine (FdG) has been included in the education, research and financial data, but not in the staffing and operational management data, which is covered in the AMC-UvA annual report.

The *Facts and figures* section on the UvA website features more detailed information on education, research, staff and finances at the UvA, along with specific details for each individual faculty and degree programme. On the UvA website, students and staff members can find data on their own organisational unit or degree programme via UvAdata.

c. Message from the Supervisory Board

Return to campus

‘The University of Amsterdam conducts research that seeks to understand and serve the world, without being bound by political, religious or other constraints. We are an ambitious and creative public university in the heart of Amsterdam - independent and engaged at the same time. We strive for a sustainable, prosperous future and champion justice and equal opportunities. We listen and give people the freedom to ask questions, to explore and to debate. We do this with respect for the contribution, background and beliefs of each and every individual, in an environment that is socially and intellectually safe. We will defend these values at all times.’

Those are the core values of the UvA, as enshrined in the Strategic Plan. These values were in full force in 2021, although university life was heavily impacted by the ongoing effects of COVID-19. During large parts of the year, nationwide measures were in effect that had a major impact on society as a whole as well as on academic education and research. For the second year in a row, students and staff experienced numerous constraints resulting from the pandemic.

For students, it was a year of lots of online learning and few opportunities to see lecturers or each other in person at the University. This meant interaction remained limited. The students made the best of it and in general they made good progress with their studies, but over time, there were increasing signs that the measures were having a negative impact. Experts, healthcare professionals and of course the students themselves drew attention to an increasing sense of hopelessness and feelings of loneliness and depression. There was a growing realisation that limited social contact harms students’ personal and academic development.

The consequences for staff were also significant. Switching between teaching on campus and online lectures and tutorials required extra commitment and time, and many staff were already experiencing high workloads before the pandemic. Minimal on-campus interactions with students and/or colleagues placed different demands on their work and on maintaining a high level of quality in both teaching and research. Furthermore, depending on their personal situation, some staff faced practical difficulties such as childcare and school closures, home schooling, quarantine rules and creating a quiet workspace at home.

It goes without saying that adjusting to the new circumstances demanded a great deal from lecturers, supervisors and researchers. This period also took a toll on timetable planners, ICT staff, policy advisers and other staff. As the Supervisory Board, we have enormous appreciation for the constructive way in which all parts of the organisation contributed to maintaining the continuity and quality of our core activities, so that the UvA could continue to operate at a high level in 2021.

As we write this message, in the spring of 2022, the restrictions have ended and normal academic life has resumed, with staff and students meeting up and talking to each other in person. In 2021, as in 2020, a great deal of work and advocacy was done behind the scenes and in the public eye to ensure higher education institutions could remain as open as possible. The UvA will continue to advocate on this issue if required.

Over the past year, the UvA has seized on the opportunity presented by the need for online teaching to accelerate the creation of an appropriate digitalisation vision for the University. It has been possible to test models in practice. There is now a vision on blended teaching that has broad internal support. Online apps can add value and complement traditional lectures and seminars, but for the UvA, in-person interactions are and will remain the starting point.

In 2021, the Strategic Plan *Inspiring Generations* (2021 – 2026) was finalised after extensive consultation within the University and approved by the Supervisory Board. It sets out the UvA’s core values, ambitions and visions for education and research. One of the ambitions is to leverage the broad-based strength of the UvA by promoting interdisciplinary research and education and

maintaining the UvA's position as a research leader on the international stage. In addition, the UvA wants to grow its position in society, also in the light of open science and national and international networks.

A social trend that began some time ago continued in 2021. The authority of academia is no longer taken for granted. In public debate, academic insights are regularly presented as only one opinion, alongside other opinions. An additional concern is that researchers, like politicians and journalists, are increasingly being approached in an aggressive way. Within Universities of the Netherlands (UNL, formerly VSNU), the UvA has taken a leading role in preparing academics for such situations and offering them support.

Looking back, the past two years still seem surreal. When 2022 began, we were actually allowed to do things that had not been permitted for a long time. It was an enormous relief. But only for a moment, because then war broke out in Ukraine. Right away, the UvA took action to accommodate (also providing counselling, and financial support where necessary) to the 470 or so students from the region who were working or studying at our institution. We can only hope that the situation will improve as soon as possible.

Consultation with the representative advisory bodies

The representative function of the representative advisory bodies is important, particularly in an organisation as large as the UvA. Open contact between the Executive Board and representatives of students and staff is crucial. The Higher Education and Research Act (WHW) regulates the nature and frequency of this contact and specifies the topics on which representative advisory bodies have a right to be consulted and a right of consent. We endorse the policy of the Executive Board of engaging in regular consultation with the representative advisory bodies, including outside of the formal frameworks.

The Central Works Council (COR) and Central Student Council (CSR) have an influence on university policy and have a right to be consulted and a right of consent on various policy components. The Supervisory Board also maintains contact with the representative advisory bodies. The chairperson meets with the COR and CSR twice a year, along with the board member nominated by the council concerned. These statutory consultation meetings are a way for us to stay in touch with the academic community. Listening to and discussing what is going on among staff and students gives us information that is important for exercising our supervisory role.

Statutory consultation with the COR took place in May and November. The key topics were workloads, which increased even further during the pandemic, and social safety, which included a discussion of the positioning of key figures such as the ombudsperson and signage to help staff and students find the appropriate complaints desks.

In the statutory consultation meetings with the CSR, in June and November, in the context of COVID-19, we spoke extensively about both the future and the digitalisation of education, the provision of information to students and the University's responsibilities towards students, including in the areas of mental well-being and housing.

There were also informal opportunities for members of the Supervisory Board to speak with members of the representative advisory bodies. Members and chairpersons of the representative advisory bodies had regular contact with the member of the Supervisory Board nominated by their council, and, where necessary, with the chairperson of the Supervisory Board. In September, we invited the outgoing and incoming members of the COR and CSR to an informal meeting, which had not been held previously due to the pandemic.

Due to the COVID-19 situation, in 2021, as in 2020, we relied upon the members of the COR and CSR more than usual. The effects of the pandemic on the day-to-day running of the UvA demanded a lot of attention from Board members, who at the same time were also personally experiencing the consequences of the measures in the form of high workloads, studying and working online, the enforced absence from campus or being absent on the home front and not being able to see people in person. The way in which the members of the COR and CSR continued to discharge their responsibilities and perform their work in a professional, critical and constructive manner is worthy of respect.

The Supervisory Board's role and tasks

The Supervisory Board's task is to monitor the work carried out, and powers exercised, by the University's Executive Board. It is the body to which the members of the Executive Board give account. As the Supervisory Board, we have to exercise proper and independent supervision. The Supervisory Board is charged with approving the budget, the annual financial statements, the management report and the strategic plan. It also monitors the Executive Board's compliance with legal obligations and application of the sector code, the lawfulness of procurement processes, the effective and legitimate allocation and use of funds and the shaping of the quality assurance system. The Supervisory Board is also the employer of the members of the Executive Board. The provision of adequate information is essential for the Supervisory Board to properly discharge its duties.

In discussions between the Executive Board and the Supervisory Board, considerable attention is given to the transfer of information. Where necessary, the bodies do not shy away from frank debates and exchanges of views. We ask critical questions and provide the Executive Board with advice, both solicited and unsolicited. The Executive Board is tasked with running and managing the UvA, has administrative accountability for the institution's business and makes decisions on the day-to-day running of the University. In our supervisory role, we must be independent and uninvolved in what happens at the University on the one hand and knowledgeable and aware of what is going on in the organisation on the other. The UvA is a place where everyone's growth and development matter and are valued; it is a place where people are granted opportunities and encouraged to seize them. Our supervisory activities are informed by the need to ensure that the University stays that way.

Our role as an employer

One of the tasks of the Supervisory Board is to act as the employer of the members of the Executive Board. In December 2020, we decided to extend the appointment of the Executive Board member holding the Finance and Operational Management portfolio for another four years from 1 September 2021, based on a positive recommendation from the COR and the CSR.

At the time of writing, the recruitment of a new rector magnificus is high on the agenda. The incumbent rector signalled in early 2022 that she intended to step down in the summer of 2022 for personal reasons. The process of finding a successor has involved discussions with a wide range of groups from within the UvA, including both central representative advisory bodies.

The preparatory work and pre-selection of the most suitable candidate will be done by the selection committee, chaired by the chairperson of the Supervisory Board. The committee comprises a representative from the COR, a representative from the CSR, a member representing the deans, a member representing the Executive Board and a member representing the Supervisory Board. Once consent was received from both representative advisory bodies, the job profile was adopted by the Board and recruitment began in earnest. Naturally, the Strategic Plan *Inspiring Generations* (2021 – 2026) will be a guiding light during the term of the new rector.

In July 2021, the chairperson of the Supervisory Board and one of our members conducted annual consultations (appraisal interviews) with the individual members of the Executive Board. In preparation for these interviews, the Supervisory Board and the Executive Board members collected information from a variety of stakeholders within the immediate working environment and professional field of each of the members of the Executive Board.

It is the policy of the Supervisory Board to pay the members of the Executive Board the maximum salary they are legally allowed to receive, or slightly less. Since the reduction of the maximum salary in 2016, we have felt that this is appropriate for a university that is among the largest and most complex public entities in the country. The UvA's expense claim, travelling allowance and facilities policy for members of the Executive Board, adopted in 2017, is in some respects more stringent than the expense claim policy collectively developed by the universities to serve as a guide.

Composition and tasks of the Supervisory Board

The members of the Supervisory Board collectively represent a range of social, professional, business and cultural backgrounds and possess extensive management experience and a thorough understanding of the world of academia. They also meet the necessary independence requirements.

Willy Spaan was appointed by the Minister of Education, Culture and Science for a four-year term as a member of the Supervisory Board with effect from 1 May 2021. He took over from Gerard Mols, who had been part of the Board since 2013; his second term ended on 30 April 2021. In October, when the COVID-19 situation allowed, the Supervisory Board and the Executive Board said a personal farewell to Gerard. We are extremely grateful to him for his massive commitment and engagement, his grasp of the broader picture and his insight, from which the UvA has greatly benefited on numerous occasions. It was a great pleasure to work with him for so many years.

The recruitment of a new member was based on the profile for members of the Supervisory Board, which was adopted by the Board on 26 February 2020. The COR and CSR were consulted in advance, as required. The adoption of the profile complied with the Code for Good Governance in Dutch Universities, which mandates a review of the profile once every four years. According to the schedule of departures, one of the sitting members will step down on 26 August 2022. Recruitment is currently in full swing. For the profile of Supervisory Board members and an overview of their ancillary activities, please refer to the UvA's website.

In 2021, we had six regular meetings with the Executive Board. The University's student assessor attended these meetings as well. Because of the COVID-19 measures, several of these meetings were held online. In the May meeting, the external auditor reported on its findings with regard to the 2020 Annual Statement of Accounts and the 2020 Annual Report. The Supervisory Board and the Executive Board also held a number of informal meetings in 2021, at which various topical subjects were discussed with no agenda.

We convened twice without the Executive Board to discuss a range of subjects. We also conducted our annual self-evaluation; in 2021, we involved an external party in this process and consulted the members of the Executive Board. As well as our own performance, we evaluated the relationship between the Executive Board and the Supervisory Board. This garnered useful insights that will be applied to our working relationships in the years ahead. Over the course of the year, the president of the Executive Board and the chairperson of the Supervisory Board met frequently to discuss current events, recent developments and the progress made on the numerous dossiers.

Over the course of the year, each member of the Supervisory Board had an individual conversation with one or two deans. These conversations were informative and informal in nature and enabled the Board to stay in touch with insights and developments at the UvA.

The Supervisory Board has formed three committees from among its members, which meet with the relevant portfolio holder from the Executive Board to discuss the key dossiers in greater depth. Depending on the remit of the committee, the relevant heads of department are invited to meetings, as are other officials on an ad hoc basis, such as the directors of Real Estate Development and HR and the officers responsible for social safety and diversity. The committees prepare agenda items for Supervisory Board meetings that are relevant to their field of expertise and, where relevant, support the members of the Executive Board by offering advice. The frequency of committee meetings is established in advance and is set out below.

The Education and Research Committee met four times with the Rector Magnificus. These meetings were attended by the director of Academic Affairs. Until 1 May, the committee was composed of Gerard Mols (chairperson) and Pauline Meurs. From 1 May onwards, its members are Pauline Meurs (chairperson) and Willy Spaan. Topics on the agenda included the consequences of the COVID-19 measures for education and research, the approach to the National Education Plan (NPO), the quality agreements, digitalisation of education, valorisation, the implementation of the strategic plan, the professorial appointments policy, digital sovereignty and collaboration with countries with restricted freedoms.

In the Governance, Staffing and Organisation Committee, Marise Voskens (chairperson) and Omar Ramadan held two meetings with the president of the Executive Board, in which they discussed social safety and integrity, diversity and the personnel policy, as well as topics such as workloads, well-being and the appointment policy. The application of the UNL's Code for Good Governance in Dutch Universities also falls within the remit of this committee. The HRM director attends the meetings of this committee.

The Audit Committee, comprising Rob Becker (chairperson) and Pauline Meurs, met five times with the Executive Board member holding the Finance and Operational Management portfolio. These meetings were attended by the head of the Audit Department and the director of Finance, Planning & Control. The external auditor was also present at most meetings. Agenda items included the annual financial cycle, the Accommodations Plan and related progress reports, and the funding investigation commissioned by the Minister of Education, Culture and Science, which concluded that the funding of academic education and research is structurally inadequate. Risk management, cyber resilience, privacy, the evaluation of the cyber attack on the UvA in February 2021, information security audits and the annual report and annual plan of the Data Protection Officer were discussed, as well as the private spending of public funds due to a new policy rule.

In November, the chairperson of the Supervisory Board, the chairperson of the Audit Committee and the Executive Board member holding the Finance and Operational Management portfolio met with the external auditor to discuss the description in the auditor's report for 2020 of the responsibilities of the Supervisory Board with regard to annual reporting, fraud, and laws and regulations. The wording seemed to be drawn too much from the world of business, whereas in the academic world, the WHW and the Code for Good Governance in Dutch Universities are the guiding documents. The wording will be amended in the auditor's report for 2021.

In December, the annual meeting was held between the chairs of the audit committees of the UvA and Amsterdam University of Applied Sciences (AUAS) and the holders of the operational management portfolios from both institutions, to discuss matters relating to the shared service units. Several times a year, the chairperson of the Supervisory Board attends a meeting with the Minister of Education, Culture and Science, senior Ministry officials and the chairs of the Supervisory Boards from the other Dutch universities.

Effective and legitimate spending of funds

In meetings of the Supervisory Board and Audit Committee, we devoted considerable time to discussing financial policy and management and the long-term capital position. In May, we approved the management report and the 2020 Annual Statement of Accounts. In December, we signed off on the 2022 budget, subject to the consent of the Joint Meeting of the representative advisory bodies. This consent was given in early 2022. Construction of the new University Library in the old Binnengasthuis building was also given specific attention. In early 2022, it became apparent that the budgeted costs would once again be exceeded, partly because the structural state of the buildings was worse than initially estimated and partly due to delays stemming from the complexity of the project, which is situated in Amsterdam's historic city centre. The Executive Board has taken measures to minimise the likelihood of further cost overruns.

The UvA ended the year with a positive balance. The incidental education funding (National Education Programme funding) that the government allocated in 2021 due to the COVID-19 pandemic contributed to this result. Among other factors, labour market shortages made it impossible to spend all of these funds in the short term, in spite of the urgent need for more staff and for a boost to quality improvement. The remaining funds will be spent in the current year, in accordance with their intended purpose. As in previous years, the question of how to ensure that available funds are actually spent in the year in question was an area of concern. The Supervisory Board and the Executive Board have discussed what can be done about the internal (organisation) and external (labour market) causes that lead to delays in spending.

It is clear from the Auditor's Report on the 2021 Annual Statement of Accounts and the verbal explanation by the auditor that the Annual Statement of Accounts presents a true and fair picture and is consistent with the information in the management report, and that the financial reporting

principles were correctly applied. The financial processes at the UvA are properly organised, and the UvA's spending of public funds is both legitimate and effective.

In conclusion

In 2021, the UvA once again showed itself to be a learning, flexible and motivated organisation. In spite of the constraints imposed by external circumstances, the University was able to properly perform its core tasks, create new opportunities, continue to develop and maintain its position as a multi-faceted leader at an international level. As the Supervisory Board, we can look back on the past year with satisfaction and with enormous appreciation for UvA staff and students.

Amsterdam, 20 June 2022

The Supervisory Board

Marise Voskens, chairperson

Rob Becker

Pauline Meurs

Omar Ramadan

Willy Spaan



Employees in the picture

The University of Amsterdam has around 6,000 employees. We would like to introduce you to some of them. Few people can claim to be both a student and a UvA employee, but **Dikran Kassabian** is proof that they exist. As student assessor for the 2021 – 2022 academic year, he is a link between students and university management. 'I'm closely involved with the way things are organised at the UvA, so I can make myself useful when students tell me what their concerns are. To give an example, I worked with the Central Student Council to arrange a third resit opportunity for some degree programmes during the pandemic. I also want to show that the UvA is serious about transparency and making the decision-making process more democratic. After all, that's what my position was created for.'

D. Members of the Executive Board and Supervisory Board

At the time of the signing of this Annual Report for 2021, the Executive and Supervisory Boards comprised the following individuals:

Executive Board

POSITION		APPOINTED FOR THE PERIOD
President	Prof. G.T.M. ten Dam	1 June 2016 – 31 May 2024
Rector Magnificus and Vice-President	Prof. K.I.J. Maex	1 June 2016 – 31 May 2024
Member	J.W. Lintsen, MBA	1 September 2017 – 1 September 2025

Supervisory Board

POSITION		APPOINTED FOR THE PERIOD
Chairperson	M.S.F. Voskens, LL.M.	26 August 2016 – 25 August 2024
Member	Prof. G.P.M.F. Mols	1 May 2013 – 30 April 2021
Member	Prof. P.L. Meurs	26 August 2016 – 25 August 2024
Member	R. Becker, MBA	26 August 2016 – 25 August 2024
Member	Prof. W.J.M. Spaan	1 May 2021 – 30 April 2025
Member	O.M.A.A. Ramadan, MSc MA	15 May 2019 – 14 May 2023

The ancillary positions held by the Executive Board members have been disclosed on www.uva.nl. The same applies to the members of the Supervisory Board.

E. Faculty deans and service unit directors

At the time of the publication of this annual report, the following persons were responsible for managing the faculties, institutes and shared service units:

Executive staff

FACULTY	
Secretary General of the University	C. Euving, MBA

Faculty deans

FACULTY	
Faculty of Humanities	Prof. M. de Goede
Amsterdam Law School	Prof. P.A. Nollkaemper, LL.M.
Faculty of Medicine	Prof. J.B. van Goudoever
Faculty of Dentistry	Prof. E. Kalenderian
Faculty of Science	Prof. P.H. van Tienderen
Faculty of Economics and Business	Prof. R.M.J.W. Beetsma
Faculty of Social and Behavioural Sciences	Prof. A.H. Fischer

Service unit directors

SERVICE	
Administration Centre	C. Galjaard, LL.M.
ICT Services	L. Welman
Facility Services	E.F.H. Zwiep
University Library	Dr G.J.M. Nijsten
Student Services	J. van Marle
Communications Office	H.C.A. van Oosterzee
Technology Transfer Office	R. Rust
Development and Alumni Relations Office	H.C.A. van Oosterzee (acting).
Real Estate Development	K. Lammers
Student Health Services Office	P. Vonk

F. Details of the legal entity

University of Amsterdam
 Spui 21
 1012 WX Amsterdam
 PO Box 19268
 1000 GG Amsterdam
 Telephone: +31 (0)20 525 9111
 Website: www.uva.nl

BRIN number: 21PK
 Competent authority number: 22222

Bank:
 Deutsche Bank NL48DEUT0444042342

Chamber of Commerce registration number:
 34370207

LEI (Legal Entity Identifier):
 724500CFDCA9PSUM7351

ANBI number (Public Benefit Organisation):
 003240782

VAT number:
 NL0032.40.782.B01

EORI number (Economic Operators Registration & Identification):
 NL003240782

G. Glossary of abbreviations

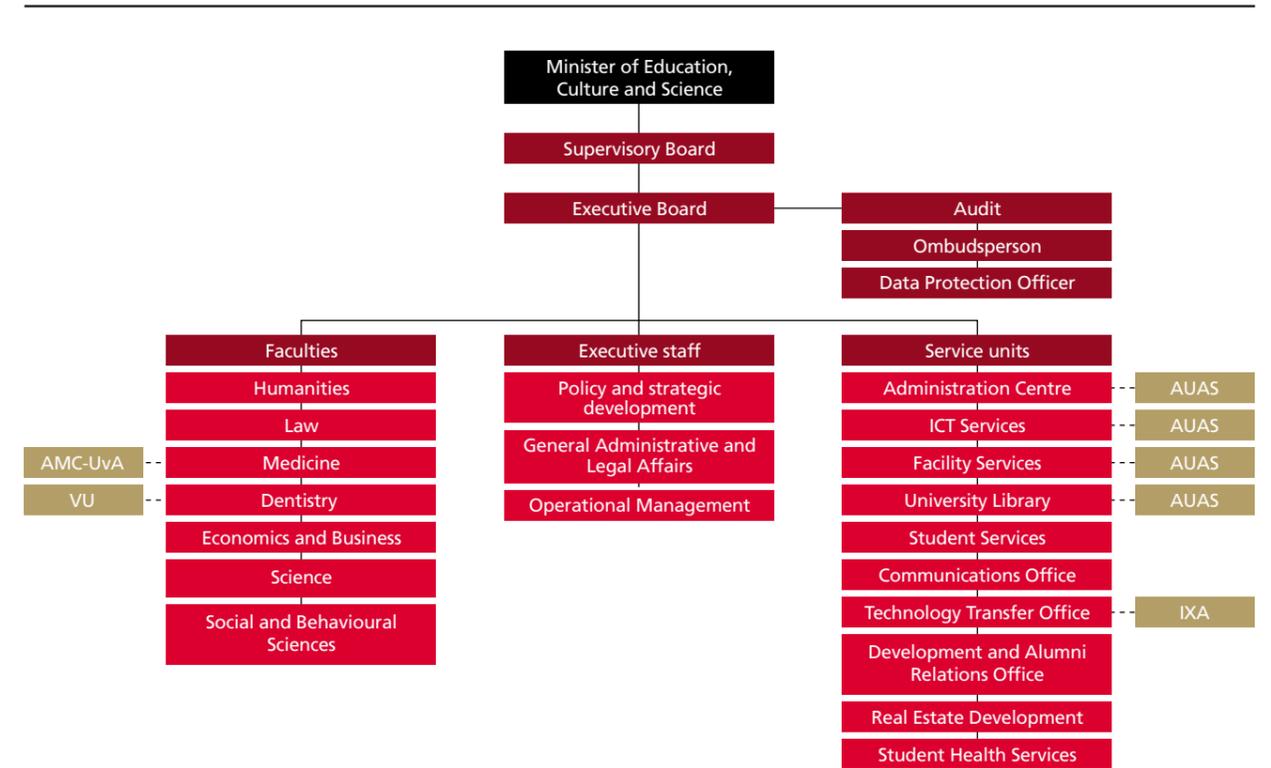
ACTA	Academic Centre for Dentistry in Amsterdam
AI	Artificial Intelligence
AMC-UvA	Academic Medical Center, the UvA's teaching hospital
ASP	Amsterdam Science Park
AUAS	Amsterdam University of Applied Sciences
AUC	Amsterdam University College
CAO NU	Collective labour agreement for universities in the Netherlands
CAOP	Centre for Public Sector Labour Relations
CBO	Central Executive Council (comprising the Executive Board and the faculty deans)
CDO	Chief Diversity Officer
CISO	Chief Information Security Officer
COR	Central Works Council
CSR	Central Student Council
CvB	Executive Board
CWI	Academic Integrity Committee
DGw	Sustainable Humanities
DPO	Data Protection Officer
DSCR	Debt Service Coverage Ratio
EC or ECTS	Credit (European Credit Transfer System), measure of workload for a specific subject or degree programme
EOI	Students enrolled in the first year of a degree programme at the institution
ERC	European Research Council, an EU body
EU	European Union, represented by the European Commission
FdG	Faculty of Medicine
FdR	Amsterdam Law School
FdT	Faculty of Dentistry
FEB	Faculty of Economics and Business
FGw	Faculty of Humanities
FMG	Faculty of Social and Behavioural Sciences
FNWI	Faculty of Science
GDPR	General Data Protection Regulation
GV	Joint Meeting of the COR and CSR, within the meaning of Section 9.30a of the Dutch Higher Education and Research Act
IAS	Institute for Advanced Study
ICT	Information and Communication Technology
IDA	Interdisciplinary Doctorate Agreement
IIS	Institute for Interdisciplinary Studies
IvI	Informatics Institute
IXA	Innovation Exchange Amsterdam, collaborating Technology Transfer Offices in Amsterdam
KNAW	Royal Netherlands Academy of Arts and Sciences
LERU	League of European Research Universities
MJA	Long-Term Agreement on Energy Efficiency
NKI/AvL	Netherlands Cancer Institute/Antoni van Leeuwenhoek Hospital
NSE	National Student Survey
NVAO	Accreditation Organisation of the Netherlands and Flanders
NWO	Dutch Research Council
O&O	Teaching and research
OBP	Support and management staff
OCW	Ministry of Education, Culture and Science

H. Organisational chart

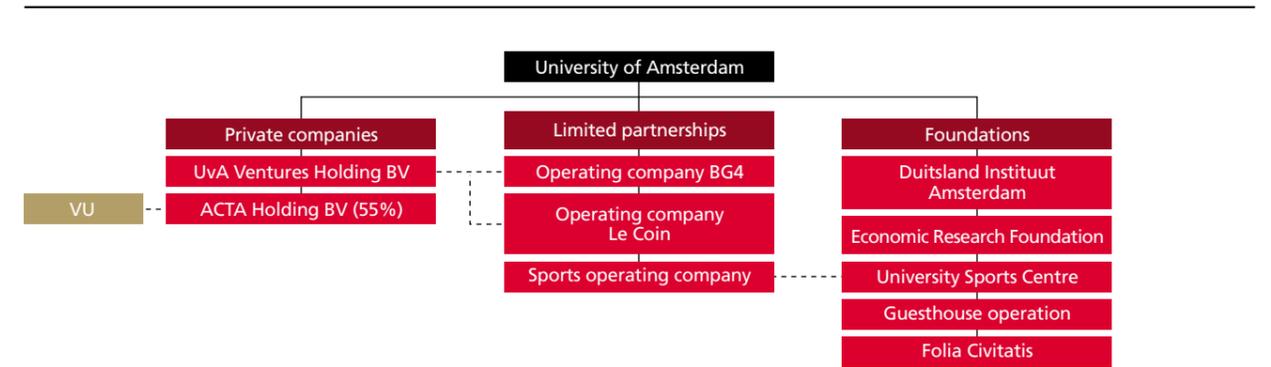
PBO	Public Benefit Organisation
POL	Education Logistics Programme
QS	Quacquarelli Symonds
REC	Roeterseiland Campus
RPA	Research Priority Area
RvT	Supervisory Board
SEP	Standard Evaluation Protocol
SPP	Strategic Personnel Planning
TES	Thermal Energy Storage
TLC	Teaching and Learning Centre
UFO	University job classification system
UNL	Universities of the Netherlands
UQ	University Quarter
USC	University Sports Centre
UvA	University of Amsterdam
VU	Vrije Universiteit Amsterdam (VU Amsterdam)
WHW	Dutch Higher Education and Research Act (<i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>)
WI	Academic integrity
WOR	Works Councils Act (<i>Wet op de Ondernemingsraden</i>)

UvA organisational chart

Internal structure



Group structure



Central Works Council: the year in review

In this annual report, the COR will provide an overview of the key topics for 2021. One of the topics that kept recurring was COVID-19: It was a year in which the pandemic continued to require a great deal of adaptability from staff and students. There was uncertainty about the effect COVID-19 would have on demand for accommodation at the UvA. There were also two hacking attempts, which could have had serious consequences. In addition, the representative advisory bodies were involved in shaping the new social safety policy and developing the improvement programme for our occupational health and safety service. Elections were held for the decentralised councils, and the COR worked hard to achieve a fairer lecturer policy.

As in 2020, COVID-19 had a significant impact on teaching and research. The organisation seemed to have become accustomed to a combination of working from home and working on campus. But for many staff and students, it was a painful and difficult period: trying to concentrate at home surrounded by young children or in isolation, being confronted with postponements or cancellation of research, having to care for others and/or being seriously ill themselves. Nearly everyone experienced constraints. The COR regularly drew attention to those for whom certain measures or working arrangements were causing issues. For instance, the COR advocated for customised working arrangements for staff with care responsibilities who were expected to be present on campus. In the context of the National Education Programme funds, the COR supported the call by the Central Student Council for more student psychologists and study advisers to be appointed, because the pressure on the study advisers was becoming unacceptably high.

The pandemic demanded a great deal of adaptability from staff. Once everything was scheduled on campus, we went into another lockdown. And if a lecture was allowed to be held on campus, the lecturer or a student would be infected or have to isolate. In the end, a lot of teaching became hybrid. Almost all educational activities were able to continue, but the hybrid form was seldom optimal. Either way, all that constant improvisation asked a lot of everyone.

One specific topic dominated the debate around COVID-19: ventilation. Staff did not feel safe in the buildings. The COR regularly raised this issue in meetings, asked questions about the standards that were being applied and asked for a guarantee that rooms where the ventilation was not up to scratch would not be used. In addition, the COR asked for a reporting mechanism to be set up so that staff could report non-functioning ventilation systems.

The COVID-19 crisis caused significant changes to the way we work and study at the UvA; in particular, the use of ICT increased. Lectures, and sometimes even practical training, were delivered partially or entirely online, meetings were held online and even exams were often taken and monitored online. That led to higher-than-normal data traffic for the UvA, and the risk of privacy breaches increased. The COR monitored these matters closely.

The COR was very concerned about the hacks of the UvA's systems in the spring of 2021 and of the UvA Q system in the autumn. Although the response to both hacks was more than adequate, it is clear that more expertise and money are needed to design secure digital systems and ensure their security remains intact.

The Executive Board wishes to expand the section on the provision of information and introduce a new digital agenda. The COR is monitoring this process closely and has had regular discussions with key figures about the security of sensitive data.

The UvA is creating a 'Data layer', which has raised a number of technical issues as well as ethical questions around automated decision-making. The COR believes it has a duty to ensure it has a say on all aspects of this Data layer. Accommodation was a thorny subject last year. The effect that the pandemic would have on demand for accommodation at the UvA was uncertain. Will there be the same demand for lecture rooms post-COVID-19, or will hybrid teaching become the norm, and should rooms therefore be set up differently? These questions have not gone away. Empty buildings during the lockdowns in 2021 concealed the fact that, given the increase in student numbers, the UvA was not well prepared for the return to campus, and particularly not while social distancing had to be maintained.

The rising cost of construction projects, including on the new University Library, were also an area of concern. It was decided not to build a large lecture room on Plot V and to modify the plans for the renovation of the Oudemanhuispoort building. This means a new auditorium will not be built in the Oudemanhuispoort building; instead, the Aula in the old Lutheran church will continue to be used.

The COR has also kept up the pressure around the issue of improving social safety. In 2020, it was clear that new regulations, the establishment of the ombudsperson role and better positioning of the confidential advisers were essential.

The COR and the Executive Board have been working together to improve the situation. We were pleased that the Executive Board gave the representative advisory bodies both time and opportunities to provide input and worked hard to secure support right across the University. In late August 2021, the COR gave its consent to the updated social safety regulations. These regulations, which took effect on 1 November 2021, were established to support the ombudsperson and confidential advisers.

Last year, the COR was intensively involved in an improvement programme for the UvA-AUAS Occupational Health and Safety Service. It was agreed that the COR would give its consent to an extension of the contract with the Occupational Health and Safety Service if sufficient improvements had been made by November 2021 to the way it was organised. On 12 November, the COR had no choice but to conclude that the improvements were inadequate. Accordingly, the COR did not consent to the contract extension.

The COR greatly values the work of the occupational health doctors. The issue was not about the quality of the doctors, but about the Occupational Health and Safety Service as an organisation. The COR is now working intensively with the Executive Board to prepare for a new tendering procedure. In the meantime, the UvA has agreed to extend the contract with the current provider until the contract with the new provider takes effect.

2021 was an election year for the decentralised councils. The COR was closely involved in the organisation and planning, along with the elections committee, and took part in discussions about the voting app and new ways of promoting the elections. Although there were differences between the faculties, in general it was difficult for the works councils to recruit a sufficient number of candidates, and turnout for the elections remained low.

Through the system introduced in 2018 of two representatives from each faculty works council and the Joint Works Council for the Shared Service Units (GOR), on 1 September 2021, the COR started the new academic year with an almost entirely new composition: Erella Grassiani, Charlotte Hille, Otto van Tubergen, Hege Elisabeth Kjos, Edward Pasman, Marianne Sanders, David Jan Donner, Linda Schaap, Leen Torenvliet, Njal van Woerden, Henk Brand, Niels Naaraat, Rein Jonkman, Tatiana Markaki and Gerwin van der Pol. Gerwin van der Pol (chairperson), Erella Grassiani (vice-chairperson), Hege Elisabeth Kjos (member) and Nafisa Nagobi (secretary) are responsible for day-to-day management.

With the new collective labour agreement coming into effect, featuring a number of improvements to employment conditions, it is clear that Step 4 on the lecturer pay scale at the UvA remains problematic. The enormous growth in student numbers in some faculties/degree programmes has resulted in the hiring of a large number of temporary lecturers. These lecturers have been asked to work extremely hard, without any idea of whether their contracts will be extended and without being offered training opportunities. The COR has been lobbying hard on behalf of this group with the University Local Consultative Committee and hopes to work with the Executive Board to achieve a fairer lecturer policy in 2022.

7 JANUARY

The UvA begins the year by adopting the 2021 – 2026 Strategic Plan: 'Inspiring Generations'. The plan explains how we will work to develop talent, how we can best take advantage of the broad range of disciplines we offer and how we can be more inclusive and more agile as an organisation.

1. Administration

Administrative structure

The University of Amsterdam (UvA) is a legal entity under public law pursuant to Section 1.8(2) in conjunction with Annex 1(a) of the Higher Education and Research Act (WHW). The UvA engages in the statutory duties of a university, including academic teaching and research, transferring knowledge to society and building awareness of social responsibility, and is a recognised Public Benefit Organisation.

The UvA's administrative structure is laid down in the WHW and in its own Management and Administration Regulations, which are based on the WHW, and conforms to the UNL's Code for Good Governance in Dutch Universities. The UvA is managed by the Executive Board, which is appointed by the Supervisory Board. The Supervisory Board members are appointed by the Minister of Education, Culture and Science. A student assessor is assigned to the Executive Board; the annual appointment of the student assessor is based on a proposal from a committee whose members are selected by the Central Student Council, the Executive Board and the Supervisory Board.

Teaching and research is conducted in seven faculties. Each faculty is managed by a dean, who is appointed by the Executive Board after consulting the representative advisory bodies. Faculty activities are organised in colleges (for Bachelor's programmes), graduate schools (for Master's programmes) and research institutes. Academic and support staff are organised in departments and capacity groups, from which they are allocated to the colleges, schools and institutes.

In the Central Executive Council (CBO), where consultations between the Executive Board and the deans take place, cooperation between the Executive Board and the deans has the highest priority. All major strategic and policy questions are discussed in the Executive Council prior to the Executive Board's decisions on such matters. The deans also use the CBO to coordinate their exercise of the powers attributed to them by statute.

Participation in decision-making is structured in accordance with Section 9.30(1)(a) of the WHW. This means that student councils and works councils have been established at both the faculty and central level. Half of the CSR is composed of representatives of the faculty student councils, while the other half comprises members who were elected directly. In accordance with the Dutch Works Councils Act (WOR), the Central Works Council (COR) consists of representatives from the faculty works councils, the shared service units and the Academic Medical Center (AMC-UvA). These bodies not only have the right to be consulted on various topics, but in some instances also have a right of consent. The right of consent applies only in the situations specified in the Act, including the approval of key aspects of the budget by the Joint Meeting (GV) of the CSR and COR.

Employees in the picture

Samuël Kruizinga is assistant professor of Modern and Military History. He has worked at the University of Amsterdam since 2006. Kruizinga's long tenure at the UvA is first and foremost due to his colleagues. 'People here are incredibly smart and good at what they do. A lot of work is being done in the degree programmes to teach and conduct research at the highest level, which is extremely impressive.' Students also contribute to his love for the job. 'When a student asks you a surprising question, that's when you really have to be at the top of your game as an academic. That's when you really have to put your brain to work. It's nice that you don't have to do it alone – you can draw in the entire group of students to help find an answer.' Something Kruizinga finds more difficult is the high workload in his subject area. 'In academia, being overworked is still romanticised to a certain extent. I think that, in general, not just in the Netherlands, we need to have a conversation about what we can and should expect from ourselves and each other.'

JANUARY



12 JANUARY

A team including UvA researchers Sera Markoff and Oliver Porth receives the Royal Astronomical Society 2021 Group Achievement Award for the first photo of the shadow of a black hole. The Event Horizon Telescope collaboration presented this special image in April 2019.

Central Student Council: the year in review

The Central Student Council (CSR) is the highest consultative body for students at the UvA. The CSR consults with the Executive Board and represents all UvA students. In 2021, the CSR once again worked hard to represent the interests of students in discussions with the Executive Board. The two bodies also talked a great deal about how hybrid learning could be improved. Once the national COVID-19 measures were loosened, the CSR immediately started looking at how education could safely remain open for as long as possible. As part of monitoring the re-opening of the UvA, particular attention was given to vulnerable students who did not feel safe attending classes on campus. In 2021, one of the key areas in which the CSR worked was improving the facilities provided by the University to improve student mental health. We looked at ways to better inform students of existing initiatives that provide assistance with mental problems, since students often know little about such programmes. We submitted these ideas to the Executive Board and other UvA staff.

The CSR's PR Committee has been working hard to improve the visibility of the CSR. We talked about strengthening the position of the representative advisory bodies in general, because students know less about and are less interested in these bodies than the CSR would like. We started by streamlining our messages on social media and making them consistent, with the aim of providing students with good information about the day-to-day work of the CSR at the UvA. We also started the 'Coffee with the CSR' initiative, in which CSR members share a free coffee with students on the various campuses to start a conversation about the council's work. Students raised various points of concern and also proposed new ideas, which we then discussed in council meetings. Over the past few years, increasing numbers of international students have joined the council, and they now make up a majority of members. Because many meetings, working groups and important documents are only available in Dutch, and the willingness of the UvA to adapt or become more accessible is extremely limited, it is generally difficult for international students to participate in representative advisory bodies. We have drawn the UvA's attention to these issues from the beginning and made concrete proposals to improve the situation, such as making translators available in meetings and offering language courses as soon as the election results are announced. However, this is connected to the general subject of internationalisation and how the UvA wants to deal with it, which will be a topic for discussion in 2022. Finally, in 2021, the CSR looked more closely into the housing shortage in Amsterdam and how the UvA responds to this. Finding affordable places to live is immensely difficult, and students are also struggling with unclear information about the Amsterdam housing market. The CSR has therefore started investigating how the University can contribute to increasing the pool of affordable housing for students in the city and how the University can communicate more realistically about the housing situation in Amsterdam.



14 JANUARY

The standard for the binding study advice is lowered. The 14 Dutch universities make this decision due to the special circumstances of the COVID-19 crisis. Students who started in 2020 – 2021 and have achieved six ECTS credits fewer than the standard for the binding study advice will still be admitted to the next year of study.

Board membership

There were no changes in the membership of the Executive Board in 2021. Dikran Kassabian took up the role of student assessor of the Executive Board on 31 August 2021. Since 2020, the term of office of the student assessor has been aligned with the administrative year.

Affiliated institutions

AMC-UvA

The AMC-UvA is the teaching hospital affiliated with the UvA. As a legal entity under public law pursuant to Section 1.13 of the WHW, the AMC-UvA publishes its own annual report. The Faculty of Medicine (FdG) is part of the AMC-UvA.

The Executive Council consisting of the Executive Boards of the UvA and the AMC-UvA is a joint policy-making body within the meaning of Section 9.20 of the WHW, bound by joint regulations (published in July 2013) laying down rules for the joint administration of medical teaching and research by the two institutions.

The powers that the dean of the Faculty of Medicine can exercise on behalf of the Executive Board are laid down in a decision on the dean's powers. The dean is a member of the UvA's Central Executive Council (CBO).

Academic medical teaching and research activities are periodically coordinated in a joint policy document (a covenant) between the UvA and the AMC-UvA.

In 2018, the AMC-UvA was merged at an administrative level with the VUmc, the hospital connected with VU Amsterdam. In 2019, the two universities initiated discussions with the Ministry of Education, Culture and Science about effecting a legal merger of their university medical centres. Such a merger would require an amendment to the WHW.

The UvA's regulations on teaching and research apply to the Faculty of Medicine as well as to third parties. Medical students have the right to vote for members of the Central Student Council. In all other aspects, the AMC-UvA is governed by its own regulations and councils, in which patient care activities play a key role.

ACTA

The Academic Centre for Dentistry in Amsterdam (ACTA) brings together the respective Faculties of Dentistry of the UvA and VU Amsterdam. Teaching, research and patient care activities at both faculties are fully integrated and directed by a single dean. The ACTA was established as an unincorporated joint venture, of which the UvA bears 55% of the costs and VU Amsterdam 45%, in line with the student enrolment quotas imposed for each institution.

AUC

Amsterdam University College (AUC) provides the joint liberal arts programme offered by the UvA and VU Amsterdam. The UvA has accommodated this programme within the Faculty of Science. Like the AMC, the AUC was established as an unincorporated joint venture, of which the UvA and VU Amsterdam each bear 50% of the costs – again, in line with student enrolment quotas.

UvA Ventures Holding

The UvA clusters its non-statutory activities and spin-offs in fields such as applied research within group companies that are not government funded (in accordance with the Ministry of Education, Culture and Science memorandum *Clarity on the Higher Education Funding System*). This group structure is controlled mainly via the University's wholly-owned subsidiary, UvA Ventures Holding BV, of which the two employment agencies affiliated with the UvA are also part. The group chart shows the group companies that are part of the UvA's consolidation base. This is in line with the Policy rule on investing public funds in private activities.

Looking back at 2021 – Chief Diversity Officer

In 2021, in spite of the ongoing restrictions due to the pandemic, the team led by the Chief Diversity Officer (CDO) engaged in activities and projects in a range of areas to strengthen equality, diversity and inclusion in all parts of the UvA.

The team had to cope with personnel changes, including the departure of Chief Diversity Officer Anne de Graaf during the 2021 summer holidays. Her successor, Machiel Keestra, started on 1 February 2022.

Activities and projects

1. For students: accessibility and equal opportunities

- Contributed to the UvA Introduction Week 2021, together with UvA Pride.
- Various projects for current and future UvA students:
 - o Homework Hub for school students, an initiative that aims to reduce inequalities of opportunity and increase student numbers from groups that are under-represented in the academic world.
 - o Get Ready, a programme run in August each year for new first-generation students and transfer students (students switching from a vocational educational pathway). It provides crucial support in an environment where these students can sometimes feel excluded.
 - o Meet your Mentor, a programme that supports Dutch students with roots in Turkey, Asia, North Africa, Suriname or the Netherlands Antilles, as well as first-generation students, as they transition to the labour market. The programme helps them take their first steps into their future working lives with guidance from a mentor, with whom the students discuss the challenges they are struggling with and discover their strengths as future professionals.
- In 2021, the arrival of a new Safety and Security Policy Adviser gave a boost to making education more accessible for students. The CDO participated in the University-wide knowledge platform 'Accessible Work and Study', which was launched in 2021.

2. For staff: working to achieve a more diverse workforce and a more inclusive culture

- Faculty Diversity Officers (FDOs) and the CDO team have created a document with proposals for more inclusive recruitment and selection procedures. These recommendations are used by the Human Resources Department and faculty personnel units to improve their policies.
- Several faculties and units have organised CDO team workshops for staff on various aspects of diversity and inclusion.

3. Focus on knowledge production

- Development is continuing on the Decolonisation Toolkit, a guide to improving diversity, equality and inclusion, and an interim presentation was given in collaboration with SPUI25.
- UvA Pride and the CDO organised a webinar about LGBTQI+ asylum seekers, and on Purple Friday, an online event was organised in which Student Pride gave a presentation about the 'Sexual and gender diversity in higher education toolbox'.
- Together with the FDOs, TLC and sister institutions, a curriculum reform project was launched with a dual focus on course content and teaching practice. The project should lead to a clear range of tools and sources on social inclusion.

23 JANUARY

The Netherlands has been in a COVID-19 lockdown since mid-December 2020. Only exams and practical education can continue. The curfew takes effect on 23 January. Students and staff who need to travel for exam purposes can download an exemption.

JANUARY

4. Connection with the city and surrounding area

- Signed the Amsterdam Agreement with other higher education institutions. Contributed to an event on diversity and inclusion at Pakhuis de Zwijger in November, where the UvA Executive Board became one of the co-signatories of this agreement.
- Undertook preparations for the Homework Hub, a collaboration with a range of Amsterdam-based partners that aims to promote equal opportunities for pupils. To find out more, go to www.uva.nl/homeworkhub.
- Organised activities for *Week tegen Racisme* ('Stand up to racism' week), in collaboration with the AUAS SeSi Community Centre, Pakhuis de Zwijger and Comité 21.

5. Safety and feeling at home

- Contributed to the Social Safety Taskforce.
- Provided input to the UvA's Social Safety steering group.
- Collaborated with CARE, an initiative consisting of three support groups for UvA students: Victims/survivors of sexual violence, BIPOC (Black, Indigenous, People of Colour) and Mental Health.

In addition, members of the CDO team actively participated in networks within and outside of the UvA, such as the Network of Faculty Diversity Officers, the National Network of Female Professors (LNVH), the National Network of Diversity Officers in Dutch Universities (LanDO), the LERU's EDI group and the Keti Koti Table Foundation. The CDO team also signed a partnership agreement with the University of Birmingham.

See the 2021 annual report in the CDO Magazine for more information on our activities.

Report of the Data Protection Officer

The Data Protection Officer (DPO) gives advice to the Executive Board in the area of privacy and the protection of personal data and monitors compliance by the UvA with the General Data Protection Regulation (GDPR). The DPO produces a separate annual report each year, giving a broad outline of compliance with the GDPR and the state of affairs around privacy and the protection of personal data.

The position of DPO is described in the GDPR. In addition to the criteria that an organisation must use to appoint a DPO, the GDPR also prescribes a number of tasks that the DPO must independently perform. Data subjects (staff, students, research participants, third parties) can contact the DPO directly to seek advice, ask questions and/or lodge complaints, and the DPO is the central contact point for the supervisory authority (Dutch Data Protection Authority). The UvA's DPO works closely with the DPO at AUAS in relation to the shared service units, with the DPO at the AMC-UvA in relation to medical education and with the DPOs at ACTA and VU Amsterdam in relation to ACTA.

Looking back on 2021, the COVID-19 measures had a profound impact on all students and staff at the UvA, as they did in 2020, and students and lecturers were again predominantly dependent on online teaching and assessment. Many students perceived digital invigilation of online assessments to be an invasion of privacy. UvA guidelines state that digital invigilation should be used only if no other, less intrusive alternative is available and that the invasion of privacy should be kept to a minimum.

In early 2021, the UvA faced a serious threat to its information systems. The consequences of the attack were limited, partly due to the appropriate response by the UvA. The incident has been widely shared and evaluated as a case study, including with colleagues (and DPOs) from other institutions.

The DPO has identified an area of tension between data minimisation, a principle enshrined in the GDPR, and data maximisation, a common and necessary practice within the University. Another area of tension exists in research with regard to retention periods: the GDPR states that the retention period for personal data should be as short as possible, but to ensure the reproducibility of research, research data must be stored for at least 10 years. It is important that adequate security measures are taken when personal data are stored.

A continuing focus on developing awareness remains important. Hopefully, now that we can once again work and study on campus, this can become a greater focus right across the UvA in 2022.

In 2021, we once again witnessed the increasing impact of European developments and the case law of the European Court of Justice on the processing of personal data, not least in the result of the Schrems II decision (concerning the exchange of personal data with the US). At the UvA, this decision led to the inclusion of a test on the risks of exchanging personal data with third countries, and with the US in particular. The Data Processing Agreement template was amended accordingly.

In 2021, the DPO commissioned the UvA's Internal Auditing Unit to conduct an audit into privacy governance within the UvA. The audit involved interviewing key figures in faculties and service units. At the time of writing, the report on this audit has not yet been released.



2 FEBRUARY

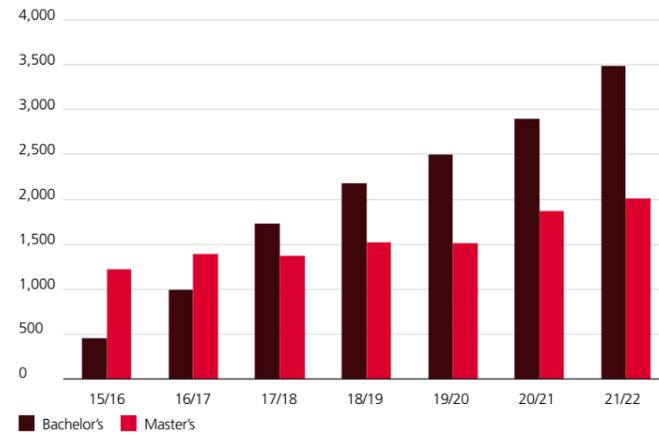
Prof. Martin van Hees is appointed Dean of Amsterdam University College (AUC). The professor is working in the Philosophy Department of the Faculty of Humanities at VU Amsterdam. The appointment will take effect on 1 March.

FEBRUARY

Internationalisation in education

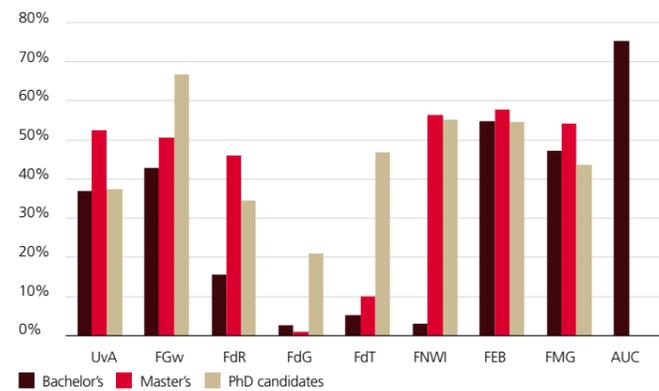
International student intake

The graph shows the intake of non-Dutch first-year students with foreign prior education. The proportion of international students among our Bachelor's students has increased sharply since the introduction of several English-language Bachelor's degrees.



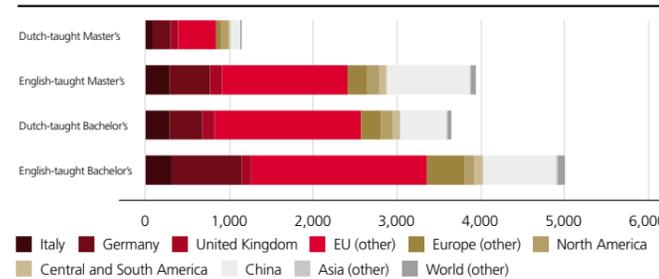
Percentage of international intake

The graph shows the percentage of non-Dutch first-year students in the 2021 student intake per faculty.



International students by nationality

The graph shows that most of the UvA's international students are from Europe, with half of them hailing from the United Kingdom, Germany and Italy. The English-taught degree programmes are increasingly attracting students from outside the EU.



2. Education

Consequences of the COVID-19 pandemic

Student well-being

The longer the pandemic lasted, the more concerns about student well-being increased. The University has monitored the impact of the pandemic on student well-being using a range of sources. As in the first year of the pandemic, there was no discernible effect on study results. Pass rates, failure rates and average marks were not substantially different from pre-pandemic levels.

According to the UvA Crisis Monitor, a questionnaire sent out every two weeks to a sample of students and staff, there was an increased mental burden during the period that certain measures were in effect. In particular, the imposition of a curfew in the period from late January to late April 2021 had a major negative impact on well-being.

This was also reflected in the number of registrations with student psychologists, which rose sharply from February onwards. Registrations began to fall again in May, after the curfew ended, but it was not until September that they returned to an average level. Before the curfew, the number of registrations was actually lower than the previous year, and significantly lower than the number of registrations that would be expected based on the growth in student enrolments.

Temporary lifting of binding study advice (BSA)

Owing to the pandemic, the binding nature of the annual study advice was lifted during the 2019 – 2020 academic year. All first-year Bachelor's students were still given advice about continuing their studies, but no obligations were attached. Whereas, in previous years, the rate of progression to the second year had been 72%, in 2019 – 2020, it increased to 80%.

In 2020 – 2021, the binding nature was reintroduced, but all degree programmes reduced the minimum number of credits to be achieved in the first year by 6 ECTS. For 16 degree programmes the new minimum was 36 ECTS, for 2 programmes, it was 39 ECTS, for 40 programmes it was 42 ECTS, and 2 programmes required a minimum of 48 ECTS.

With the introduction of the reduced BSA, the number of students receiving a positive advice rose by 9 percentage points from 64% to 73%. However, progression to the second year fell by 3 percentage points to 77%, because an actual threshold was once again in place.

The new minimum threshold of 36 ECTS for 16 degree programmes meant that students could fail up to 4 standard courses in their first year. An investigation of the progress made by students from the 2019 – 2020 cohort showed that, of the students who had failed these four courses, 74% were still enrolled in their third year. Although only 20% appeared likely to complete their studies within four years, 74% should be able to graduate within six years. Another measure taken in 2019 – 2020 was the issuing of exemptions from the 'Bachelor-before-Master' rule. This allowed students who still needed to obtain up to 15 ECTS for their Bachelor's degree to begin a Master's degree; 401 students were granted exemptions under this initiative. Of the 237 students who were doing a one-year Master's programme, 24% had completed both their Bachelor's and their Master's by the end of the academic year. Half of these students were still working on their Master's; nearly all of this group had completed their Bachelor's degree.

Of the 164 students enrolled in multi-year Master's programmes, 89% had progressed to the second year. Likewise, most students in this group have now completed their Bachelor's degree.



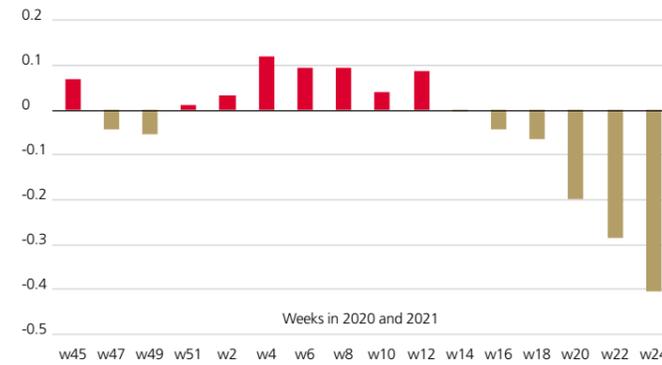
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This year, Master's weeks take place entirely online through the UvA Open House. Participants get a sense of the faculty through live online events, Meet & Ask sessions and the option to explore the campus virtually.

Consequences of the COVID-19 crisis – Binding study advice

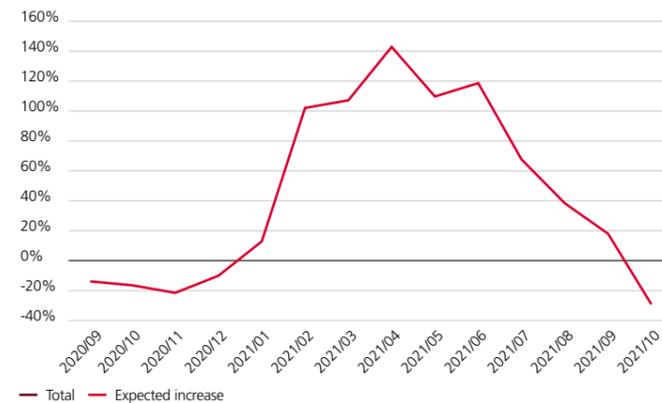
Concerns about the COVID-19 crisis: Deviation from the average score

The graph shows how concerns about the COVID-19 crisis deviate from the average score. Concerns were above average during the period when a curfew was in effect, in the first quarter of 2021.



Percentage difference from previous year in registrations with student psychologists

The graph shows the percentage difference from the number of registrations in the previous year. The expected increase in registrations is based on the rise in enrolments, which works out at 19%.



First year of a Bachelor's degree

This table shows the BSA percentages for the first-year population.

	2017/2018	2018/2019	2019/2020	2020/2021
Positive	64%	65%	64%	73%
Exemption	2%	2%	1%	2%
Dispensation	5%	4%	23%	3%
Negative	17%	16%	0%	11%
No BSA	12%	13%	12%	11%
Progression to the second year of study	71%	72%	80%	77%

UvA Academy

Adult education has received a great deal of attention from the government, employers and knowledge institutions, since it is essential for employees to receive continuing education in order to remain fit and sustainably employable. The UvA endorsed this in its 2021 – 2026 Strategic Plan and is working on offering a broad range of courses for adults. The initial focus is on short-term (non-degree) programmes, because these can be developed relatively quickly based on demand from society. This will help the UvA to gain experience with this new target group and stimulate a learning culture among alumni and other professionals. The range of courses is related to the UvA's normal education and/or research offering and will strengthen the University's links with the professional field.

UvA Academy is the collective brand name under which the short-term educational activities are offered. These include masterclasses, training courses and webinars. The participating faculties are the Amsterdam Law School and the Faculties of Economics and Business, Science, Humanities and Social and Behavioural Sciences. In 2021, the range of courses was expanded and the faculties engaged in active collaboration in the online Learning Community. The UvA Academy gives professionals access to the latest insights from research and practice. In this way, the UvA is contributing to making Amsterdam a hub of academic knowledge and intellectual exchange.

In 2021, Academic Affairs commissioned a survey of alumni about 'lifelong learning'. As many as 80% of the more than 8,000 respondents intended to undertake continuing education over the next few years. The highest demand was for short-term programmes. By far the majority of UvA alumni indicated a preference to do continuing education at their alma mater.

Sustainable Humanities

Each year, the UvA receives a grant from the Ministry of Education, Culture and Science under the Sustainable Humanities scheme (in 2021, it received €2.86 million). The additional funds are intended to overcome the main obstacles to a sustainable future for the Humanities, such as a scarcity of the various types of funding, the significant increase in teaching load, pressure on research time, the fragmentation of the range of programmes and the disadvantages of a small scale.

Within the Faculty of Humanities, in 2021, these funds were largely still spent in accordance with the 2016 – 2020 Sustainable Humanities Investment Agenda, which was submitted to the national steering body in April 2015. This investment agenda has been translated into the budgets for the teaching and research institutes of the Faculty of Humanities.

In 2021, the educational institutes spent the majority of the funds (€1.71 million) on increasing the sustainability of Bachelor's and Master's programmes, pre-funding of English-language Bachelor's tracks and maintaining quality in small degree programmes. Spending on research under the Sustainable Humanities scheme (€1.15 million) was mainly devoted to strengthening young talent through new PhD places, improving research infrastructure, strengthening groundbreaking research and expanding research support.

Education logistics programme

The Education logistics programme (POL) is working to increase the flexibility and impact of the teaching organisation and establish effective process chains in the field of education logistics. We are doing this by creating outstanding facilities and conditions for students and lecturers. In 2021, the POL completed in-depth analyses and started developing solutions and products. The first projects (UvA-VU Amsterdam data exchange, Registration of marks, RAIES) have been completed, and implementation by the faculties is currently underway. Implementation of the new timetabling app TermTime has also begun and will result in improvements to the timetabling process. The first sets



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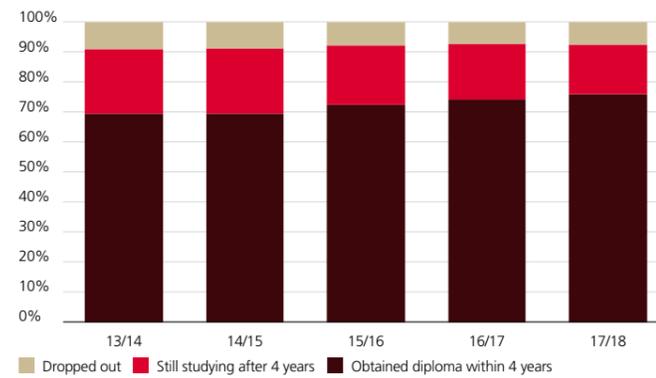
Seven talented scientists receive a Marie Skłodowska-Curie Individual Fellowship from the European Commission to come and do research at the UvA. The awarded amounts vary from 175,000 to 280,000 euros per researcher.



Development of Bachelor's success rates

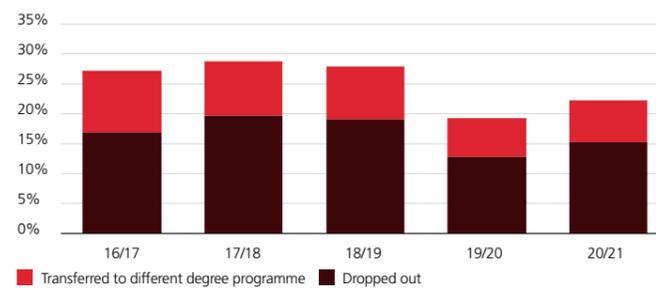
Study success rates in Bachelor's programmes after 4 years (students who re-enrolled in the second year)

The graph shows the distribution (in percentages) of students who started a full-time degree in a given year, did not drop out in their first year and, after four years at university, had either obtained a Bachelor's degree, dropped out after their first year or remained enrolled.



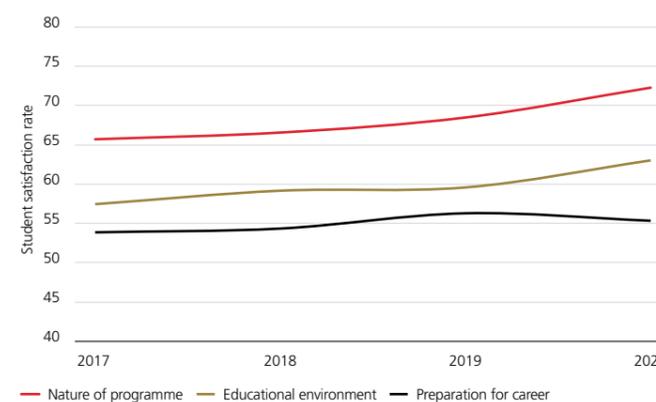
Drop-outs and first-year Bachelor's students switching degrees, by matriculation year

The graph shows the percentage of students who had dropped out by the end of their first year of study (at the UvA) or had transferred to another degree programme.



Student satisfaction rate

The graph shows the distribution of students (in percentages) who indicated in the National Student Survey that they were satisfied or highly satisfied with the nature of their degree programme, the educational environment, the facilities provided and the extent to which the degree prepared them for a career. Due to the COVID-19 crisis, the National Student Survey was not carried out in 2020.



of working arrangements to emerge from the POL have been submitted to the Central Executive Council (CBO). Multiple improvements have been made to the *Mijn UvA* (My UvA) app to help it better meet students' needs. The WISH product team has started harmonising content across online sources of information, which will lead to optimised provision of information to students, after which student.uva.nl will be phased out. The tendering procedure for a new CMS for the student site has begun, and a contract will be awarded in early 2022. A pilot for GLASS, the new course registration app, was conducted in December 2021. GLASS will be rolled out across the UvA in late 2022.

After an initial sketch in 2020, plans for the future governance of education logistics started to take shape in 2021. The process management structure was defined and tested in a working group comprising college and graduate school directors and directors of operational management.

High-profile education projects

2021 UvA Lecturer of the Year

David Bos (Faculty of Social and Behavioural Sciences), a historian of religion, was voted the UvA's Lecturer of the Year in 2021. Students value Bos for his skill at explaining complex subject matter while making meaningful connections with the students' lives. The other faculties' short-listed nominees were: John van Boxel from the Faculty of Science, Stevan Rudinac from the Faculty of Economics and Business, Fatjon Kaja from Amsterdam Law School, Samar Mosa from the Faculty of Dentistry, Joep Leerssen from the Faculty of Humanities and Jos Brammer from the Faculty of Medicine.

Winners of the Create a Course Challenge

Each year, the Institute for Interdisciplinary Studies (IIS) holds the UvA Create a Course Challenge. Students are encouraged to submit an idea for a course, which they then develop in association with IIS curriculum developers. The winner of the challenge gets to teach their course in the next academic year. Leonie von Platen won the 2021 Create a Course Challenge with the course 'Everything is some kind of plot, man': A Critical Perspective on Conspiracy Theories. The special sustainability edition of the 2021 Create a Course Challenge was won by Caatje Kluskens with the course Food, Animals and the Environment.

Comenius grant recipients

Comenius grants enable lecturers to shape their visions and plans for educational innovation in higher education. In 2021, two UvA lecturers, Dora Achourioti and Denise van Diermen, received a Comenius Teaching Fellowship worth €50,000 for innovation in a course component (duration: 12 – 18 months).

Financial assistance to students

In 2021, the UvA provided financial support to hundreds of students. A portion of this amount consisted of loans to 121 American and 16 Canadian students. These loans were covered by the United States and Canada. The 234 Erasmus grants for outgoing students were covered by the EU. The UvA also awarded scholarships for online and in-person summer schools, with nine students receiving a scholarship to participate in a U21 summer school. Due to travel restrictions and programmes being cancelled because of COVID-19, this number was considerably lower than usual.

The UvA also assisted students with a range of other scholarships and loans, including South American scholarships, AUF scholarships and scholarships from the Ministry of Defence. These scholarships enabled around 14 students to study at the UvA.



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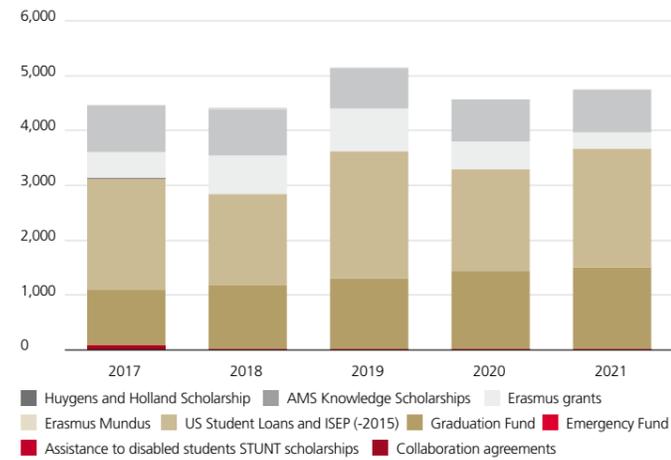
The UvA and AUAS are affected by a serious cyber attack. The institutions succeed in fending off the attack; on 10 March, they announce that the situation is under control. An evaluation by the Institute for Security and Crisis Management (COT) shows that the crisis management system worked well.



Financial contributions to students

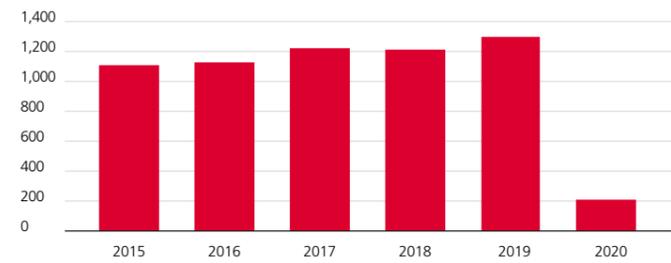
Contributions to students (x €1,000)

The graph shows the financial contributions to students from the Profiling Fund and external sources.



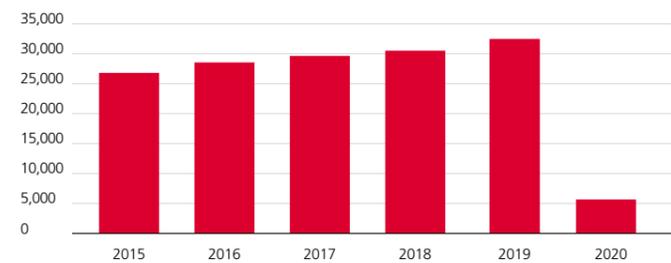
Number of students with international experience

The graph shows the number of students in a given year who obtained credits abroad.



Number of credits obtained abroad

The graph shows the number of credits obtained abroad.



In addition, around €700,000 was earmarked for knowledge grants (Amsterdam Merit Scholarships). The UvA also awarded two students an Amsterdam Excellence Scholarship, for a total amount of over €25,000. These scholarships were awarded to incoming students from outside the European Economic Area (EEA).

Profiling Fund

In 2021, the UvA allocated more than €1.5 million in support from its general funds under Sections 7.51 to 7.51h of the WHW, which is referred to as the 'Profiling Fund'. From the Profiling Fund, administrative body membership grants were also paid to around 800 students because they were members of student councils, programme committees or student or study association executive boards. Also, 117 students received an allowance because they had fallen behind in their studies due to special circumstances, such as illness, disability or pregnancy; 4 students were awarded an allowance allowing them to engage in top-class sport, while 30 students received an allowance enabling them to take a dual Master's degree with a workload greater than 60 ECTS.

Emergency Fund

In emergency situations giving rise to financial issues, students can apply for assistance from the Emergency Fund. The situation must be acute, one-off, limited in scope and capable of resolution. In 2021, a total of €13,000 from the Emergency Fund was granted to 15 students who needed assistance.



3 MARCH

The UvA launches 'Keep in Touch': an initiative to combat social isolation among students. Study associations receive a grant for imaginative activities to bring students together, from yoga and film-making weekends to a helpline run by Psychology students (All Ears).

MARCH

Financial support for students

DESCRIPTION	NUMBER OF STUDENTS	TOTAL ALLOCATED AMOUNT (x €1,000)	AVERAGE ALLOCATED AMOUNT IN EUROS	AVERAGE DURATION OF ALLOCATIONS
Students in situations of force majeure: illness, disability, family circumstances, informal care responsibilities or infeasible study programme	Applications	205	1,748	5 months
	Allocations			
Student or study association executive board or representative advisory board members	Applications	1,248	1,560	3 months
	Allocations			
Other categories Sporting or cultural performance, support for non-EEA students, outbound scholarships and dual Master's degrees	Applications	44	1,279	6 months
	Allocations			
Emergency Fund	Applications	13	867	N/A
	Allocations			

¹ Including 4 for elite athletes and 30 for students completing a dual Master's degree.

Reflections of the Joint Meeting

The representative advisory bodies appreciate the fact that the UvA has established a strong process for applying for and spending quality agreement funds, with a specific role for the representative advisory bodies. The representative advisory bodies have noticed that a number of good projects are being funded with this money. However, the representative advisory bodies have a number of concerns about the handling of the quality agreements. These are set out below.

First, in the central advisory committee for the 'Improving teaching facilities' theme, the representative advisory bodies were only represented by a single member (from the CSR) (the other members were a policy adviser from Academic Affairs and the faculty educational policy officers). Since proposals are verbally approved by the advisory committee before being signed off by the Executive Board, one representative is not enough. This issue is exacerbated by the fact that the advisory committee has very low visibility in relation to the faculty representative advisory bodies: proposals for projects are submitted by or via the faculty educational policy officers without the relevant representative advisory bodies necessarily being properly informed. An example of this is the renovation of a lecture room in the AMC-UvA. That means the CSR representative on the advisory committee is saying something about faculty initiatives that the faculty representative advisory bodies were never consulted about.

Second, the funds for improving teaching facilities are not readily accessible to students (and staff) who are not actively involved in the representative advisory bodies: they cannot submit applications to use this money, because they have not been told of the existence of the advisory committee.

Third, in addition to the use of the central advisory committee by the UvA itself, there are also a number of things to note about the procedure by which the Accreditation Organisation of the Netherlands and Flanders (NVAO) makes decisions in the context of the quality agreements. Working within set topics that are not always clearly or unambiguously defined makes the process of submitting applications and spending the quality agreement funds considerably more difficult. The same applies to the use of earmarks and conditions that are hard to enforce. The fact that these temporary funds cannot be used to solve structural problems promotes distorted spending: on the one hand, the decline in government funding is forcing cutbacks, while on the other hand, the quality agreement funds are encouraging innovation. Moreover, good initiatives are sometimes thwarted by the rules because they do not fit within the selected topics (although this is not always easy to enforce, due to the unclear definitions). This means initiatives have to be tailored to fit within the topics. As a result, they are not being looked at in a holistic manner with an eye to improving quality. However, the University Committee on Education (UCO) recently recommended – without giving clear reasons – that a fourth topic be selected for the quality agreements.

Fourth, the funds are not always divided up as described above. The central funds for improving teaching facilities are distributed between the faculties, which means that faculties have not one but two pots of quality agreement funds, with all kinds of conditions on how they can be spent. As a result, the money is often simply not being spent or is being spent extremely slowly.

The Joint Meeting has a number of recommendations for the future of the quality agreement process:

1. As well as a representative from the CSR, a representative from the COR should also sit on the central advisory committee for improving teaching facilities.
 - a. The faculties must inform their student and works councils about project proposals being submitted to this committee.
2. The UvA must actively lobby for the conditions around the quality agreements to be abandoned, because their effect is counterproductive and they discourage good initiatives.
3. While lobbying for this change, the UvA must adopt a fourth topic for the quality agreements so that the next tranche of money can be spent as efficiently as possible.
4. Given that a substantial portion of the quality agreement funds remains unspent, the UvA must do a much better job of communicating the fact that applications can be submitted for funds and explaining how this can be done.

3 MARCH

For the fourth year running, the UvA is the best in the world in Communication & Media Studies, according to the 2021 QS World University Rankings by Subject.

3. Quality agreements

The introduction of the student loan system in 2015 freed up money to improve the quality of education. This money is known as the 'student loan system funds'. In April 2018, the Minister of Education, Culture and Science signed an agreement with the umbrella organisations and student unions about how the money would be spent. This is recorded in the *2019 – 2024 Higher Education Quality Agreements*.

In 2018 – 2019, the UvA engaged in an intensive process of theme selection and plan development that involved active consultation with the university community. An agreement was reached in mid-2019. The NVAO issued a favourable opinion on the plans in November 2019. This opinion was endorsed in January 2020 in a positive decision by the Minister concerning the allocation of the funds.

In addition, funds were allocated to the faculties to set up Teaching & Learning Centres. These centres have an important role to play in lecturer professionalisation, knowledge sharing and educational innovation.

General overview

2019 was the first year of implementation of the quality agreements. Any funds that were not spent in 2019 were earmarked in the balance sheet and remained available for spending in 2020. It was expected that progress would continue in 2020, but the COVID-19 crisis severely hampered the implementation of the quality agreements. However, the University still managed to spend the majority of the available funds – in some cases, after making adjustments in consultation with the representative advisory bodies. The University continued to contend with the COVID-19 crisis in 2021. It expressly looked for ways to clear the spending backlogs, but these were not wholly successful.

The tables show that, within the 'Lecturer professionalisation' theme, significant catch-up efforts were made in terms of spending in 2021: the remaining funds from 2019 and 2020 have now been fully spent. Spending on Teaching and Learning Centres has also largely gone according to plan. Spending on the 'Suitable and high-quality teaching facilities' theme gained momentum in 2021 but was still below budgeted figures. The restrictive measures imposed due to COVID-19 were the primary cause of this shortfall.

On the 'Intensification of education' theme, for various reasons, in 2021, the University did not manage to fully spend either the available budget or the funds remaining from 2020. These reasons are explained below for each faculty. The remaining amount will be added to the 2022 budget. In addition to the available budget for the upcoming years and the spending already planned, in the remainder of the quality agreement term, the UvA will make every effort to spend the surpluses from previous years. Finally, the involvement of the representative advisory bodies at a faculty level is addressed in the sections devoted to the individual faculties.

UvA-wide lecturer professionalisation

Progress

When the quality agreements were launched, the UvA decided to develop additional professionalisation courses for lecturers, focusing on different aspects of the University's vision on teaching and learning. This theme is being partially implemented at a central level, with the remaining funds being allocated to the faculties for faculty or programme-specific lecturer professionalisation.

Spending of quality agreement funds by theme

Table 1: Budgeted figures and actual results by theme, 2021 (amounts x €1 million)

SPENDING OF QUALITY AGREEMENT FUNDS BY THEME	BUDGETED 2021	ACTUAL 2021
Intensification of education	13.6	10.5
Further lecturer professionalisation	2.4	3.1
Suitable and high-quality teaching facilities	0.5	0.5
Teaching and Learning Centres (TLCs)	0.3	0.3
Other	-	0.2
Total	16.8	14.6

Table 2: Budgeted figures and actual results by theme, 2021 plus remainder of 2019 and 2020 funds (amounts x €1 million)

SPENDING OF FUNDS BY THEME: AVAILABLE 2021 FUNDS + REMAINDER OF 2019 AND 2020 FUNDS	BUDGETED 2021	REMAINDER 2019 + 2020	AVAILABLE 2021	ACTUAL 2021	REMAINDER 2021
Intensification of education	13.6	3.0	16.5	10.5	6.0
Further lecturer professionalisation	2.4	0.4	2.8	3.1	-0.3
Suitable and high-quality teaching facilities	0.5	0.5	1.0	0.5	0.5
Teaching and Learning Centres (TLCs)	0.3	0.1	0.4	0.2	0.2
Other	0.0	-0.3	-0.3	0.2	-0.4
Total	16.8	3.7	20.4	14.6	5.9

Table 3: Spending of funds by faculty 2021 (amounts x €1 million)

SPENDING OF QUALITY AGREEMENT FUNDS BY FACULTY	BUDGETED 2021	ACTUAL 2021
Faculty of Medicine	1.9	1.7
Faculty of Humanities	2.0	2.0
Amsterdam Law School	1.3	1.2
Faculty of Dentistry	0.7	0.5
Faculty of Science	2.6	2.4
Faculty of Economics and Business	1.7	2.5
Faculty of Social and Behavioural Sciences	2.9	2.7
Amsterdam University College	0.4	0.2
UvA-wide	3.2	1.4
Total	16.8	14.6

Table 4: Expected spending 2022 – 2024 (amounts x €1 million)

EXPECTED SPENDING	2022	2023	2024
Intensification of education	16.8	17.0	19.3
Further lecturer professionalisation	4.0	4.1	4.4
Suitable and high-quality teaching facilities	0.3	0.3	0.3
Teaching and Learning Centres (TLCs)	0.7	0.8	1.0
Other	0.1	0.1	0.1
Total	21.8	22.3	25.2

Table 5: Overview of budgets and actual spending on lecturer professionalisation (amounts x €1,000)

LECTURER PROFESSIONALISATION THEME	2019 BUDGET	2019 ACTUAL SPENDING	2020 BUDGET	2020 BUDGET (INCL. 2019 REMAINDER)	2020 ACTUAL SPENDING	2021 BUDGET	2021 BUDGET (INCL. 2020 REMAINDER)	2021 ACTUAL SPENDING
Lecturer professionalisation (central spending)	150	78	240	312	166	800	946	907

Reflections of the Supervisory Board

The Supervisory Board has taken note of Chapter 3 of the UvA's management report, which contains a report on the progress made in implementing the quality agreements. The Supervisory Board observes that this report corresponds to the information provided to it by the Executive Board over the past few years.

Since 2019, a great deal of work has been done within the University to implement the quality agreements. For instance, a wide variety of successful initiatives have been launched on the themes of 'Lecturer professionalisation', 'Suitable and high-quality teaching facilities' and 'Intensification of education', and around setting up the 'Teaching & Learning Centres'. Implementation has been hampered by the COVID-19 pandemic. In spite of this, the organisation has been successful in giving a major boost to the implementation of the agreements and spending a significant portion of the funds. Although the University did not manage to spend all of the available funds in 2021, on top of the funds remaining from the previous year, these funds will be spent next year or in future years.

The Supervisory Board observes that the representative advisory bodies have been actively involved in implementing the quality agreements and that their advice and suggestions have been followed. In its reflections, the Joint Meeting made a number of recommendations. The Executive Board has indicated to the Supervisory Board that it will be discussing these with the Joint Meeting.

The level of detail that had to be included in the report required a great deal of work from all concerned. The report provides insight into the achievements made at the faculty level and how the representative advisory bodies have contributed. This detailed report required a disproportionate amount of time and energy. In our view, a less detailed report would still have provided a true and fair picture of the implementation of the agreements.

The Supervisory Board commends all involved on the results achieved so far and agrees that the selected themes continue to be relevant. Ongoing development is the foundation that will enable the UvA to continue to deliver high-quality education.

Among other initiatives, the UvA has set up more pre-UTQ courses for starting lecturers and has expanded the range of UTQ+ workshops and modules (*UvA Advanced Courses*), for lecturers who already have a UTQ and want to gain further skills in specific aspects of teaching. These courses are offered free of charge to all UvA lecturers and tailored to the specific needs of the faculties. Implementation of these UvA-wide activities is the responsibility of the UvA's central Teaching & Learning Centre (TLC). Since 2019, the central TLC has been steadily expanding its range of professionalisation modules. The range of courses will be reviewed annually and adjusted where necessary. The work of the TLC is paying off: the total number of participants increased from 81 in 2019 to 308 in 2021.

Impact of COVID-19

When the quality agreements were developed, it was expected that courses would be taught entirely on campus. Due to the COVID-19 measures, changes were made in 2020. Many courses were converted to online versions, either temporarily or permanently, and webinars were organised with a specific focus on teaching in an online or hybrid setting.

In the early months of the pandemic, the TLC set up an online help desk where lecturers could seek advice and support with online teaching. Many tips and tricks were shared on a special Canvas page for lecturers. That page also had templates for converting normal lectures to an online version (*Educational Redesign Aid*). In addition, the range of professionalisation courses was expanded in 2021 with the addition of e-learning modules on blended learning and basic teaching practice.

In addition to the expansion of the range of courses, since 2020, time has been set aside for lecturers to develop programmes and learn how to do evaluative educational research.

- 1) *Continuing to offer existing basic courses and in-depth courses on teaching practice, including online practice.*
- 2) *Expanding the range of courses and expertise in blended learning.* Lecturers are given more opportunities to develop their blended learning skills through webinars, workshops and individual coaching. Connections with communities in the area of educational research, assessment and advanced UTQ/educational leadership courses will be incorporated in the expansion of the range of courses offered.
- 3) *Development hours/grants offered.* Lecturers can get hours to further develop their own teaching using online teaching practices and/or an educational theme, in line with the 2021 – 2026 Strategic Plan. They can also link up with a special community for educational research, under the leadership of Professor Monique Volman.
- 4) *TLC expert group set up.* In collaboration with Academic Affairs, a new expert group will support programmes with the setting up and accreditation of new programmes. This support will contribute to the professionalisation of lecturer teams in the area of curriculum design and evaluation. The multidisciplinary expert group will draw together expertise in the areas of policy, curriculum development, educational sciences and management. Over the next few months, the expert group will look at whether a special learning path tool might be useful for new or existing degree programmes.
- 5) *Trainers provided within faculties.* Each faculty TLC has trainers to advise and support lecturers in their faculty on developing their teaching. These trainers are often experienced lecturers from the faculty concerned.

A report on the spending of the faculty funds for lecturer professionalisation is included in the overview for each faculty.



15 MARCH

The Strategic Master Plan for the revamped University Quarter is presented. Over the next few years, the University Quarter will be transformed into the beating heart of the UvA, becoming an attractive place to live, work, study and visit.

MARCH

Table 6: Range of UvA Advanced Courses for lecturers

RANGE OF UVA ADVANCED COURSES FOR LECTURERS		YEARS OFFERED
1	Feedback: the key to learning	2019/2020/2021
2	Skills for the international classroom	2019/2020/2021
3	Active teaching methods for tutorials and lectures	2019/2020/2021
4	Effective and efficient teaching	2019/2020/2021
5	Experiential learning	2019/2020/2021
6	Practice-based research	2019/2020/2021
7	Peer feedback	2020/2021
8	Knowledge clips	2020/2021
9	Inspiring online teaching	2020/2021
10	Storytelling	2020
11	A good test: design and key features	2020
12	English for lectures	2020
13	Giving compelling and engaging lectures	2020
14	Supervising discussions	2021
15	An inclusive learning environment	2021
16	Student-activating teaching	2021
17	Coaching skills	2021
18	Video reflection	2021
19	Encouraging student motivation and independence	2021
20	Teaching skills and pre-UTQ boot camps	2019/2020/2021
21	Pre-UTQ boot camps	2019/2020/2021

Table 7: Overview of progress on lecturer professionalisation

INDICATOR	2019	2020	2021
Courses offered	7 courses (offered 12 times)	16 courses (offered 34 times)	18 courses (offered 39 times)
Number of participants in the courses	81 lecturers: 44 in basic courses and 37 in UTQ+ courses*	280: 54 in basic courses and 226 in UTQ+ courses	308: 106 in basic courses and 202 in UTQ+ courses
Number of webinars	0	15 sessions	8 sessions
Development hours/grants	0	0	39 lecturers (18 innovation and themes, 18 evaluation)
Knowledge-sharing sessions	0	11 sessions (assessment, hybrid teaching and college and graduate school directors)	10 sessions (assessment, innovative teaching, Advanced UTQ/educational leadership course and college and graduate school directors)
Educational content	Development of basic and UTQ+ courses	Development of 'Keep on Teaching', Educational Redesign Aid – ERA, website, evidence-informed content for UTQ	Website, evidence-informed content for qualification pathways, assessment, two e-learning modules on blended learning & basic teaching practice
Help desk	None	Early in the pandemic, the live help desk operated for eight hours/day, later reduced to three hours/week (for all faculties)	Offered through Bookings, 85 appointments scheduled from all faculties

* UTQ+ workshops refer to UvA Advanced Courses; the target group is lecturers who already hold a UTQ.

UvA-wide teaching facilities

Progress

When the quality agreements were launched, a budget was made available at the central level for the creation of suitable teaching facilities to support student-activating teaching methods. The desire was to align the Learning Resource Centre with the wide variety of teaching methods. Faculties can choose to spend this money on a 'standard package' (flexible furniture and whiteboard walls in tutorial rooms for around 20 – 30 people) or on facilities to support small-scale, intensive education in a different way.

The faculties submit project proposals to a central advisory committee, which includes representatives from the six faculties involved, Facility Services, an educational adviser and a representative from the Central Student Council. The advisory committee assesses project applications primarily based on how they align with the educational concept of the degree programme, whether they promote student-activating teaching methods and whether the investment expressly provides an additional quality boost and thus is not a replacement for already-planned expenditure or functional adjustments.

Because work on 2019 projects could only happen over the summer break and there was not enough lead time for work to begin in the summer of 2019, the first call for tenders took place in the autumn of 2019. This meant that implementation of the projects did not happen until 2020.

The 2019 autumn inventory process resulted in projects for the Faculty of Medicine (Medical Informatics lecture room), the Faculty of Humanities (furniture for tutorial rooms and decentralised testing rooms) and the Amsterdam Law School (Active Learning Space). The Active Learning Space and Medical Informatics lecture room received an additional sum for furniture from the quality agreement funds. An amount of €19,000 was available for the Active Learning Space, of which €17,000 was spent. The budget for furniture for six tutorial rooms for the Faculty of Humanities was allocated in 2020. Most of the money (€37,000) was spent in that year. Nevertheless, due to the COVID-19 pandemic, the project experienced certain delays. The same was true of the development of more comfortable workspaces in decentralised testing rooms; a total of €0,000 was made available for this purpose in 2020, but due to the COVID-19 crisis, the project was pushed back to 2022.

In 2021, the Faculty of Economics and Business and the Faculty of Humanities requested an additional sum from the quality agreement funds for tutorial rooms to enable hybrid learning. This allowed location-independent student-activating teaching to occur in the face of changing circumstances.

The faculties plan to retain good practices from the pandemic and, where appropriate, to integrate options for hybrid learning even once the COVID-19 restrictions end.

The Faculty of Science converted two former training rooms (computer labs) to make them suitable for student-activating teaching. The previous configurations were static and split-level; the investment will allow the rooms to be used in a more flexible way. A total of €25,000 was set aside for these adjustments, of which the faculty spent €22,000. Similar adjustments were made to five tutorial rooms in the Science Park: heavy furniture that was hard to move was replaced with easy-to-move chairs and tables.

In early 2022, a number of faculties suggested projects that will be implemented in the course of 2022. Table 10 lists the projects that have received a positive opinion from the advisory committee and are now at the preparation stage.

Impact of COVID-19

COVID-19 had an enormous impact on education, particularly on the development of more suitable teaching facilities on campus. In the 2020 – 2021 academic year, little teaching took place on campus; lecturers, students, support staff and education managers had to give priority to organising full or partial online learning.

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The UvA publishes the Sustainability White Paper, containing five goals for a sustainable university. The goals were selected after consultation with the academic community, including in round-table sessions and through the UvA's ideas-generating platform Denk Mee.

Partly based on lessons learned from COVID-19 times, some programmes and faculties want additional facilities for hybrid-learning resources (screens, cameras and sound equipment). The functionality of these resources will contribute to student-activating learning and the flexible use of space. The Faculty of Social and Behavioural Sciences, Amsterdam Law School and the Faculty of Science, among others, suggested projects in early 2022 to which the central advisory committee has given its consent.

Faculty of Dentistry: ACTA

Since 2019, ACTA has been focusing on intensification of education, further professionalisation of dentistry lecturers and expansion and improvement of study facilities. In accordance with UvA procedure, the activities have been brought together under the faculty TLC, which works closely with the other faculty TLCs and the central TLC. The TLC Manager leads the centre and is also a member of the KnowVU think tank, the knowledge network of VU Amsterdam, resulting in good links with both parent institutions.

Owing to the COVID-19 pandemic, some of ACTA's activities in 2020 were accelerated (such as student-activating and online teaching), while others were delayed (such as renovations and the appointment of student assistants to support student-activating teaching). Hiring began in early 2021, and four student assistants were appointed to support lecturers to deliver student-activating teaching.

At the start of the pandemic, the primary focus was on a swift transition from face-to-face teaching to online teaching and less on student-activating blended teaching. This later changed. Because of the ongoing pressure to maintain the level of teaching during the pandemic, the decision was made to postpone the introduction of the new Dentistry curriculum for two years. The new curriculum will be rolled out from the 2022 – 2023 academic year, starting with the first year of the Bachelor's degree. The introduction of this curriculum means teaching will be better aligned and more compliant with ACTA and UvA teaching principles. In 2021, the faculty started developing and implementing a schedule for various student-activating course components. There will be an acceleration in spending in the period 2022 – 2024.

Involvement of the representative advisory bodies

In 2020, the available funds were increased. Distribution of the increased quality agreement funds between the various focus areas was coordinated with the Faculty Student Council in the 2019 – 2020 academic year. The Faculty Student Council, Director of Education and Controller of Finance and Control meet every two months to discuss progress.

Faculty of Medicine

Intensification of education

The Faculty of Medicine has defined nine projects for the intensification of education, with various sub-goals such as strengthening 'learning in context', expanding the *Medical Professional Development* path and improving feedback to lecturers about their teaching.

In 2019, most projects were yet to get off the ground, and in 2020 and 2021, some activities were unable to go ahead because of COVID-19. Nevertheless, around 90% of the Faculty's budget for intensification of education has been spent. Over 80% of the total allocated amount was spent in 2019 – 2021. Nearly all faculty projects are ongoing in 2022 and beyond. For some, the emphasis has shifted, such as Medical Informatics, which has moved from the Bachelor's programme to the Master's and pre-Master's programmes.

Progress by faculty

(The following section describes the progress made by each faculty in implementing the quality agreements)

Table 8: Central budget for lecturer professionalisation 2022 – 2024 (amounts x €1,000)

DOCENTPROFESSIONALISERING CENTRAAL	2022	2023	2024
UvA central budget for lecturer professionalisation	1,739	1,800	2,000
Faculty trainers	600	600	600
Advanced courses	550	550	550
Expert group	200	200	200
Development hours/grants	239*	250	350
Blended learning expertise	150	200	300

* €39,000 is left over from 2021

Table 9: Projects approved under the 'Suitable and high-quality teaching facilities' theme (amounts x €1,000)

FACULTY	2019 PROJECT	AMOUNT	2020 PROJECT	AMOUNT	2021 PROJECT	AMOUNT
Faculty of Medicine	Collegezaal Medische Informatiekunde	154				
Faculty of Economics and Business Faculty of Humanities					Hybrid tutorial rooms (x 43)	150
Faculty of Science			Furniture for tutorial rooms (x 6)	180	Hybrid tutorial rooms (x 5)	32
			Decentralised testing rooms	40		
Amsterdam Law School					Furniture for practical training room G1.18	55
					Conversion and furniture for F2.04	70
					Furniture for tutorial rooms (x 5)	91
			Active Learning Space	115		
Faculty of Social and Behavioural Sciences						
Total		154		335		398

¹ ACTA is excluded from this structure, as it receives the funds for teaching facilities directly in an individual budget.

Table 10: Projects being prepared under the 'Suitable and high-quality teaching facilities' theme (amounts x €1,000)

FACULTY	2022 PROJECT	AMOUNT
Faculty of Humanities	Humanities Theatre	181
Faculty of Science	Conversion of Room A122	50
Amsterdam Law School	Furniture for PPLE tutorial	50
	Audiovisual Active Learning Space	61
Faculty of Social and Behavioural Sciences	Computational Social Sciences dedicated learning space	290
Total		532



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Law student Ljubiša Metikoš forms the first Dutch Student Cabinet, along with 13 students from other universities. He takes up the ministerial post of Data & Privacy. This alternative cabinet takes a fresh look at the future and produces its own coalition agreement.

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Table 11: Faculty of Dentistry progress during COVID-19

PROJECT	SCHEDULE	2021 PROGRESS: P12
Improving the Overall test and making it mandatory.	2019-2020	Completed 2020 – Improvements made to test, implementation of Overall test.
Improving the organisation, content and design of the portfolio.	2019-2024	Achievements to date i) Improvement of MA1 – MA2 portfolio in 2020 – 2021. ii) MA3 development and implementation in 2021 – 2022 academic year. Plan for 2022 i) Development of BA1-3 portfolio.
Introducing extra supervision meetings between students and lecturers/mentors.	2019-2024	Achievements to date i) <i>Professional Development (PD)</i> line developed and three individual meetings (45 minutes each) per student per year in MA1 and MA2, introduction of six-weekly small-scale PD education (2020). Plan for 2022 i) Start of <i>Professional Development</i> line in BA1.
Replace lectures with a variety of other forms of student-activating teaching, such as tutorials, student-activating delivery, blended learning, etc.	2019-2024	Achievements to date i) Lecturers appointed to support <i>student-activating blended teaching</i> (from 2020). ii) Educational support contracted for student-activating blended teaching (2020 – 2021). iii) E-learning modules expanded and team-based learning introduced in BA1 (2020 – 2021) and BA2 (2021 – 2022). iv) Transition to theory components for Bachelor's and Master's being taught entirely online, COVID-19 pandemic (2019 – 2021). Plan for 2022 i) Appointment of staff member to support lecturers with student-activating blended teaching methods, in collaboration with seconded Learn employee. ii) Strengthening of student-activating blended teaching in BA1.
Increasing the number of lecturers	2019-2024	Achievements to date i) Lecturers appointed for the <i>Professional Development line</i> (from 2020). ii) Dentistry lecturers appointed to support <i>student-activating blended teaching</i> (from 2020). iii) Professional Development research fellow appointed, matching UvA teaching to research funds (2021). Plan for 2022 i) Further increase in the number of Dentistry lecturers.
Facultair teaching and learning center (f TLC)	2019-2024	Achievements to date i) TLC Manager appointed (50% matched internal funds in line with UvA, 2019). ii) TLC created according to UvA format (2020). iii) TBL team, student-activating blended teaching team, EPA team (2020 – 2021). iv) Advanced UTQ educational expert community set up (2020). v) Advanced UTQ track and Comenius grant applications initiated and supervised (from 2020). Plan for 2022 i) Further connection with lecturer professionalisation team (see Theme 2). ii) Incentive grants (€75,000) for student-activating blended teaching.

The budget for intensification of education and lecturer professionalisation covers the period up to 2024, so there is scope for spending on new projects. An initial stocktake revealed that the increasing blending, digitalisation and intensification of education means that we are placing increasingly heavy demands on the expertise and support of the ICT unit and the service centre. Over the next few years, the Faculty of Medicine wants to invest quality agreement funds in project management and support in the area of ICT and logistics, so that, in addition to ongoing projects, a number of new projects can be carried out, including the implementation of a virtual student workstation in conjunction with the UvA workstation for students. The TLC will also be expanded. Conversations with stakeholders about the new projects are ongoing.

The appointment of medical educators was very important in adapting the courses offered to the COVID-19 measures and in instructing and supporting lecturers with online teaching. The new crop of lecturers all have a biomedical background but come from different professions: doctors at the start of their training and people who have spent most of their working lives teaching. In 2022, the medical educators for the Bachelor of Medicine will continue their work (making teaching more blended and small-scale) for the remaining blocks of the curriculum. They will also continue to participate in tutorials and teaching/mentoring in the Professional Development learning path, and their work on skills training (both developing and running courses) will be expanded.

Within the Medical Informatics programme, the use of junior lecturers will continue for some courses in 2022 (such as mentoring, the use of tutorials for teaching based on projects and case studies, and the Excellence track). There will also be room for two new initiatives:

- *Pre-Master's programme*. The pre-Master's programme for transfer students needs extensive revision, due to the curriculum revisions for the MI-X Bachelor and the MI Master. Blended learning and the use of junior lecturers are among the elements that will be given attention during the revision.
- *Refresh of the MI Master's*. The second year of the Master in Medical Informatics will undergo a major update, including in the areas of AI and data science. Junior lecturers will work on developing teaching for these tracks. We will also extend mentoring, as developed for the MI-X Bachelor, to the Master's programme.

a. Intensification of education in the six projects concerning teaching in the BSc and MSc in Medicine and the BSc and MSc in Medical Informatics.

These Medicine projects started in the second half of 2019 with 15.4 FTE medical educators. By mid-2020, a total of 17.4 FTE medical educators were working on the Medicine projects, and in 2021, this grew to 20 FTEs, approximately 10 FTEs for the Bachelor's and 10 for the Master's. For the Bachelor of Medicine, medical educators in all blocks and in the Academic Skills and Professional Development paths worked to create more blended teaching methods. Their work included developing a wide range of teaching methods, as well as large numbers of knowledge clips, e-learning modules and independent learning assignments. Great care was taken to align these learning resources with learning objectives and assessments. Medical educators also frequently participated in small-scale education: tutorials, seminars, skills training sessions and mentoring were all made possible with the assistance of this group. Their presence was also very important in adapting the courses offered to the COVID-19 measures and in instructing and supporting lecturers with online teaching.

b. Strengthening learning in context in the eHealth Living Lab

The goal of the Faculty of Medicine's eHealth Living Lab is to provide an innovative breeding ground for digital healthcare innovation at Amsterdam UMC. The lab will facilitate interdisciplinary education projects with a simulation room where market parties and students can work together on ICT innovations for healthcare, under the supervision of lecturers. The focus will be on co-creation and a user-centred design approach. In 2022, the eHealth Learning Lab will play a key

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The UvA Crisis Monitor shows that the COVID-19 crisis is leading to high stress levels and workloads for students and staff alike. The UvA offers easy-to-access assistance to reduce these issues.

function in the development of a Master's track in Sustainable eHealth Solutions. This lab will one day be integrated into the Healthcare Technology learning path in the Master of Medicine programme.

In 2019, 2020 and 2021, preparatory activities were carried out: a concept was developed, interviews were held with suppliers, the Educational Technology coordinator and the Accommodation unit and a project leader was sought. Because of COVID-19, the construction of this lab has suffered serious delays. However, in 2021, the lab was further developed in virtual form. It was then used in various courses, as well as during the Bachelor's internship. So far, no expenses have been recorded for the eHealth Living Lab.

c. *Expanding the Medical Professional Development path*

On 3 and 4 October 2019 in Egmond aan Zee, the first two-day working conference was held for 100 students in the first year of the Master of Medicine programme. The goal of the working conference was to support students to reflect on what they think is important to help them develop into professionals (career development) and what they need to remain 'fit for practise' (vitality). The evaluations were extremely positive. Students particularly appreciated being able to participate (attention) and to see each other again, in some cases after a long time, because they had been on individual clerkship programmes (bonding). The content of the workshops was thoroughly evaluated. The evaluations were shared with the organisers of the two-day conference in February 2020, which proceeded along similar lines. Expenses were incurred for accommodation (overnight stay, meals, room hire), internal staff time and external workshop facilitators, trainers, guest speakers and organising staff for the two sessions.

Unfortunately, due to the COVID-19 crisis, it has not been possible to run these workshops again. Due to the nature of the workshops, running them online was not an option. The project is considered to be complete, as the workshops are now included in the standard curriculum.

d. *Improving feedback for lecturers on their teaching*

The Faculty of Medicine wants to create an app that lecturers can use to obtain feedback on their teaching performance. An initial version was developed in 2019, and lecturers carried out small-scale testing in 2020 and 2021.

The app appears promising but must be adjusted to our requirements if we are to achieve all of the goals we have set. Our experiences so far have shown us that the user interface is good and that the app is user friendly for respondents. The main uncertainty is around the creation of a database for the purpose of generating dashboards on teaching performance at the study period, faculty and department level. No expenses have yet been recorded for the development of the app; up till now, the work has been performed as part of the duties of permanent staff. Due to the high workloads of lecturers and support staff, this project has been postponed.

Lecturer professionalisation and TLC

The Faculty of Medicine TLC is responsible for all lecturer professionalisation activities, including knowledge sharing via the TLC platform. The quality agreement funds have contributed to achieving the following results, among others:

- Newly hired junior lecturers and medical educators have completed an intensive programme consisting of courses and conferences. The internal pool of lecturer trainers/advisers was expanded to make this possible. Professionalisation of these specific target groups will continue in the coming years. For many, it will lead to them obtaining the UTQ.
- A TLC coordinator was recruited in 2019. The primary focus of this official is on managing medical educators and embedding them into the organisation. This focus has led to uniform working methods, a good consultative meeting structure, good division of tasks and the development of a professional learning community.

- Over the past few years, an online platform has been developed to provide access to sources and activities for target groups at the AMC. The platform was launched in late 2020. It was created in a Canvas environment in collaboration with the degree programmes of the Faculty of Medicine. The platform is used to share programme information and professionalisation opportunities for lecturers (such as a list of e-learning modules on assessment or team learning).
- In 2021, a 0.4 FTE communications officer was added to the TLC. As a result, the website of the Faculty of Medicine TLC was made more professional, the first TLC magazine was published and, starting in 2022, a TLC newsletter will be sent out through the UvA's communication channels.
- Since 2020, the Faculty of Medicine has organised five theme-based sessions and five journal clubs per year for lecturers and educationalists.
- In 2020, a structure was created within the TLC for teaching buddies and peer feedback for lecturers and educationalists.
- Various training courses for lecturers were run in 2020 and 2021. The Faculty of Medicine TLC has six educationalists responsible for lecturer professionalisation activities. Medical educators and junior lecturers are also involved in the online teaching of Medical Informatics.
- TLC master classes were created in 2021 in collaboration with principal educators from the Faculty of Medicine and the Central Programme Committee for Advanced Programmes for Medical Specialists, as a replacement for Education Day. Plans had been made to organise an Education Day in March 2020, but it had to be cancelled because of the lockdown. One hundred and eighty participants had signed up.
- An additional trainer was appointed in late 2021, funded from the central TLC's budget. The faculty hopes that this trainer will create more time-independent and location-independent learning activities, as well as more activities at the UTQ+ level.
- An additional educationalist was hired in late 2021, with expertise in educational technology, to support achievement of the vision for blended learning. This staff member is seconded to the central TLC for 0.2 FTE.

Involvement of the representative advisory bodies

The progress of the activities undertaken using quality agreement funds is discussed in regular consultation meetings between the programmes, the Director of the Institute of Education and Training and the Faculty Student Council. The topic is also a standard agenda item for the regular consultation meetings between the Director of the Institute of Education and Training and the Education and Research Committee of the Works Council. In late 2020, a comprehensive evaluation of the first two years was carried out, and the plans for 2021 received positive responses from the Faculty Student Council and the Works Council. Most projects will continue in the period 2022 – 2024. Adjustments are planned for some projects, and we are currently conducting a stocktake before beginning new activities.

Faculty of Economics and Business

In the Faculty of Economics and Business, as was the case for the previous two years, the majority of the quality agreement funds were spent on the *Student Engagement and Learning in Context/ My Future First* projects and on student assistants to support lecturers. Lecturers and students greatly value these activities and this support.

As in 2020, due to the COVID-19 pandemic, extra money was spent on support for online teaching and examinations. This reallocation of funds was carried out with the support of the representative advisory bodies. The support for lecturers included numerous additional workshops and advice about online teaching methods and techniques. In addition, in 2021 considerable time was once again spent on promoting the development of professional skills and experience in students. Among other initiatives, students were given training within and outside of their courses and linked up with external organisations.

The budget of €400,000 allocated to the sections for hiring student assistants was fully spent. The faculty decided that its PhD project should be funded from another source, because the project had too little connection with education. Accordingly, spending quality agreement funds on this project could no longer be justified.

The budget for the Education Innovation Fellows project was also spent elsewhere. The decision was made not to appoint any new Education Innovation Fellows and to hire more student assistants instead, who can be used to cover TLC support and lecturer professionalisation activities.

Most of the budget for the Student Engagement project was left over last year. This was mainly because fewer activities were able to be run on campus due to the COVID-19 measures.

Reports were written for all ongoing projects, with details of activities, progress against the indicators and plans for 2022. The faculty decided to continue with all these projects and to focus on collaboration between the leaders of certain projects to ensure the activities can continue in the years ahead.

Intensification of education

a. Small within large

The goal of the *Small within large* project is to make the educational experience more intensive within the large, international student population. As in 2020, due to the pandemic, online learning was an important component of education. The following activities contributed to making the education provided to large groups of students more intensive:

- Online technical support provided by student assistants trained to successfully set up and monitor online and hybrid learning. The number of FTEs increased from around 4.3 in 2020 to 14.23 across all sections.
- As in 2020, student assistants were used to develop and implement new teaching methods and tools, with a particular focus on student-activating online and hybrid teaching following specific teaching formats. Student assistants equating to around 2 FTE positions were hired for this purpose. The technical support provided by student assistants was given an average rating of 8.8, with their general support receiving an 8.3.
- The TLC runs the Bonding & Activating programme for lecturers and course coordinators. A total of 64 mentors completed the training in 2021.
- As part of the *Student Engagement* project, considerable attention was once again given to the mentor programme for first-year students, and to the social programmes for Bachelor's and Master's students. Student activities were organised, such as Intro Days Part 2, Your Study Support at Home videos, a walking tour for second-year Bachelor's students and the Mental Health Week.
- The Study Toolkit Programme was also used to provide students with individual help to study effectively. The spring and autumn featured 7 sessions, and a total of 176 students started the programme.

b. Feedback

The goal of the *Feedback* project was to give lecturers greater insight into how to provide effective and efficient feedback and to give comprehensive feedback to students in at least three courses. The faculty decided to merge the budget for the project with the budget for the *Innovation/BL Teaching Assistants* project. As in 2020, due to the COVID-19 crisis, in 2021, there was high demand from lecturers for support with online teaching methods and tools. Giving feedback was an important part of that.

c. Learning in Context

Also known as *My Future First*, this is a broad project that has the goal of making students more aware and capable of applying their theoretical knowledge in practical situations. The achievements of the project in 2021 included:

- organisation, coordination and evaluation of the Professional Skills training courses for both Bachelor's students (as part of the *Principles* course) and Master's students;
- promotion and support of third-year Bachelor's internships in collaboration with the Academic Internship Coordinator;
- organising the Career and Job Market training course: *Going Dutch: How to Start on the Dutch Job Market*, a course aimed at international students that was run in both spring and autumn;
- organising the Summer Business Challenge, in which students were able to do a consultancy internship during the summer holidays;
- organising the Professional Development weeks, in which students received skills training from experts. These weeks were held in both spring and autumn;
- sponsorship of the Case Society, in which students learned to deliver a sales pitch and developed teamwork and problem-solving skills to prepare for the Hackathon/Case Competition;
- organising the FUN event, where three alumni talked about all the times they have failed during their careers and what they learned from those experiences;
- intensification of the link between theory and practice through the Economics and Business Case Centre. The Case Centre is part of a network of organisations in the Netherlands and across Europe that students can plug into.

Lecturer professionalisation and the TLC

COVID-19 affected the professionalisation of lecturers within the Faculty of Economics and Business in 2021, because of the disruption in moving from in-person teaching to online teaching, in-person teaching with social distancing and hybrid teaching. As a result, the focus shifted to supporting and training lecturers in dealing with the changing circumstances. At the same time, we invested in developments around active learning and the redesign of the UTQ programme for all lecturers. In 2021, the focus was on the following activities:

- development of junior lecturers teaching Bachelor's courses for the first time.
- development of hybrid teaching skills by:
 - o organising workshops and giving instructions to lecturers for the use of MS Teams tools for hybrid teaching (through Work21);
 - o designing best practice video clips on hybrid teaching;
 - o training student assistants to provide support to lecturers with setting up hybrid teaching;
 - o developing Zoom sessions for lecturers teaching groups of more than 300 students;
 - o organising demo sessions for lecturers before the start of each study period, where they could get instructions on dealing with hybrid technologies and hybrid teaching;
- developing knowledge and experience in active learning, with a focus on:
 - o using Microsoft 365 and MS Teams to activate students during classes (through Work21);
 - o organising sessions on the use of ToolWheel and different teaching methods to activate students (through the TLC);
 - o organising sessions with lecturers before the start of each study period, where teaching methods and technology options were discussed, to support active learning;
 - o developing e-learning modules for lecturers to help them create engaging knowledge clips in a flipped classroom context (through Funnefix);

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Rene Gerritsma, Erik Rietveld, Floris Roelofsen and Chris Slootweg each receive a Vici grant worth 1.5 million euros from the Dutch Research Council to develop an innovative line of research and build their own research group. Three researchers from Amsterdam UMC also receive Vici grants.

- redesigning the UTQ programme to make it better aligned with the UvA's vision on teaching and learning and ideas about active learning (in collaboration with the central TLC);
- redesigning the website of the faculty TLC. Information from various websites and Canvas was brought together in one place, making it easier for lecturers to find information about professionalisation, innovation and exchanging knowledge.

In 2021, due to changes in the COVID-19 measures, the TLC informed, inspired and trained lecturers on moving from in-person teaching to online/hybrid teaching. Before each study period, meetings and workshops were organised for each programme, where lecturers could receive instructions on hybrid teaching and techniques to promote active learning.

Additional student assistants were hired to provide technical support to lecturers. Some of the student assistants had already been hired for the *Education Innovation Fellows* project, which was suspended in 2021. The TLC also set up the Advanced Interactive Learning Project to improve the learning experience for students: in the *Digital Transformation* course, students were able to run case studies in a virtual environment.

Involvement of the representative advisory bodies

As in previous years, at the start of 2021, the representative advisory bodies were consulted about the allocation of the budget. The Works Council and the Faculty Student Council issued broadly positive opinions. The Faculty Student Council highlighted the importance of teaching assistants in the sections. Additional money was made available in the budget to fund more teaching assistants. This will be done in 2022 as well. The Works Council pointed to the importance of the *Student Engagement* project, which has ultimately absorbed the majority of the budget.

Faculty of Humanities

The faculty expects spending to match the budget in the period from 2022 to 2024. Ongoing projects on the following themes will continue: strengthening the research-intensive nature of skills education, cross-fertilisation with the city, intensification of academic student counselling and a focus on lecturer professionalisation.

Intensification of education

a. Strengthening of skills education

Throughout the entire term of the quality agreements (2019 – 2024), the funds released each year since 2019 are being spent on strengthening the final year of the Bachelor's programmes and the learning path that prepares students to graduate. Additional lecturer hours were allocated and more thesis tutorials and symposia were organised. Programmes organised additional lectures on research themes, as well as modules to improve writing skills and other research skills. New teaching methods and assessment formats (focusing on methodological skills) were also developed and implemented.

In 2019, the funds were underspent, since, in light of the time when they became available, the funds could only be used for teaching programmes from the 2019 – 2020 academic year onwards. In subsequent years, 100% of the funds were spent.

In addition, underspending was seen in two cases. The programme director of the Languages, Culture and Regional Studies (TCR) cluster, which encompasses nine Bachelor's programmes, indicated that, due to the transition to a new TCR curriculum, it was not possible to spend the funds immediately starting from the 2019 – 2020 academic year onwards. These funds will be used for the additional educational activities that the programmes will offer from 2020 – 2021 to strengthen the final year of the Bachelor's programmes. In addition, the English Language and

Culture programme has submitted a plan that uses fewer hours than had been allocated to this programme; this programme will also be spending its funds from 2019 across the remainder of the plan period.

The strengthening of the final year of Bachelor's programmes represents an important step towards more research-intensive education. The faculty has used the additional quality agreement funds made available since 2020 to achieve intensification of education within the Master's programmes. For instance, the Graduate School for Humanities (GSH) used the second tranche of the faculty's funds to arrange more student guidance and support by experienced researchers, within existing Master's curricula. This began in the 2021 – 2022 academic year.

b. Cross-fertilisation with the city/surrounding area

The GSH considers Master's programmes to be the link between academic research and society. In this context, the GSH encourages intensive collaboration with external partners (knowledge institutions, museums, archives, etc.) and ensures students are brought into contact with the professional field (through internships, field trips and/or guest speakers). Collaboration with other universities (in the Netherlands or abroad) also takes place.

The additional investment from the quality agreement funds was used to make existing collaboration arrangements more substantive and more academic in nature, including ensuring that internship supervision consists of thorough joint preparation, rather than being limited to referring students to internship positions.

An example of a project is the revamped course in Public Philosophy, with the former Philosopher Laureate of the Netherlands, Daan Roovers, as the lecturer. This course will be redesigned following the COVID-19 pandemic, and the relationship between philosophy and the city will be given a prominent role. In particular, students will become thoroughly familiar with the different platforms, mainly in Amsterdam, where public philosophical debate in the Netherlands largely plays out (such as publishing houses, journals and forums for debate). The new course will also link up with a recent initiative in the GSH to set up a creative and critical writing track.

c. Intensification of academic student counselling

The College of Humanities (CoH) and the GSH want to expand academic student counselling across the board, and make it more valued. Half of the remaining available funds have been used for this purpose. The faculty wants its academic student counselling to fit in with the academic character of the University. This means personal development and making the right academic decisions should be the central focus of academic student counselling. In addition, the capacity of study advisers has been expanded; the use of study advisers has increased due to performance pressure and internationalisation.

Tutoring (by lecturers) was also expanded in 2021: it was previously confined to the first year of Bachelor's programmes, but tutoring is now offered in all years of Bachelor's programmes as well in Master's programmes. Moreover, the allocation of hours for tutoring has been increased to enable more intensive academic student counselling.

Lecturer professionalisation and the TLC

The faculty funds for lecturer professionalisation were spent on assessment experts, language consultants and the professionalisation of lecturers (UTQ, advanced UTQ and POU (professional development for university lecturers)).

28 APRIL

Easing of the nationwide COVID-19 measures: UvA buildings can reopen, on-campus educational activities can resume and the curfew is lifted. However, social distancing and free self-tests are required.

APRIL

The Humanities TLC was launched on 1 March 2020, which means it has now been operating for nearly two years. The activity plan is based on three key objectives: lecturer professionalisation, educational innovation and knowledge sharing. Activities under the key objective of lecturer professionalisation are funded with quality agreement funds, as was the appointment of the manager. In 2021, the following activities took place:

- The Humanities TLC developed training courses, webinars and demos specifically for Humanities lecturers and offered each of these professionalisation opportunities at least once. This included a range of courses on the art of teaching during in-person, online and hybrid classes. The TLC worked to make the entire range of professionalisation courses offered at the UvA accessible through a single channel, the TLC website. The UTQ Coordinator, in consultation with the faculty personnel officer and UTQ lecturers, improved the existing tracks leading to a UTQ and made them more transparent. A route was also created for staff members who have a light teaching load but are still interested in obtaining a UTQ. A feedback method was developed for faculty UTQ candidates. It was also offered on a temporary basis to Humanities lecturers who already hold a UTQ.
- Faculty assessment experts supported lecturers and lecturer teams to increase their assessment capability and design remote exams. A training course on Dutch assessment practice was run for international staff members.
- Based on the outcomes of a workshop for the examinations board, the assessment experts issued an opinion on assessment quality to the college and graduate school directors. In collaboration with staff from the Faculty Office, advice on administering oral tests was issued and a guide to analysing tests was developed.
- The faculty language consultants improved the Dutch and English language diagnostic proficiency tests. The Dutch language consultant carried out research into useful ICT tools for the automatic checking of texts and giving of feedback to students. Work was also done to formulate a future-proof role for language consultants that is in line with the language policy and the vision of the college and graduate school directors.
- The Humanities TLC gave two lecturers an opportunity to carry out empirical research on their own practice. On a small scale, lecturers were given specific support in the area of general professional and teaching skills in the form of coaching and peer feedback.
- The Humanities TLC facilitated a number of productive partnerships. For example, connections were established between the UvA TLC and the Institute for Dutch Language Education (INTT), and between the UvA TLC and assessment experts. These resulted not only in the expansion of the range of lecturer professionalisation courses, but also in the exchange of knowledge between faculties.
- The Humanities TLC contributed to the redesign of the faculty orientation for new lecturers. The orientation programme has been offered twice in its new form.

Looking back over the past few years, we can conclude that lecturers who need information and advice on online and hybrid teaching know how to get in touch with the Humanities TLC and that the work of the Humanities TLC has resulted in many alternative and innovative forms of teaching, assessment and feedback.

Involvement of the representative advisory bodies

For the funds released in 2019, the Faculty Board developed a spending proposal and submitted it to the representative advisory bodies (Works Council and Faculty Student Council). After various discussions, the Works Council and the Faculty Student Council issued positive opinions on the proposal in early December 2018. In January 2019, the programme directors were asked to draw up plans for strengthening the final year of their Bachelor's programmes and submit them to their Programme Committee for an opinion. Plans were received from almost all programme directors (except for the director of the TCR cluster, see above). After discussing the plans with the Faculty

Student Council and the Works Council, in April 2019, the Faculty Board made a final decision on the programmes' proposals for spending the funds.

Coordination of the programme committees in the drafting of the programme plans did not always go smoothly. The Faculty Board agreed with the faculty representative advisory bodies that the programme committees would be more involved in planning for the additional funds (insofar as the programmes are asked to develop proposals for those funds). The Board will also give more thought in general to strengthening the position of the programme committees within the faculty.

For the additional funds in the remainder of the term (2020–2024), the Faculty Board has determined the spending goals in consultation with stakeholders. A brainstorming session was arranged in June 2019, to which the programme directors, as well as the Faculty Student Council and the Works Council, were invited. A number of focus themes emerged from that session, which the Faculty Board incorporated into a proposal entitled Boosting quality through intensification. Both the Works Council and the Faculty Student Council initially issued a negative opinion on this proposal, for different reasons. The Faculty Board discussed its proposal with the representative advisory bodies. In late 2020, agreement was reached with the faculty representative advisory bodies on the spending goals for the second tranche of the funds.

Faculty of Science

In 2021, the Faculty of Science continued working on the implementation of its plan for the quality agreements, which it had updated in 2020. It reported on the progress of the projects to the college and graduate school directors, the management team and the representative advisory bodies. In the faculty plan, the theme of 'Intensification of education' is broken down into three faculty themes:

- more time and attention for students;
- better career preparation;
- a greater focus on community building in the Master's programme.

Due to COVID-19, a number of projects on the theme of Intensification of education required a longer lead time and will not actually get underway until 2022. Spending on these projects will therefore increase in 2022. The recruitment of academic and other staff for various projects will also continue in 2022. The faculty has drawn up a long-term budget, setting out the planned expenditure for 2022 based on currently allocated projects. If everything goes according to plan, at the end of 2022, an amount of around €600,000 will remain unspent. That includes the funds allocated to the faculty for 2022.

Given this fact, in consultation between the management team and the college and graduate school directors it was agreed that the faculty would organise another recruitment round next autumn to attract new academic staff. This will probably not result in the entire budget up to and including 2022 being spent, but it should lead to a further reduction in the difference between the budget and results.



29 APRIL

Emma Mamisoa Nomena is selected for Forbes 30 under 30 Europe, a list of talented millennials, in the Science and Healthcare category.

Intensification of education

a. More time and attention for students

When the initial plan was drafted in 2018, and when it was updated in early 2020, rising student numbers and high lecturer workloads prompted the faculty to focus on a structured expansion of teaching capacity. It was initially decided to appoint junior lecturers, but in 2020, the faculty made a conscious decision to focus on expanding assistant professor and postdoctoral researcher positions, with expanded teaching duties. It was hoped that this would both expand capacity and safeguard the important position of scientific research within the faculty.

As it turned out, it was not as easy as expected to quickly find new staff, particularly since formulating projects for assistant professors and postdoctoral researchers required considerable consultation with the programmes and institutes concerned. Nevertheless, by the end of 2021, we were able to say that this part of the faculty plan was on track, and we expect that more proposals for the appointment of staff will be developed in the coming years.

In addition to the appointment of additional staff, there was a greater focus on the supervision and feedback skills of existing lecturers and assistants (see the TLC section below).

b. Better career preparation

One of the goals in the initial plan (2018) for the spending of the quality agreement funds was to better prepare students for their future careers. This could be achieved through better organisation and supervision of final-year internships in a number of programmes, and by developing teaching that would allow students from different programmes to work together on social issues.

In terms of internships, a number of programmes appointed coordinators to perform a significant amount of the organisational work around internships that was previously done by academic staff. As well as the fact that it made it easier for academic staff to concentrate on substantive supervision, this approach resulted in a reduction of workloads.

In relation to the development of teaching with a focus on interdisciplinary collaboration, a number of projects have been set up since 2019. Not every idea has resulted in the successful development of new courses, but in general, this expansion of the range of courses can be seen as a clear improvement of education in the faculty.

c. Community building in the Master's programme

In the past two years, it has not been easy to organise social activities for students. However, in spite of the restrictions during the COVID-19 pandemic, a number of activities were able to get off the ground. One example is the *Soft Landing* project. To welcome new students and help them feel at home in their new environment, the project team developed a short summer programme for new Master's students, involving three in-person events in August and September 2021. The programme included speed-dating sessions, a scavenger hunt in which teams of students took photos around the campus and a pub quiz about the UvA and Amsterdam. Students could also play volleyball and go on a cycle tour (for some students, it was their first time on a bike). In total, 74 students from 9 Master's programmes took part in the activities. The evaluation showed that the students were satisfied with the range of activities and with the information provided. Many students also said they wanted to contribute the following year, to help other new students have a soft landing.

Lecturer professionalisation and the TLC

In the period 2016 – 2018, with the assistance of the student loan system funds, the Faculty of Science started developing a Teaching & Learning Centre for educational innovation, knowledge sharing and lecturer professionalisation. This development continued between 2019 and 2021, using the quality agreement funds. The TLC is now a structural part of the faculty organisation.

Using the quality agreement funds, the faculty hopes to continue this centre's activities and align them with the UvA-wide TLC organisation. In 2021, the following activities took place (not an exhaustive list):

- organisation of teaching skills training for teaching assistants;
- organisation of lecturer training as part of the *Visible learning paths* project; teaching lecturers to collectively streamline the content of their Bachelor's programmes through better use of learning paths;
- organisation of lecturer training as part of the *Visible Teaching Methods and Assessment* project. During the pandemic, the focus of this project was on new forms of online teaching and blended learning and on the corresponding assessments.

Involvement of the representative advisory bodies

In 2018 – 2019, a plan to spend the quality agreement funds was drawn up by a committee in which students and the Faculty Student Council were represented.

The Works Council and the Faculty Student Council issued opinions on the plan. When the plan and the long-term budget were updated in 2020, opinions were again sought from the Works Council and the Faculty Student Council. In that same year, the Faculty Student Council and the Works Council were verbally informed of developments and progress.

Amsterdam Law School

Intensification of education

a. Bachelor's programmes in Law

The quality agreement funds for the Bachelor's phase of the law programmes were used to provide space to incorporate more student-activating teaching and experiential learning. The ultimate objective is to strengthen student-activating teaching methods in a small-scale and intensive setting across the full spectrum of Bachelor's programmes, thus increasing student engagement and satisfaction.

In 2019, increased feedback in various first-year courses was given through an online feedback project; this project was continued in 2020 as planned. In this project, each week, a team of student assistants and/or junior lecturers provided individual feedback on answers uploaded by students to discussion questions. The feedback related not only to the substantive quality of the answers, but also to their form (to teach students how exam questions should be answered). In addition, in 2019 and 2020, funds were used to introduce an additional written assignment to a second-year course.

For the purpose of achieving the educational innovation ambitions for 2020, advice was obtained in 2019 from a faculty-wide Skills working group. The *Bachelor educational innovation* project was launched with a steering group and a core team, with project capacity from the quality agreement funds being used for project management in the form of expert supervision by an educationalist, as well as to compensate for lecturer hours spent on the project. In 2020, as part of this project, a blueprint was written for an innovative vision of teaching and learning, along with a desired graduation profile for the Bachelor's programmes. This was developed into a plan for a completely refreshed Bachelor's programme. The various steps in this plan were discussed and refined within the faculty and with the representative advisory bodies in 2020 and 2021. Student-activating learning, skills and experiential learning in the Bachelor's programmes (including through the continued development of the Amsterdam Law Firm) were all part of this plan.

Because of the COVID-19 pandemic, the *Bachelor educational innovation* programme was somewhat delayed in 2020 and 2021. In mid-2021, partly at the urging of the Works Council, it was decided not to start the new Bachelor's programmes on 1 September 2022 but instead to push them back to 1 September 2023. In spite of the difficult working conditions caused by COVID-19, in 2021, the final designs for the Bachelor's programmes in Law and Tax Law were completed with

broad support from lecturers and students, including a proposal for an updated design for skills training. Development and preparations for the new programme will take shape in 2022 and the first half of 2023. A plan has been developed for the use of the quality agreement funds in future phases (*Plans for the spending of quality agreement funds by the College of Law 2022 – 2024*).

b. Master's programmes in Law

In the Master's phase of the law programmes, learning was made more appealing through student-activating teaching methods and continued development of experiential learning. In 2019, around 30 Master's courses introduced experience-driven learning through the Amsterdam Law Practice. In both 2019 and 2020, additional funds were allocated for lecturer hours for each course.

In consultation with the representative advisory bodies, it was decided that, starting in 2020, a project similar to the one for the Bachelor's programmes would be implemented for the Master's programmes. Teams of course coordinators and lecturers, supported by education and assessment experts, jointly formulated a revised graduation profile for the degree programme, with a greater focus on student-activating teaching, skills training and experiential learning. Amid all the extra work generated by COVID-19, almost all Master's programmes continued to fine-tune the graduation profile for their programme. In 2021, 11 Master's programme tracks finalised their updated graduation profiles, and 6 have also drawn up a project plan for the intended innovations. The remaining programmes are working on developing their own plans and will submit proposals in 2022.

The quality agreement funds for the Master's programmes for the next few years will be fully spent on implementing the programmes' project plans. This is further explained in the document *Plans for the spending of quality agreement funds by the Graduate School of Law 2022 – 2024*.

c. PPLE

PPLE, the interdisciplinary Bachelor's programme, wants to improve the individual feedback given to students, strengthen students' academic and professional skills and improve the quality of assessment through additional efforts by the Examinations Board. To achieve these objectives, the following activities have been undertaken:

- In 2019, tutors in three first-year courses (PPG1, PSS and Statistics) were given additional hours for providing feedback on assignments. In 2020 and 2021, this was continued for the tutors of the first-year course PPG1. In Statistics, the GRASPL programme was used to allow students to do more practice on their own. These actions were implemented in accordance with the plan.
- The appointment of an Academic Skills Coordinator (0.1 FTE) was paid for with the quality agreement funds, as planned, in 2019, 2020 and 2021. In addition, in 2020, a legal skills chain was developed for the Law major.
- There was an ambition to have the Examinations Board evaluate not only courses' final tests, but midterm tests as well, which would require board members to be given extra hours. This plan was shelved due to COVID-19, as the Examinations Board had to spend a lot of extra time on evaluating online assessments. During this period, some administrative tasks were transferred to the faculty administration to reduce the Examinations Board's workload.
- During the pandemic, course coordinators were given additional hours to develop new forms of assessment suitable for administration online.
- In accordance with the plan, an internship coordinator (0.1 FTE) was appointed in 2019, and this position continued in 2020 and 2021.
- In 2019, professional and personal skills workshops for first-year students were organised in collaboration with the School of Life. From September 2020, the workshops were introduced and made mandatory for all first and second-year students.

d. The future

In 2022 and 2023, nearly all of the funds will be spent on the ongoing innovation programmes for the Bachelor's and Master's degrees. From 2024 onwards, the funds will be used to pay for intensive skills training in the new degree programmes.

Lecturer professionalisation and the TLC

The quality agreement funds were used to set up a faculty Teaching & Learning Centre. Among other activities, it supports lecturers to develop their skills in the area of student-activating teaching. As well as lecturer professionalisation, the Law TLC also focuses on knowledge sharing and educational innovation. Since 2019, the Law School has received an additional budget of €50,000 from the central quality agreement funds to support these activities.

The Law TLC was launched in the second half of 2019 with the appointment of an assessment expert and a programme manager. Using external contractors, in 2019, a boot camp was held with an individual supervision pathway for course coordinators of education in the Amsterdam Law Practice, with the aim of improving the teaching setup for experiential learning in the Master's programme. In 2020, a student assistant was added to the Law TLC to support its activities.

Partly due to the pandemic, in 2020 – 2021, the TLC contracted a temporary external expert to assist with lecturer professionalisation by providing training on education theory and assessment, answering queries, supplying information, and developing and rolling out digital supporting documentation, including documentation on online teaching and examinations. In 2021, the team was strengthened at a structural level by an online educationalist adviser. In close collaboration with the central TLC, work was done on knowledge sharing for lecturers and e-learning modules were developed, including one for starting lecturers. In summary, the goals and actions for 2019 – 2021 were achieved in accordance with our ambitions and plans.

Involvement of the representative advisory bodies

The initial proposal for the spending of the quality agreement funds was drafted in late October 2018. In November 2018, discussions were held with the programme committees, the Faculty Student Council and the Works Council. The Faculty Board amended and tightened up the proposal based on the comments. At the joint meeting of the Works Council and the Faculty Student Council in December 2018, both bodies expressed their support for the plans. This was later confirmed in writing.

In July 2019, the Works Council and the Faculty Student Council received the memorandum *Spending of quality agreement funds 2019 – 2020 – 2021* as a supplement to the document *Proposal for the spending of quality agreement funds in 2019*, issued in December 2018. The Works Council and the Faculty Student Council supported these plans and confirmed their support in writing. The Works Council, the Faculty Student Council and the programme committees have regularly been given information about the use of the quality agreement funds in a variety of ways, such as in meetings, through appointments with delegations and/or through quarterly reports, including in relation to the broader *Educational innovation* project. The delays experienced in educational innovation planning due to the pandemic were also discussed with the representative advisory bodies. The Works Council in particular called for an adjustment to the speed at which the plans were implemented, due to the already extremely high workloads resulting from the pandemic. This request was granted. A progress report on the quality agreement funds was put on the agenda for the January 2022 joint meeting with the Works Council and the Faculty Student Council, along with a proposal for the planning approach for 2022 – 2024.

30 MAY

UvA students give their programmes an overall satisfaction score of 3.83 out of 5. This is one of the findings of the National Student Survey, completed by more than 31% of all UvA students between January and March 2021.

Faculty of Social and Behavioural Sciences

Intensification of education

Over the past three years, the Faculty of Social and Behavioural Sciences (FMG) has invested in more student-focused and activating teaching methods and forms of assessment, with the goal of strengthening the preconditions for successful study. To that end, four themes have been identified:

- differentiation and interconnectedness;
- balance between contact hours and independent study;
- learning in context;
- feedback and regulation.

The specific interventions required vary between programmes. There are major differences in content between the faculty's various programmes; consequently, in past years, each programme has selected its own mix of intensive and extensive teaching methods to shape the education it delivers. Decisions about how and where we want to invest in the coming years, the extent to which we use blended forms of learning and what forms of professionalisation will therefore be required depend on the structure and design of the existing curriculum and the priorities of the programme directors, lecturers and students. The college, graduate school and programme directors, in coordination with the programme committee concerned, have each drawn up long-term plans for their programme(s), specifying where the available funds will be spent in the coming years, within the four identified themes. The college and graduate school directors have recorded their plans in an online list, which is available from the faculty on request.

Because of COVID-19, some plans were started later or have been adjusted. During the pandemic, lecturers had to give most of their attention to the shift to online and hybrid teaching and assessment.

In spite of the variety of programmes, there are a number of common threads running through their projects: additional materials for deepening and remediation, an additional focus on methodology, more inclusive education, more practical experiences, intensification of education, and extra tutorials and feedback. These topics will continue to be a focus over the next few years, and existing projects will be expanded or scaled up. A number of short-term projects have been completed, involving a one-off boost to a course/programme.

Examples of successful projects and activities include:

- reducing tutorial sizes by offering additional tutorials (Sociology);
- expanding the number of contact hours for some courses (Communication Science, Psychology);
- organising peer feedback meetings for students working on a Master's thesis (Psychology);
- introducing remedial Statistics education (Pedagogical and Education Sciences);
- introducing mentoring in the Master's programme (Communication Science);
- intensification of feedback (on assignments, case studies, practice questions, written assignments) so that students can better regulate their learning process (Psychology).

Lecturer professionalisation and the TLC

Within the FMG, the funds for lecturer professionalisation have been distributed among the faculty domains. It has been agreed that the FMG TLC will 'manage' the funds, given that organising lecturer professionalisation is one of the TLC's main objectives.

The college and graduate school directors coordinate with the TLC on lecturer professionalisation activities. The TLC provides practical and content-related support with organising activities, bundles together applications and funds, and develops an understanding of the needs of the domains. In line with the FMG's governance model and culture, the college and graduate school directors are responsible for formulating requests for professionalisation activities for their domain.

In recent years, spending on lecturer professionalisation has been lower than the targets. There was considerable investment in supervision and training of lecturers during the pandemic, but these costs were largely recorded in other budgets. This matter was discussed in September 2021 with the college and graduate school directors, who drew up a spending plan in conjunction with the TLC for how the remaining and future funds should be used.

In 2019 – 2021, the quality agreement funds were spent on the following projects (not an exhaustive list):

- mentoring programme for beginning assistant professors;
- collaboration between more experienced and less experienced lecturers in lecturer teams;
- research on education (educational research fellow);
- training lecturers to apply alternative education techniques in Bachelor's programmes;
- peer feedback for lecturers.

The FMG TLC got off to an effective and energetic start in 2019 and performed a considerable amount of work in 2020 and 2021 as well. Set out below is an overview of the activities performed in 2021. During the COVID-19 crisis, the FMG TLC was of immense value. The TLC provided support for lecturers in a variety of ways as they made the shift from in-person teaching to largely online teaching. Examples of TLC projects and activities include the development of a Hybrid Help Portal for lecturers, webinars about the return to campus in the summer of 2021, teaching boot camps, the training of lecturer-coaches, peer feedback and workshops. Because of these projects and many others, the TLC is highly appreciated by the FMG teaching community.

The FMG TLC comprises a TLCore team of 'TLC matchmakers', a coordinator and a trainer. The funds for the trainer and the coordinator are supplied directly from the central lecturer professionalisation funds. There are also the TLCoaches, experienced FMG lecturers who work with the TLC on support, development and implementation of TLC activities. The TLCoaches play an important role in reaching lecturers.

The FMG TLCore team meets twice a month to share knowledge and organise events and other activities. TLCoaches can participate in these meetings on an ad-hoc basis, depending on their expertise and initiatives. The TLCore team meets weekly to discuss urgent developments. The group manages the TLC website, a digital platform designed to give the FMG teaching community an online place to learn, share and develop as educational experts.

Involvement of the representative advisory bodies

The faculty's long-term plan was developed in coordination with the Faculty Student Council and the Works Council. It was discussed in consultative meetings with the dean and received a positive opinion (in writing) from both councils.

Owing to the decentralised organisation of the faculty (4 domains, with 9 Bachelor's and 22 Master's programmes), it was decided to make local plans and use them as a starting point for the faculty's long-term plan. The plans were discussed with the programme committees concerned, which issued positive opinions in writing.

The FMG found the opinions of the programme committees extremely valuable. Each year, the four faculty domains discuss new plans or amendments to existing plans with the programme committees. The written responses from the programme committees are retained in the faculty's records.

In 2021 and early 2022, an evaluation was conducted in accordance with faculty-wide agreements and in collaboration with the representative advisory bodies, with the aim of examining whether we are doing the right thing. The college and graduate school directors asked the programme committees whether the additional funds had led to intensification of education and whether the



1 JUNE

Prof. Claes de Vreese is appointed by the Executive Board as university professor of Artificial Intelligence and Society. The UvA now has five university professors in the field of AI.

JUNE

programme committees were satisfied with the result. Reports of the discussions were produced. The general picture is that the programme committees were satisfied with the plans implemented using the quality agreement funds, and these plans have led to intensification of education. However, a number of programme committees raised points for improvement relating to local implementation and organisation (at the programme and/or domain level). These concerned, for example, the quantity of projects (too many), a shift in emphasis within a programme's projects (such as more attention for inclusion and connectedness, a greater focus on data visualisation, more hours for diversity/decolonisation), asking lecturers to implement new projects earlier in the calendar year and a better mix of bottom-up and top-down projects. The points for improvement were taken on board by the college and graduate school directors but did not justify amendment of the faculty's long-term plan.

We shared the reports referred to above with the Faculty Student Council and the Works Council. Both councils were given an opportunity to provide input to the dean concerning the evaluation of the quality agreements, both in writing and verbally at a consultative meeting. The results of the discussions with the programme committees and the input from the Faculty Student Council and the Works Council will be discussed by the college and graduate school directors and the dean in January 2022. Finally, quarterly reports have been shared with the Faculty Student Council and the Works Council, to keep them up to date with progress.

Employees in the picture

Laura van Leijen is online marketer & content marketing manager at Amsterdam University College (AUC). 'The best part of my job is telling stories: when I talk to prospective students and share the story of the AUC with them. Studying is something that I personally have always loved, and I want other people to have a similar experience: I want them to choose the programme that's right for them and that makes them happy.' Laura gets really energised by information events. 'During our online open day, we organised an online dorm tour with a couple of AUC students, which involved them showing where they live. It allowed us to give secondary school students a picture of what it's like to live on campus, even though the entire information event had to take place online because of the COVID-19 measures.'



2 JUNE

Six lecturers are awarded a UvA Sustainability Grant from the Institute for Interdisciplinary Studies and the Teaching & Learning Centre. Through these grants, the UvA is investing in education in the field of green sustainability in combination with social sustainability aspects.

JUNE

4. National Education Programme

To support the recovery and development of education during and after the COVID-19 crisis, the government has set up a non-structural investment programme known as the National Education Programme (NPO). The NPO funds are being distributed in two tranches: a first tranche consisting of a lump sum based on an adjusted baseline estimate and a second tranche for which plans must be made with specifically identified goals. The first tranche was allocated for 2021 and 2022.

To ensure that the faculties and institutes could benefit from the funds as quickly as possible, the Executive Board informed the councils that, for 2021, these funds would be distributed between the faculties in accordance with the allocation model. The Board discussed this decision in the April consultative meetings with the councils. For 2022, the first tranche will be distributed in accordance with the normal decision-making process for the framework letter and budget presented to the Joint Meeting.

The second tranche will be established on the basis of administrative agreements for education and research. The UvA has submitted a plan for this tranche, with specifically identified goals. In early June, the Joint Meeting received a memo explaining the precise procedure and the various themes. Later that same month, a technical consultation meeting was held to explain the state of affairs in greater detail to the members of the Supervisory Board. In July, both the plans around the central themes and the faculty plans were submitted to the Joint Meeting for consent. In late August, the Supervisory Board indicated that it was willing to give its consent to the NPO plans. However, the Joint Meeting had reservations with regard to the plans relating to student well-being. Based on additional information, in the autumn of 2022, the Joint Meeting finally announced that it too was willing to give its consent to this component.

Administrative agreements

Implementation of the Administrative Agreement on Research

The aim of the NPO funds for research is to enable researchers on temporary contracts whose research was delayed due to the pandemic to complete their research, in the interests of their academic career, continuity of research and the quality of higher education in the Netherlands.

So far, not all faculties have provided a list of the number of researchers who received assistance. Accordingly, this number was calculated from the average amount allocated to each researcher by the other faculties. This average amount was very similar across the various faculties. The table below sets out, under A, the amount and number of researchers who received assistance from the second tranche of research funds. The number of researchers who received assistance from other funds, such as extra Dutch Research Council funds or other NPO funds, because the funds from the second tranche were insufficient in those situations, is given under B.

Implementation of the Administrative Agreement on Education

The Administrative Agreement on Education states that knowledge institutions must institute measures aimed at providing students with any additional supervision and support they may need as a result of the pandemic. The NPO funds must be spent on the following themes:

- improving student well-being and social connection to the degree programme;
- providing support and supervision for clerkships in medical degree programmes;
- limiting study completion delays and dropouts from teacher-training programmes resulting from a shortage of internship places;
- flexible intake and progression.



3 JUNE

Prof. Peter van Tienderen is reappointed by the Executive Board as dean of the Faculty of Science. His second term starts on 1 January 2022 and is for a period of five years.

FACULTEIT	ALLOCATED (X € 1,000)	SPENT (X € 1,000)	BALANCE (X € 1,000)
Faculty of Economics and Business	166	123	43
ACTA	11	11	
Amsterdam Law School	130	130	
Faculty of Humanities	444		444
Faculty of Social and Behavioural Sciences	1,240	596	644
Faculty of Science	1,211	1,210	
<i>Subtotal</i>	<i>3,201</i>	<i>2,070</i>	<i>1,131</i>
Faculty of Medicine	4,894	2,026	2,868
Total	8,095	4,096	3,999

Implementation of the Administrative Agreement on Research

NPO RESEARCH INCLUDING MEDICINE	RESEARCHERS WHO RECEIVED ASSISTANCE	TOTAL COST (X € 1,000)	BUDGET (X € 1,000)
A. NPO lecturer support		229	4,096
B. UVA funds	103	1,767	
Total	332	5,863	8,095

FACULTY	TOTAL EXPECTED HARM TO RESEARCH PORTFOLIO (X € 1,000)
Faculty of Social and Behavioural Sciences	4,794
Faculty of Medicine	1,549
Faculty of Economics and Business	562
Amsterdam Law School	68
Faculty of Science	4,523
Total	12,096

Student well-being tables

STRENGTHENING CENTRAL	TARGET	ACTUAL
Additional student psychologists	2 FTEs	1.65 FTEs appointed
Additional student counsellor	1 FTE	0.9 FTE appointed in January 2022
Additional careers adviser	1 FTE	1 FTE appointed in April 2022
STRENGTHENING UVACARE	TARGET	ACTUAL
Care	1 FTE	Recruitment started in January 2022
Student well-being	1 FTE	Recruitment started in January 2022

ACTIONS	2021 BUDGET (X € 1,000)	ACTUAL (X € 1,000)	2022 BUDGET (X € 1,000)
Strengthening central supervision structure	250	91	
Continuing UvAcare	150		
Total	400		769

The unspent budget for 2021 amounts to €09,000. The remainder of the 2021 budget will be added to the 2022 budget (see the above table).

ACTIONS	2021 BUDGET (X € 1,000)	ACTUAL (X € 1,000)	2022 BUDGET (X € 1,000)
UvA work on national project	150		320

Improving student well-being

In addition to the measures already taken, the UvA decided to use the NPO funds for student well-being to strengthen the central supervision structure. Specifically, this meant hiring additional student support staff (student psychologists, student counsellors and careers advisers). In 2021, the student psychologist capacity was expanded by 1.65 FTE. Vacancies arose for a student counsellor and a careers adviser. A student counsellor was appointed in January 2022 (0.9 FTE). The careers adviser is expected to start in April 2022 (1 FTE).

Work was also done to ensure the continuation of UvAcare, an initiative that involves students being screened for mental health issues once a year. All UvA students are invited to take part. Students can also use eHealth modules. A vacancy for a UvAcare project leader arose in January 2022, while the position of Student Well-being Project Leader (0.8 FTE) became vacant in February 2022.

Discussions with the representative advisory bodies about the precise allocation of NPO funds for student well-being took some time, and consent was not given to the plans until late 2021. As a consequence, the implementation of many components was delayed.

The UvA has arranged to participate in a national student well-being project. As part of this project, the UvA will work to further develop eHealth modules and to improve the provision of information. This project has not yet begun. The available budget of €120,000 for 2021 will be used in 2022 to implement the actions.

Support and supervision for clerkships (clinical internships)

Clerkships in Medicine

Because of the pandemic, the waiting time for clerkships for Master of Medicine students has increased. The NPO funds have been used to expand the number of clerkship places and offer additional electives, to reduce the waiting time for Master's students. The Faculty of Medicine has spent the NPO funds as follows:

1. expanding the Internal Medicine clerkship with additional Geriatrics places in health care facilities for the elderly;
2. developing electives/elective internships;
3. purchasing of existing electives and clinical and other internships.

More details on (1): in the spring of 2021, small pilots were run in two nursing homes. Based on these pilots, from 6 September 2021, four places per year, for three-week internships, were offered in the WijkKliniek community clinic. To set up this clerkship and supervise the medical interns, a clinical specialist in geriatric medicine was appointed for two years.

More details on (2): the aim for 2021 was to acquire new, non-clinical internship places and offer them on a long-term basis. The possibility arose of creating a new elective internship in the Pathology department of AMC, starting in November 2021. From the 2021 – 2022 academic year onwards, it will also be possible for students to work with the electives coordinator to create their own elective internship.

More details on (3): to enable electives to be offered prior to clinical internships, modules were purchased from ExpertCollege and from the Dutch College of General Practitioners. There were 17 students who took advantage of these new modules, which will be continued in 2022 and 2023.

Only a small part of the NPO budget was used for these initiatives: €19,050 out of the total budget of €790,365 (see the table). The remaining funds will be spent in 2022 and 2023.

Clinical internships at ACTA

The pandemic also had a huge impact on the clinical training of students in the Master of Dentistry programme. A large portion of this clinical training was scaled back. ACTA used the NPO funds to clear the backlog, specifically by:

1. expanding external internship places;
2. offering additional clinical training;
3. providing additional support for planning and timetabling.

More details on (1): 80 new external internship places were created. Around 150 students will complete this external internship between September 2021 and August 2022. This is based on current plans. The expansion of internship places will be necessary until at least the middle of 2023.

More details on (2): to reduce the backlog of Master's students (from the 2020 – 2021 academic year), additional clinical training was offered over the summer. That allowed this group to graduate without a study completion delay. No additional staff were hired, but the additional training did increase the workloads of existing staff.

In 2021, extra staff were hired for the catch-up training. Unfortunately, there was no net gain in staff in the Master's in Oral Hygiene clinic, due to an unexpectedly high number of staff transferring to other sections. For 2022, additional clinical training has been developed for the second semester, but the risk of exhaustion will increase.

More details on (3): additional support was obtained for planning and timetabling, including support for internships and for the ACTA Skills Lab.

Limiting study completion delays and dropouts from teacher-training programmes

The UvA received NPO funds to minimise or provide solutions for student dropouts and delays in teacher-training programmes, to prevent the teacher shortage from increasing any further. The funds were divided between primary and secondary teacher-training programmes.

Use of the funds allocated to primary teacher-training programmes

Four projects were set up to spend the funds allocated to primary teacher-training programmes:

- Project 1: additional mentoring for new first-year students;
- Project 2: additional academic counselling hours;
- Project 3: additional internship and thesis supervision;
- Project 4: additional attention in the curriculum on teaching students suffering from educational disadvantages and inequalities of opportunity.

More details on Project 1: this project provides additional funds and mentor hours for first-year students at the University PABO Amsterdam (UPvA). In the 2021 – 2022 academic year, four mentor groups were formed. In Semester 1 (2021), eight 2-hour meetings were held. Additional supervision from lecturers came to a total of 162 hours. The remaining hours will be used in 2022.

More details on Project 2: the purpose of this project is to expand academic counselling, so that study advisers can offer students more personal guidance. In the 2021 – 2022 academic year, an additional UPvA study adviser was hired for half a day every week. One of the existing study advisers had their workload increased from a half-day to a full day. The total workload of both study advisers was 336 hours (total expansion of 0.2 FTE).

More details on Project 3: this project involves hiring additional thesis supervisors. In 2021, nine additional thesis supervisors were arranged, and coordination was expanded. The total additional capacity was 230 hours. The project also provides for additional lessons in classroom management. These additional lessons were not provided in 2021; they have been pushed back to 2022.



8 JUNE

This year, the UvA takes 55th place in the QS World University Rankings, making it the highest-ranked Dutch university on the list. The UvA has climbed six places since 2020.

Table: Clerkships in Medicine

ACTIONS	TARGET	ACTUAL
Nursing homes pilot	2 – 3 pilots	Pilots carried out
Preparation for offering Geriatrics clerkships long term	Offered on an ongoing basis from 2022	4 places per year created: In 2021, 24 students completed clerkships + 0.8 supervisor
Development of elective internships	New internship places + offered long term	New elective internship in Pathology created + possibility of a customised elective internship
Purchase of existing modules	Modules through contract education	Modules purchased from 2 parties, 17 students participated

Table: Clinical internships at ACTA

ACTIONS	TARGET	ACTUAL
Nursing homes pilot	2 – 3 pilots	Pilots carried out
Preparation for offering Geriatrics clerkships long term	Offered on an ongoing basis from 2022	4 places per year created: in 2021, 24 students completed clerkships + 0.8 supervisor
Development of elective internships	New internship places + offered long term	New elective internship in Pathology created + possibility of a customised elective internship
Purchase of existing modules	Modules through contract education	Modules purchased from 2 parties, 17 students participated

Table: Study completion delays and dropouts from teacher-training programmes

ACTIONS	TARGET	ACTUAL
Extra external internship places created	80 extra places; 150 students have completed an external internship	80 extra places; 150 students have completed an external internship
Extra clinical training	400 students have completed extra training	400 students (3 cohorts) completed extra clinical training over the summer
Extra support for planning and timetabling	Extra support	Additional use of Skillslab and internship support provided

NEW STAFF REQUIRED	TARGET	ACHIEVED IN 2021
Appointment of assistant professor (Projects 1 + 2)	1.0 FTE	1.0 FTE
Appointment of educationalist (Projects 1, 2 + 3)	1.0 FTE	1.0 FTE
Subject-specialist teachers (Projects 2, 3, 4 and 6)	1.95 FTEs	1.95 FTEs
Transfer student coordinator (Project 3)	0.2 FTEs	0.2 FTEs
Internship coordinator (Project 5)	0.1 FTEs	0.1 FTEs

Table: Additional hours for teacher-training programmes

ACTIONS	TARGET	ACHIEVED IN 2021	DIFFERENCE
Additional mentoring for new first-years	395	146	249
Additional academic counselling hours	395	336	59
Additional internship and thesis supervision	395	305	90
Curriculum changes	395	150	245

Table: Finances (amounts x €1,000)

	2021 BUDGET	2021 ACTUAL	2022/2023 BUDGET
Support for clerkships	790	19	771
Clinical internships	247	28	219
Primary and secondary teacher training projects	530	94	366

More details on Project 4: the final project involves adjusting the curriculum to devote more time and attention to students suffering from educational disadvantages and inequalities of opportunity. A project coordinator was appointed for 2021, with a workload of 80 hours. Two new lecturers were also appointed and were each given additional development hours. The workload for 2021 came to a total of 150 hours.

The table shows that it was not possible to use all the available hours were in 2021; that is because it was difficult to attract new staff on a temporary basis. The remaining hours will be used in 2022.

Use of the funds allocated to secondary teacher-training programmes

Six projects were set up to spend the funds allocated to secondary teacher-training programmes:

- Project 1: strengthening students' pedagogical and general teaching skills;
- Project 2: strengthening students' diagnostic skills and improving the curriculum with the aim of compensating for the disadvantages faced by secondary school students;
- Project 3: intensifying supervision of students entering teacher training from another profession;
- Project 4: improving internship supervision by host schools;
- Project 5: expanding the capacity of the internship office;
- Project 6: additional mentor hours and lesson visits.

More details on Project 1: this project involves giving students the pedagogical and general teaching skills they will need as teachers to compensate for the disadvantages faced by their students. For this project, an assistant professor was hired on 1 September 2021 with a workload of 0.1 FTE for two years. She is actively involved in the students' education and supports the team of teachers in the Interfaculty Teacher Training Programmes (ILO). In addition, extra hours were given to an educationalist for the seminars on Pedagogy and General Teaching Skills A and B in the autumn of 2021.

More details on Project 2: the goal of this project is to strengthen students' diagnostic skills and improve the curriculum with the aim of compensating for the disadvantages faced by secondary school students. Lecturer development teams in schools are in the preparation phase and are expected to start in the spring of 2022.

More details on Project 3: this project involves providing additional support to students entering teacher training from another profession. A special coordinator was appointed in September 2021, to give targeted attention to this group of students (around 50 in total) during the orientation programme and during the degree programme itself. Part of her contract was paid for using NPO funds.

More details on Project 4: in this project, the ILO will improve the basic training given to internship supervisors and a range of in-depth training courses will be developed. A pilot was run in the autumn of 2021, trialling a new form of training for workplace supervisors, in which 20 people participated. A working group is currently developing two in-depth training workshops.

More details on Project 5: in this project, additional support is being offered to students to find internship places and to match up students with schools. In September 2021, the ILO internship coordinator was given additional hours to arrange internship places. As a result, nearly all students obtained an internship place on time.

More details on Project 6: this project provides for additional mentor hours and lesson visits. Using NPO funds, contracts were extended across the board. As a result, nearly all lesson visits were able to take place in person, and all students received a minimum of two visits at their host school from an ILO teacher. In addition, as well as a 'midpoint conversation', most students had a final conversation with their mentor before completing the degree programme.

The table provides an overview of the funding required for the six projects. The funds allocated for 2021 were fully spent, mainly on appointments and extensions to appointments that will continue in 2022.



9 JUNE

The Hybrid Learning Theatre of the Faculty of Economics and Business receives an international award from the European University Information Systems organisation (EUNIS). The space allows interactive lectures to be delivered in a theatre-like setting, with some students present in person and the rest watching online.

Flexible intake and progression

Assessment and remediation of language skills

Research shows that the language skills of many UvA students leave much to be desired, according to the report *Academische taalvaardigheid aan de UvA* [Academic skills at the UvA] by F. Kuiken & I. Vedder, 2020. To promote study success, it is important that all Bachelor's students at the UvA sit a diagnostic language test at the start of their studies and that those whose language skills are weak are offered remedial training. NPO funds are used to administer a voluntary diagnostic language test to all first-year Bachelor's students and to offer remedial courses in both Dutch and English.

In the autumn of 2021, the Institute for Dutch Language Education (INTT) ran the first diagnostic language tests for first-year students: the Academic Literacy Test (ALT) for students in English-language programmes and the Academic Language Skills Test (TAT) for students in Dutch-language programmes.

The remedial training offered included the extracurricular courses 'Beter schrijven' (for Dutch) and 'Academic Writing Support' (for English); both are offered by the Writing Centre. In each study period, there were also workshops in which students could participate voluntarily.

The Amsterdam Law School and the Communication Science programme in the Faculty of Social and Behavioural Sciences carry out their own language testing (not included in the figures). For the Law School, a total of 686 students sat the test, and 110 of them were invited to take part in remedial courses. For the Communication Science programme, 619 students sat the language test, and 50 completed a remedial programme.

Connection between secondary and higher education

To improve the connection between secondary and higher education, the UvA has joined a national network of universities (the UNL project). As a result, the UvA received €78,000 per year for 2021 and 2022. Within the UNL network, it was agreed that these NPO funds would be used to boost academic skills and study skills, and/or for knowledge sharing.

The national network has commissioned a study into the opportunities for collaboration among the various universities. This assessment was jointly funded out of the NPO funds received by the various universities (the UvA contributed €95). Other than the assessment, no activities reached the implementation stage in 2021, but many are expected to do so in 2022. To make its full range of courses accessible to prospective students, the UvA will work with VU Amsterdam, in line with past successful collaborations under the OPeRA umbrella in the Science Partners and Language, Social and Cultural Partners school networks.

Very little of the €80,000 set aside for 2021 was used. The remaining funds will be used in 2022.

Flexible intake and progression actions by faculty

Faculty of Humanities

The Faculty of Humanities used the NPO funds to appoint extra study advisers. In addition to their normal tasks, they will specifically focus on student well-being. The faculty also offered extracurricular educational activities in collaboration with the study associations. Finally, the Faculty of Humanities set up a COVID-19 help desk that current and future students can contact with COVID-19-related questions.

Faculty of Economics and Business

The Faculty of Economics and Business was not able to spend much of the NPO funds for 2021. These funds will be used in future years.

Faculty of Social and Behavioural Sciences

The Faculty of Social and Behavioural Sciences (FMG) spent the NPO funds on intensification of academic student counselling, with the goal of helping students make up the delays they have experienced due to the pandemic. The four departments in the FMG (Social Sciences, Psychology, Communication Science and Pedagogical and Education Sciences) have each come up with their own method of achieving intensification of academic student counselling. Each of these methods is consistent with the actions that are desirable for students in the department concerned to promote flexible intake and progression. Furthermore, a faculty-wide programme has been developed to strengthen the social connection with the degree programmes: FMG Connect. The focus of this programme is on assisting students who have fallen behind in the areas of socialisation and personal growth. FMG Connect activities will take place in 2022 and 2023.

For the intensification of academic student counselling, new staff have had to be recruited (tutors and lecturers). This process has taken longer than usual, due to the current labour market shortages. Accordingly, it was not possible to achieve all of the planned actions for 2021. The remainder of the 2021 funds will be spent in 2022 and 2023.

Faculty of Science

To ensure that new students and second-year students feel at home in the faculty as much as possible (a 'soft landing'), some of the NPO funds were used to appoint student assistants to run activities with these students, within the limits of the COVID-19 measures that were in place at the time. The funds were also used to expand academic counselling capacity, so that more students receive support more quickly. Finally, the NPO funds were used to help students who had fallen behind catch up, through special tutorials and practical training.

Faculty of Medicine

The Faculty of Medicine spent the NPO money on intensifying personal coaching, which included expanding mentoring and academic counselling and organising personal development workshops. The funds were also used to develop and deliver teaching to help students who had fallen behind catch up, including special e-learning modules for skills training. In addition, the faculty used the funds to improve connections between students and degree programmes. For example, an additional orientation was run for all second-year students, and work was done to develop a buddy programme for Bachelor of Medicine students. Not all activities were implemented, and some of the funds will be carried over to 2022.

Amsterdam Law School

The Amsterdam Law School used the NPO funds to provide better support for students. This was implemented in a number of ways, including activities for all year groups at the start of the academic year, expanding study adviser capacity, strengthening and expanding mentoring, extra hours for thesis supervision and strengthening study choice support within the programme. Because of the relatively late allocation, it was only possible to spend some of the funds set aside for 2021 in 2021. The remainder of the 2021 budget will be spent in 2022.



25 JUNE

A new annual tradition: Medallion Day. Honorary medallions are awarded to Arnold Smeulders, Wil van Zijl-Barbe, Tom Verhoek, Arne Brentjes, Willem Bouten and Marcel Levi, who have all made a special contribution to the University.

Tables for the theme of flexible intake and progression

NUMBERS ACHIEVED IN FIRST SEMESTER (INTT)	DUTCH	ENGLISH
Total number of first-year Bachelor's students invited to take part (all first-years apart from Law and Communication Science)	2,769	2,055
Number of students who sat the diagnostic test (excluding Law and Communication Science)	876	1,177
Number of students who failed (as a %)	322	249
	-37%	-21%
Participants in the Write Better and Academic Writing Support courses (7 and 5 groups respectively)	140	100
Participants in one or more workshops: (7 workshops per language)	125	125

	2021 BUDGET (X €1,000)	2021 ACTUAL (X €1,000)	2022/2023 BUDGET (X €1,000)
Language tests and remedial courses: INTT, Law and Communication Science	250	105	395
Participation in national secondary/higher education connection project	80	1	159

Tables showing the actions planned by each faculty

ACTIONS PLANNED BY THE FACULTY OF HUMANITIES	ACHIEVEMENTS
Additional study advisers	Three additional study advisers were appointed during the 2021 – 2022 academic year, 2.0 FTEs in total
Extracurricular educational activities	Starting from the 2021 – 2022 academic year, the first extracurricular educational activities are being offered in collaboration with the study associations
COVID-19 helpdesk	A COVID-19 helpdesk was set up, where students can get answers to COVID-19-related questions
ACTIONS PLANNED BY THE FACULTY OF SCIENCE	ACHIEVEMENTS
Additional support for first and second-year students	The individual degree programmes are using student assistants to help students get to know each other and their lecturers
Additional study advisers	Study adviser capacity expanded to meet increased demand
Coaching for students who have fallen behind	In a number of programmes, students who had fallen behind, particularly with their laboratory skills, were given assistance to catch up, either by student assistants or by academic staff given extra hours
ACTIONS PLANNED BY THE FACULTY OF MEDICINE	ACHIEVEMENTS
Intensification of personal coaching	Additional orientation organised for all second-year students Additional Medical Informatics (MI) mentor appointed Additional MI mentor sessions organised Plan to set up workshops developed Plan developed for a 'Meet-and-Greet Festival'
Expansion of academic counselling	Vacancy for additional study adviser advertised and candidate recruited
Additional teaching to help students catch up	E-learning modules for GEN skills training developed and offered

ACTA

The pandemic hampered the intake and progression of students in ACTA programmes. To support students, the faculty used online knowledge clips to promote independent study, along with more intensive personal coaching. Development of the knowledge clips began in December 2021, and the first clips are expected to be ready in 2022. An additional study adviser was also appointed, creating greater scope for more intensive personal coaching of students.

Additional subsidy schemes

In 2021, the UvA took advantage of two subsidy schemes run by the Ministry of Education, Culture and Science: the *COVID-19 jobs in higher education* scheme and the *Extra help in the classroom* scheme.

COVID-19 jobs in higher education

The objective of this scheme is described as follows: '... to give government-funded higher education institutions the additional help and support they need to continue delivering education during the COVID-19 crisis, in order to minimise the extent to which students fall behind in their studies.' To be eligible for the subsidy, costs must relate to additional temporary support staff hired for the period from 1 January to 30 June 2021. The salaries paid to these staff members may be no more than 125% of the minimum wage.

Because of these conditions, this scheme was of limited use to the UvA. For example, many contracts for support staff began in 2020 and were entered into for longer terms, which means they did not fit within the specified period. In addition, in many cases, the type of support required ranked higher on the pay scale than 125% of the minimum wage. As a result, of the total subsidy amount of €847,982 that we applied for, only €64,288.12 was ultimately spent, and €783,693.88 will be repaid.

Extra help in the classroom

This subsidy was intended to compensate for the additional costs that institutions had to incur to ensure continuity of education during the pandemic. In contrast to the previous subsidy scheme, there was no salary cap for the additional temporary staff. The subsidy was for additional temporary work performed in the period between 1 July 2021 and 31 December 2021. As well as the salaries of employees, the costs of temp staff, seconded staff and self-employed contractors can also be claimed under the scheme. The subsidy funds were spent on support for and supervision of new and existing students, through:

- hybrid teaching methods: additional staffing hours for online teaching, examinations, fraud reporting, converting timetables and reservations, and preparing for practical education;
- helping students find their way around the campus (in 2021, this was necessary for two cohorts of students: second-years were new to the campus too): use of campus stewards;
- responding to higher numbers of questions, by the staff of the Admissions & International Office, the education desks and administration offices;
- helping students who have fallen behind in their studies: additional staffing hours for the Examinations Board and BSA committees.

Unlike the *COVID-19 jobs in higher education* scheme, this subsidy scheme was a good fit for the UvA's desired support needs. An internal call produced a total of €2,507,176 in costs that were eligible for the subsidy. The subsidy amount of €1,396,090 was therefore fully distributed among the faculties and service units.

Voorgenomen acties faculteiten

ACTIONS PLANNED BY THE COLLEGE + GRADUATE SCHOOL OF THE AMSTERDAM LAW SCHOOL	ACHIEVEMENTS
Expansion of study adviser capacity	Vacancies were filled: two additional study advisers were appointed
Additional mentoring support for Bachelor's students	Actions were taken, funded from the ordinary budget. Within the mentoring programme, materials to promote language skills were provided; this was paid for using the quality agreement funds.
Appointment of mentors for Master's students	Mentors were appointed for all degree programmes; €60,000 was earmarked for the 2021 – 2022 academic year; the remaining €45,000 has been set aside for the first half of 2022.
Coordination and organisation of orientation activities for Bachelor's students	Partly completed, partly postponed until 2022 due to autumn COVID-19 resurgence. Part of the budgeted amount will be used in 2022 for additional supervision of Bachelor's theses.
Additional thesis supervision activities for Master's students	Partly completed, costs were lower than budgeted. The invoice will fall due in 2022, so no costs were recorded for 2021.
ACTIONS PLANNED BY THE AMSTERDAM LAW SCHOOL FOR PPLE	ACHIEVEMENTS
Social activities for students	Partly completed through the Amsterdam Institute for Social Sciences, partly postponed until 2022 due to autumn COVID-19 resurgence
Mentoring training	Postponed until 2022 due to autumn COVID-19 resurgence
Review of information provided on minors	Postponed until 2022 due to autumn COVID-19 resurgence
Video course about community building activities	Partly postponed until 2022 due to autumn COVID-19 resurgence
ACTIONS PLANNED BY ACTA	ACHIEVEMENTS
Additional knowledge clips	Recruitment process launched for additional staff member, will be completed in 2022
Additional personal coaching	Additional study adviser (0.3 FTE) appointed

Tables showing the actions planned by each faculty (amounts x €1,000)

MONEY SPENT BY EACH FACULTY	2021 BUDGET	2021 ACTUAL	2022/2023 BUDGET
Faculty of Humanities	475	90	977
Faculty of Economics and Business	469	0	1,053
Faculty of Social and Behavioural Sciences	654	83	1,386
Faculty of Science	473	258	804
Faculty of Medicine	163	19	348
Amsterdam Law School	315	79	630
AUC	45	10	91
ACTA-UvA	36	15	67
Unallocated	100	0	200
UvA total	2,730	554	5,556



Employees in the picture

As well as being an education policy officer at the Amsterdam Law School, Myrthe van Amstel is a Confidential Adviser, offering a listening ear to anyone who needs one. Any staff and students who are confronted with inappropriate behaviour can pay her a visit. Although it may feel like a big step to visit a confidential adviser, Myrthe wants to stress that that is not the case. 'It's a confidential conversation, and no further steps will be taken if you don't want that to happen. It can be enlightening to talk to someone who knows the organisation well but is not directly involved with the situation.' As different as Myrthe's two roles may be, they have one important thing in common: improving conditions for all students and staff. 'Every day, I focus on making studying and working at the UvA even more enjoyable.'



28 JUNE

The new Bachelor's programme in Computational Social Science is given the green light and will start in September 2022. In this programme, students will learn to develop sustainable digital interventions to contribute to solving complex societal issues.

JUNE

5. Research

Consequences of the COVID-19 pandemic

Research delays

Many researchers experienced delays in their research due to the COVID-19 measures, because their data collection (such as field work, lab experiments or research involving human subjects) could not proceed, because the researchers themselves became sick or because of additional care responsibilities at home due to the closure of schools and childcare centres. The conversion from in-person to online teaching also took up a lot of time. According to the UvA Crisis Monitor, 40% of UvA academic staff experienced significant issues with their research in 2021 due to the COVID-19 measures.

The delay could have had more serious consequences for researchers on temporary employment contracts, such as PhD candidates, postdoctoral researchers and staff on a tenure track, because it might have prevented them from finishing their research before the end of their employment contract. The UvA put financial measures in place to enable researchers in this situation to complete their research. Initiatives were also launched to support the mental health and well-being of this group, and to ensure that research was appropriately recognised and rewarded during the pandemic. The UvA is also committed to working with research funders such as the Dutch Research Council, the EU and the Minister of Education, Culture and Science to find solutions.

Because of the pandemic, doctorate conferral ceremonies were temporarily halted. The ceremonies could eventually be held, but only online, or in person with an online element. Since March 2020, research assessments have also been conducted online.

Research Policy

The UvA is a leading, research-intensive university, where high-quality research takes place throughout the University and where teaching, valorisation and research are inextricably linked. The QS rankings show that the UvA has the strongest arts and social science faculties in the Netherlands and also has strong science and medical faculties. UvA research is world class, as shown by a range of ranking systems. In the QS World University Rankings, 9 UvA disciplines were ranked in the top 20 in the world, and another 18 research areas were in the top 100.

The UvA works intensively with national and international partners and with key Amsterdam knowledge institutions, such as VU Amsterdam, Amsterdam University of Applied Sciences (AUAS), various Dutch Research Council institutes, the Royal Netherlands Academy of Arts and Sciences (KNAW), Sanquin and the Netherlands Cancer Institute (NKI-AVL).

Because of its large number of subject areas, the UvA is uniquely placed to respond rapidly to the changing, interdisciplinary challenges facing society.

UvA Strategic Research Framework

To maintain the high quality of its research and to continue to occupy a leading position internationally, the UvA has developed a strategic framework. With this framework, the UvA is focusing on more strategic positioning based on the UvA's intellectual footprint: what unique contribution do research groups make to the development of the research field?

A significant portion of UvA research is already inspired by the issues facing society. Nevertheless, the UvA is keen to increase its involvement with social organisations and issues. The starting point is that academic research can benefit societal issues and vice versa.

The framework also covers the policy on collaboration with third parties in research and preventing the misuse of research results by third parties. In 2021, a policy was adopted that aims to assist researchers who are considering whether to enter into a research partnership with a public or private party. A UvA-wide advisory committee was set up to provide advice in these situations.

Thematic collaboration

The Strategic Plan, 'Inspiring Generations' (2021–2026), states that, in addition to the more focused research programming choices, collaboration between disciplines on four social themes should be boosted. During 2021, work was done to develop the 'Thematic collaboration programme'.

This included setting up a steering group for each theme. The steering groups are responsible for shaping collaboration among researchers from various UvA faculties on socially relevant issues, as set out in the Strategic Plan. The steering groups also make proposals about how the funds available for their particular theme should be spent.

Each steering group comprises seven researchers, one from each faculty, and two deans as chairperson and vice-chairperson. The researchers from the faculties make sure the theme connects to their faculty and its research institutes. The steering groups are supported by a secretary/project manager, grant officers, business developers and sometimes an external relations manager.

In 2021, the substance of each theme was developed in greater detail by the relevant steering group. A work plan was also developed for each theme, describing how interfaculty research collaboration on the social issues should be stimulated within that theme and how, in the long term, this collaboration should be translated into the range of courses offered.

Additional funds are set aside each year for each theme. These funds are allocated via three different instruments, in addition to ongoing support funding. Each theme is allocated a different proportion of funds, depending on what is needed within that theme to promote interfaculty collaboration with external parties.

AI Technology for People

AI Technology for People (NL AIC) is a coalition formed between the UvA, other knowledge institutions and the City of Amsterdam. In 2021, the coalition focused on strengthening the Amsterdam ecosystem by entering into new partnerships and expanding existing collaborations, in the Amsterdam Metropolitan Area, across the country and internationally.

AI Technology for People and Amsterdam Data Science AI jointly commissioned a study into the added value of R&D investment in AI. SEO Economic Research found that: AI investment in the Amsterdam region is extremely profitable. In the long term, every euro invested in artificial intelligence R&D in the Amsterdam region could yield more than five euros in additional economic prosperity.

In 2021, a number of project proposals in the area of AI were approved. For example, a consortium led by University Professor Maarten de Rijke (UvA) received financial support from the Dutch Research Council to focus on developing reliable AI systems. In addition, the AI, Media & Democracy Lab, a collaboration between the UvA, AUAS, social partners and the City of Amsterdam, was granted the NL AIC label. This label is a formal recognition of the quality of an activity, in line with the ambitions and strategic goals of the NL AIC.



5 JULY

Political Science student Dikran Kassabian is appointed student assessor by the Executive Board. He takes over from Rijk van Beek and will serve a one-year term beginning on 1 September.

Broad range of UvA subject areas

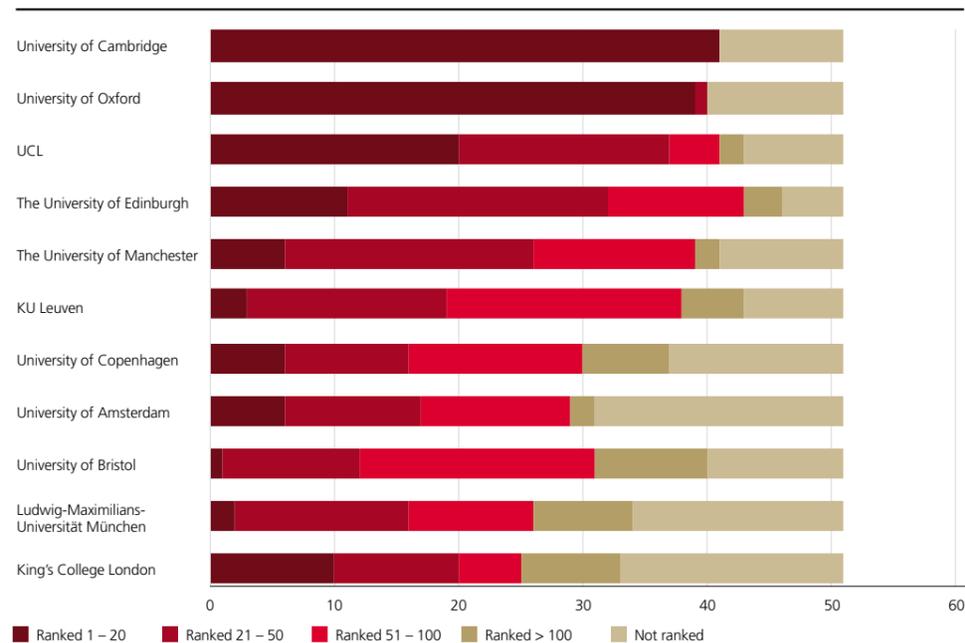
Quacquarelli Symonds (QS) publishes rankings for each of 51 academic disciplines. In the 29 disciplines listed in this table (March 2022 edition), the UvA was in the top 100 worldwide.

Places 1 – 20	Places 21 – 50	Places 51 – 100
<ul style="list-style-type: none"> • Communication & Media • Dentistry • Geography • Linguistics • Psychology • Sociology 	<ul style="list-style-type: none"> • Anthropology • Development Studies • Computer Science • Education • English • History • Law • Library & Information Management • Medicine • Politics and International Studies • Social Policy and Administration 	<ul style="list-style-type: none"> • Archaeology • Physics and Astronomy • Mathematics • Biology • Accounting and Finance • Philosophy • Modern languages • Business and Management • Economics and Econometrics • Hospitality & Leisure Management • Theology and Religion Studies • Statistics

European Top 10 QS ranking of number of fields listed in Top 100

QS enables a peer analysis of universities that are similar to the UvA in terms of their profile – known as ‘general universities’. These universities conduct research and offer education covering the majority of the academic spectrum. The graphic shows, for a number of European universities, in how many of 51 subject areas they appeared in the top 100 of the QS ranking and how the subject areas are distributed across the 3 placement categories. It also shows the disciplines in which universities are ‘not active’.

¹ QS does not provide a ranking by discipline for certain Parisian universities.



The UvA also organised AI-related events, such as a public discussion organised in collaboration with ECP, the Platform for the Information Society, about human-oriented and responsible AI, which saw University Lecturers Maarten de Rijke, Natali Helberger and Ivana Isgum engaging in conversation with prestigious speakers such as Marietje Schaake (Stanford University Cyber Policy Center), Emile Aarts (Tilburg University) and Ildiko Vajda (Netherlands Patients Federation). The UvA was also a conference partner for the ECP's 2021 Annual Festival.

Research Priority Areas

The UvA has nine Research Priority Areas:

- European Studies;
- Brain & Cognition;
- Global Digital Cultures;
- Global Health;
- Human(e) AI;
- Information, Communication & the Data Society;
- Urban Mental Health;
- Artificial Intelligence for Health Decision-Making;
- Personal Microbiome Health.

In addition, the following two new Research Priority Areas were developed in 2021 for 2022:

- The Energy Transition through the Lens of the SDGs;
- Organisational Ethics.

Since 2018, interdisciplinary collaboration, connection to societal issues and innovation have been of central importance in the allocation of funding to the Research Priority Areas.

UvA Data Science Centre

On 7 October 2021, the UvA Data Science Centre was officially opened as on Data Science Day in the Allard Pierson Museum. The opening was a hybrid event featuring presentations and workshops from various faculties.

The goal of the UvA Data Science Centre is to strengthen and promote innovation in data-driven research at the UvA. To achieve this objective, the centre has set up three programmes: the Accelerate programme, the Affiliate programme and the Interdisciplinary PhD research programme. The staff connected with the three programmes regularly come together to form a university-wide interdisciplinary network.

In 2021, the UvA Data Science Centre allocated stimulus funding to 6 faculties to appoint 15 staff members to support data science. The Centre also allocated funding for seven PhD researchers, who will work on interdisciplinary projects to develop innovative data science methods.

Open Science

Open science is about publicly sharing scientific results at various stages of research, so that everyone within and outside the academic world can benefit from research results and see the progress being made by researchers. The UvA aims to stimulate this openness in a way that benefits scientific progress and makes life easier for researchers.



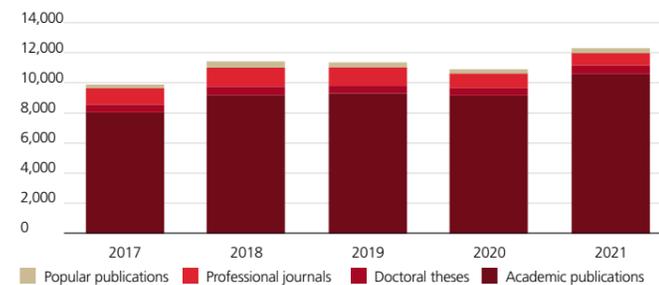
15 JULY

Samera Ouchene will take up the role of UvA ombudsperson on 1 September. Students and staff can make a confidential appointment with her, whether they need a listening ear, independent and impartial advice or mediation.

Development of research output

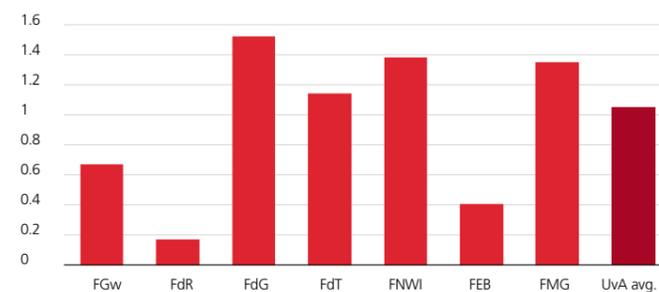
Number of publications

The graph shows the number of publications by the UvA, including the Faculty of Medicine, on the basis of the UNL's university research indicators (KUOZ).



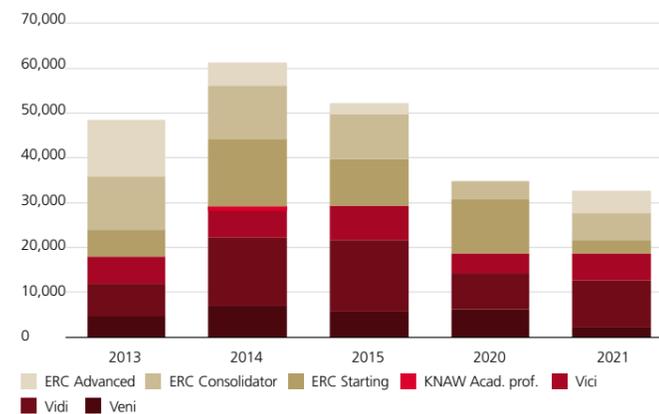
Number of doctoral theses supervised per full professor in 2021

The UvA conferred 568 doctorates in 2021. Each full professor supervised an average of one doctorate, with considerable differences between the faculties.



Individual grants and awards (year of allocation, x €1,000)

The graph shows the Dutch Research Council, the Royal Netherlands Academy of Arts and Sciences and ERC grants awarded to individual researchers, expressed in euros. The results of the 2021 Veni round are not yet complete. Social Sciences and Humanities will not receive their results until April 2022, but the other domains already have their results.



In 2020, 71% of the UvA's peer-reviewed articles were published with open access, an 8% increase from 2019.

In 2021, the UvA Open Access Policy came into effect, under which researchers are expected to make their publications available to all. Thanks to participation in national agreements, in 2021, UvA researchers could publish their articles open access free of charge in more than 11,000 journals.

The UvA has a Diamond Open Access Fund that supports non-profit publication channels. This fund aims to make academic publishing more affordable.

In addition, the UvA supports researchers who wish to invoke the Netherlands Copyright Act (Taverne amendment) to make their articles public. To date, around 500 researchers have drawn on this support.

Research data

The UvA is committed to careful research data management (RDM). RDM refers to the organisation of research data from the start of the research cycle to dissemination and archiving of the results.

Based on faculty RDM plans drawn up in 2021, the Executive Board has allocated stimulus funding to the faculties to enable them to increase data steward capacity by 17 FTEs. This increase in capacity should contribute to further strengthening of RDM at the UvA.

Research assessments

The national Strategy Evaluation Protocol (SEP) is at the heart of the research quality assurance system. Since 2020, the protocol has had a stronger focus on the strategies and ambitions of research units, concentrating on the quality of the research, the social relevance of the research and the future viability of the unit. The SEP for 2021 – 2027 also focuses more on open science, the PhD research policy, the talent policy, diversity and academic culture.

Every UvA research unit (faculty, research institute, department or research group) is evaluated against the SEP once every six years at a local or national level by an assessment panel composed of external experts. During the evaluation, the panel reads the self-evaluation written by the research unit and speaks with executive staff, researchers, lecturers and doctoral candidates from the research unit.

In 2021, the following research units were assessed: Communication Science and Economics and Business. Research quality, social relevance and viability were assessed as high for Communication Science. The evaluation for Economics and Business is expected in 2022.

The following research units will be assessed in 2022: Mathematics, Neuroscience, Law, Astronomy and Computing Science.

Doctorate conferrals and joint doctorates

In spite of the COVID-19 restrictions, the UvA was able to confer doctorates on a number of successful candidates. In 2021, 568 doctoral theses were defended: 298 women (52%) and 270 men (48%) were awarded doctorates. The 'cum laude' designation was awarded in a total of 17 cases (3%). Of the total number of PhD graduates, approximately 355 (62%) were of Dutch origin, while 213 (38%) were from foreign countries.

Of the 568 doctorate conferrals, 20 were joint doctorates.

For 20 doctorate conferrals, the status of principal supervisor or co-supervisor had been granted to an associate professor (senior university lecturer), made possible by the expansion of *ius promovendi*.

High-profile research projects

In 2021, two UvA researchers received an ERC Starting Grant worth around €1.5 million: Maarten Marsman and Federico Savini.

Three researchers received a Consolidator Grant (worth around €2 million): Timothe Noel for his research project entitled *Site-Selective C(sp³)-H Functionalization with Gaseous Reagents Using Hydrogen Atom Transfer Photocatalysis in Flow*, Ho Lun Tommy Tse for *Fashioning Power through South-South Interaction: Re-thinking Creativity, Authenticity, Cultural Mediation and Consumer Agency along China-Africa Fashion Value Chains* and Louis Vermeulen for *Poor Prognosis Colorectal Cancers Display Self-sustained Growth by Nichemimicry*.

In addition, two researchers received an Advanced Grant worth around €2.5 million: Joyeeta Gupta for her project *Climate Change, Financial Coherence and Leaving Fossil Fuels Underground in the Changing North-South Context* and Albert Polman for *Quantum Electron Wavepacket Spectroscopy*.

Seven researchers were awarded Marie Skłodowska-Curie grants by the European Commission, worth between €175,000 and €280,000 each, to gain research experience abroad. Four UvA researchers received 2021 Vici grants from the Dutch Research Council, worth up to €1.5 million each: Physicist René Gerritsma for his research project *A programmable quantum simulator*, philosopher Eric Rietveld for *Adaptability for a world in motion*, linguist Floris Roelofsen for *I can't understand you – could you please repeat the question in sign language?* and chemist Chris Slootweg for *Enabling the sustainable use of phosphorus*.

The Dutch Research Council awarded Veni grants to 9 UvA and AMC-UvA researchers in 2021, as well as Vidi grants to 13 researchers. Veni grants of up to €250,000 are awarded to recent doctoral graduates, who can use the money to develop their own research ideas over a three-year period. Vidi grants are worth up to €300,000, which recipients may use to set up their own research group or develop a new line of research.

The KNAW appointed UvA Professors Jan Willem Duyvendak and Deanne den Hartog as new members in 2021.

UvA Institute for Advanced Study

The UvA Institute for Advanced Study (IAS) was set up as a catalyst for interdisciplinary innovation in research. Researchers from all subject areas come together in the IAS to focus on scientific and social challenges requiring an integrated approach. The IAS functions as a breeding ground and plays a pioneering and synergy-promoting role between faculties. The development of interdisciplinary methodology forms the substantive heart of the institute.

In 2021, the activities of the IAS were once again significantly affected by the COVID-19 pandemic. After all, physically bringing researchers together is a key element of the IAS. Because of the restrictions that were in effect, the IAS had to hold most of its events online for the majority of the year and could only make limited use of its physical location.

Virtually all of the fellowships of international guest researchers were postponed, since the main reason why fellows want to come to Amsterdam is because of the lively intellectual ecosystem and to interact with the UvA/IAS community. The majority of fellows from the Netherlands did start their fellowships, in spite of the restrictions.

Nevertheless, 2021 was a full, eventful year, because the community made a relatively smooth transition to online meetings. For some groups, the online approach actually had its advantages, because of the wider reach (both within the Netherlands and abroad). In addition, in 2021, the IAS was able to support a number of new initiatives, such as the start of the Human Behaviour Simulation Lab as part of the POLDER initiative. This initiative aims to help policymakers unravel complex challenges and explore new methods of intervention.

Academic integrity

The UvA believes that academic integrity is the cornerstone of good academic research. Accordingly, the UvA continues to make significant efforts to support ethical research practices, including through its policies at the central, faculty and research institute level. The UvA has five confidential advisers for academic integrity (see box). In 2021, the UvA organised a well-attended hybrid meeting about academic integrity, which focused on the impact of politics and activism on science and scholarship, promoting an open and ethical research culture and integrating academic integrity into education.

One way to monitor academic integrity is to exercise the right of complaint when a researcher has violated or is suspected of having violated academic integrity. To facilitate this process, the UvA has adopted the Academic Integrity Complaints Regulations and established the Academic Integrity Committee (CWI), which is charged with reviewing complaints and issuing recommendations on their handling to the Executive Board.

Each year, the CWI renders account on behalf of the University in a publicly accessible annual report. This report contains a summary of submitted complaints and the manner in which they were handled by the CWI. All cases that were deemed admissible by the CWI and prompted recommendations to the Executive Board are posted on the UNL website in anonymised form.

In 2021, the Executive Board reached a final decision in three cases. In one case, the complaint was declared inadmissible because it concerned a difference of scientific opinion, which is not grounds for a complaint to the CWI. In another case, the complaint was declared to be unfounded. In the final case, the complaint was not eligible for substantive consideration.

22 JULY

The Mentoring Programme for Talent will run for the second time in October. Experienced mentors act as a sounding board to help talented staff members (both academic staff and support and management staff) reflect on career choices and other matters. The three members of the Executive Board are among the mentors.

2021 Annual Report of the confidential advisers for academic integrity

The UvA endorses the Netherlands Code of Conduct for Academic Integrity, which was drawn up in 2018 and replaces earlier versions. In accordance with the National Model Regulations for Complaints Regarding Academic Integrity, in 2013, the University drew up its own complaints procedure and appointed confidential advisers for academic integrity.

In 2018, the UvA appointed a confidential adviser for academic integrity for each of the five campuses. This ensured adequate representation for the various fields of research at the UvA (Arts & Humanities, Science, Social Sciences and Medicine). The confidential advisers have expertise in one of these fields, but work institution-wide; staff, students and other interested parties can consult a confidential adviser from a different discipline/campus if they wish.

The confidential advisers act as contact persons for queries and complaints regarding academic integrity, provide advice on integrity-related matters, seek to mediate or arrive at some other amicable solution and/or inform the complainant of the procedure for submitting a complaint to the Academic Integrity Committee.

In 2021, the confidential advisers were:

- Prof. E.T. van Bavel (AMC-UvA);
- Prof. J.A.E.F. van Dongen (Amsterdam Science Park);
- Prof. F. Grijzenhout (City Centre Campus);
- Prof. A.M.B. de Groot (Roeterseiland Campus);
- Prof. C. van Loveren (until 1 December 2021) and Dr J.H. Koolstra (from 1 December 2021) (ACTA).

From the start of 2022, Prof. Luiza Bialasiewicz will take over from Prof. Frans Grijzenhout at the City Centre Campus.

1. Cases handled

The confidential advisers handled the following cases in 2021. These cases concerned:

- suspected appropriation of intellectual property (x5);
- a question about intellectual property (x10);
- suspected plagiarism (x3);
- a report of alleged data fraud (x3);
- a dispute about the order of the authors' names at the top of a publication with multiple authors (x4);
- other issues relating to authorship (x1);
- a report of an intention to do research in breach of academic integrity (x1);
- a report of the suspected discussion of research results by a co-author, based on a private theory that has not been borne out by the data (x1);
- doubts about effort and progress of doctoral supervision (x8);
- a complaint about fraud in teaching (x1);
- a report of frequent uncollegial behaviour, which others were pulled into, creating a socially unsafe working environment; academic integrity was tangentially compromised (x5).

With regard to these cases, the confidential advisers either issued advice or attempted to mediate.

Employees in the picture

Sitting an exam is something UvA students have to deal with on a regular basis. But hidden behind these exams is an enormous logistics operation, as **Tubâ Ozcan**, examinations team leader, knows better than most. 'My team and I take care of everything, from the request from the faculty to the exam itself.' On her second day of work at the UvA, the pandemic broke out. 'Everything I was responsible for was not allowed under the COVID-19 rules. I basically had to reinvent the wheel. And I still didn't really know who anyone was. Like everyone else, I had a lot of online coffee dates, and I quickly found out who I should talk to about any given issue.' Because many venues in Amsterdam were being used by the Municipal Health Service as COVID-19 testing sites, Tubâ arranged for exams to be held in the Johan Cruijff ArenA and Passenger Terminal Amsterdam. During exam weeks, Tubâ visits the venues to check that everything is running smoothly. 'The other day, I was at the World Fashion Center, where there were 600 to 1,200 students per room. They were all sitting a digital exam, which is a thing that didn't exist a year ago. I thought: wow, my team and I have been working on this for a whole year.'



1 AUGUST

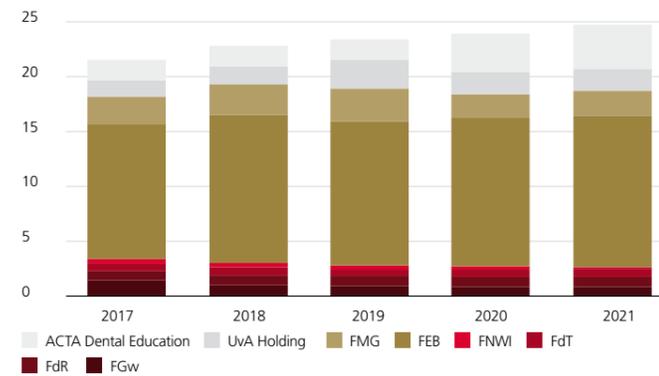
Elsbeth Kalenderian starts her role as dean of the ACTA. The appointment is for a period of five years. Kalenderian has also been appointed professor of General Dentistry at the UvA.

AUGUST

Valorisation indicators – People

Contract teaching at the UvA (x €1 million)

The graph shows revenues from contract teaching (non-government-funded education) for each faculty. The Amsterdam Business School and ACTA Dental Education generate the greatest revenues in this segment. The revenues generated by the Sports Centre are not included in the graph.



Valorisation indicators – Results

IXA SUPPORTED VALUE CREATION FROM UVA RESEARCH

24	Screening of new ideas
31	ERC Grant applications
0	Invention disclosures
3	IP license contracts
5	Patent application
5	Physics2Market Grants
0	Academic Proof-of-Concept Fund Amsterdam (APCA)
1	New ventures established
6	Proof-of-Concept funding
€ 450,000	Total amount of proof-of-concept funding
20	Breakfast workshops

6. Innovation, impact and valorisation

Strategic Valorisation Framework

Knowledge obtained through research must be harnessed to provide social or economic value. In line with the 2021 – 2026 Strategic Plan, over the next few years, the UvA will make greater efforts to achieve social impact and scale up valorisation significantly.

To this end, in 2021, the UvA Strategic Valorisation Framework was adopted, which describes the goals, strategy and action lines for valorisation. The aim is to increase the impact of UvA research on the market and in the public sector, to increase reciprocity and to strengthen the social position of the UvA at the regional, national and international level.

IXA

One of the ambitions of the Strategic Valorisation Framework is to strengthen collaboration between the Amsterdam-based knowledge institutions (VU Amsterdam, AUMC, AUAS and UvA). This will happen within Innovation Exchange Amsterdam (IXA), a group formed when the Technology Knowledge Transfer Offices of the Amsterdam-based knowledge institutions joined forces.

Through IXA, topical webinars and information material about valorisation for researchers have been developed, while the organisation of meetings and events – which last year were mostly held online – has opened the door to the outside world.

The UvA team within IXA provides researchers with expertise and support from business developers, grant advisers and legal experts. IXA also manages the UvA Valorisation Fund. With Proof-of-Concept (POC) funding from this fund, UvA researchers can further develop new ideas with high valorisation potential. Examples include an app and platform for translating words into sign language, foil to create light in greenhouses and a flexible and reproducible assembly process to integrate micro-optics for quantum labs.

IXAnext: Talent for Innovation

The IXAnext programme, which was launched in 2017, has enabled the Physics2Market Grant, among other things. This grant promotes collaboration between researchers and small and medium-sized enterprises. In 2021, the final applications were submitted and approved. One of the projects that was approved related to research by the Institute of Physics (Faculty of Science/IoP) into the role of aerosols in spreading COVID-19. This research has attracted a lot of attention in the national media.

In the city, a network of incubator hubs – Amsterdam Venture Studios and the Demonstrator Lab – has been set up with assistance from the IXAnext programme. These hubs, in which the Humanities Lab and the Law Hub are also involved, provide researchers and students with a physical location to develop innovative ideas. The IXAnext programme will run until early 2022 and has given a significant boost to academic entrepreneurship, innovation and valorisation in the Amsterdam Metropolitan Area.

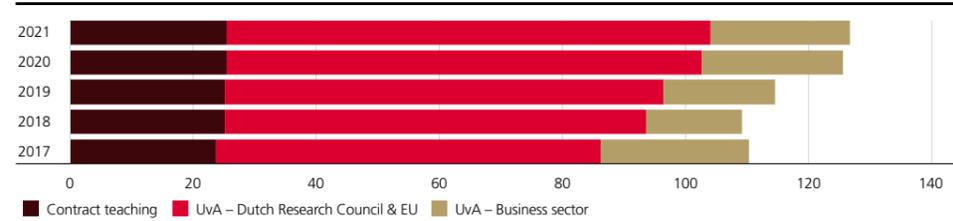
14 AUGUST

To help find a new balance in the recognition and reward of academics' talents, the UvA is taking part in the national 'Recognition and Rewards' programme. In September, a UvA working group will launch a wide-ranging dialogue on this theme.

Valorisation indicators – Collaboration

Development of external income, x €1 million, UvA group (excluding FDG)

The graph shows external revenues from teaching and research, excluding the Faculty of Medicine but including group companies (UvA Holding, ACTA Holding, SEO).



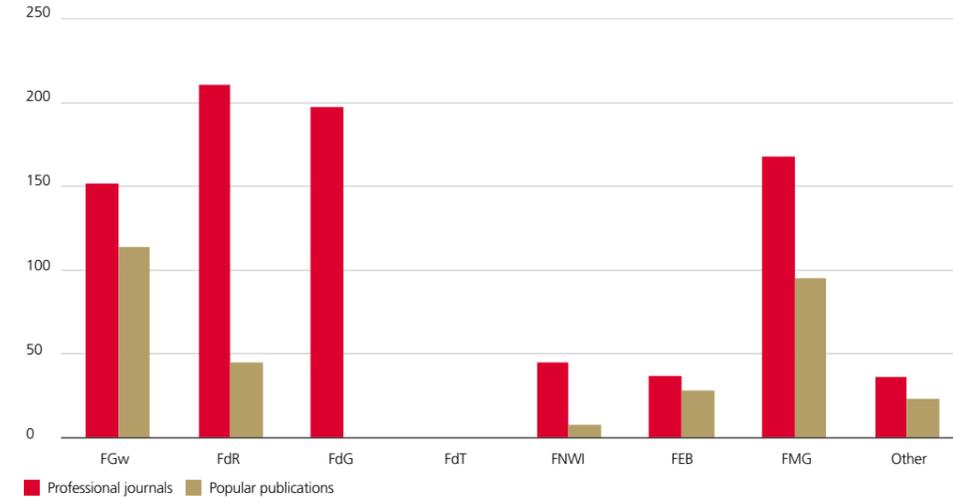
Scientific collaborations

The table shows the percentage of all scientific UvA publications in the CWTS database written in collaboration with non-UvA authors (source: CWTS Leiden).

SCIENTIFIC COLLABORATIONS	2017	2018	2019	2020	2021
% co-publications with other institutions	85.1%	86.2%	86.9%	87.7%	88.8%
of which international	53.5%	57.7%	59.8%	61.5%	63.2%
of which business sector	5.6%	6.3%	6.3%	6.4%	6.9%

Publications for a wider audience, 2021

The graph shows the number of professional and popular publications (classification in accordance with the UNL definition) per faculty. These are publications intended for a professional and general audience.



ASIF

As well as the Valorisation Fund, several years ago, the Amsterdam Student Investment Fund (ASIF) was set up. The ASIF is a small investment fund run for and by students. It is a partnership between the UvA and VU Amsterdam. The ASIF has now built up a portfolio of 11 start-ups that it has financed. The UvA wants to continue expanding opportunities for students to contribute to innovation, impact and valorisation in the years ahead.

National Growth Fund

Through the National Growth Fund, between 2021 and 2025, the government is investing €20 billion in projects that will generate long-term economic growth. The fund is an initiative of the Ministry of Economic Affairs and Climate Policy and the Ministry of Finance.

In 2020, the Quantumdelta NL foundation submitted a project application for support to the National Growth Fund, supported by around 70 companies and social organisations. One of the leading parties in Quantumdelta NL is QuSoft, in which the UvA and the CWI, the national research institute for mathematics and computer science in the Netherlands, work to solve issues relating to quantum technology.

In 2021, the Ministry of Economic Affairs and Climate Policy approved the full €615 million that had been applied for, to stimulate the development of quantum technology.

For Quantumdelta NL, the goal of the project application is to build a new digital high-tech industry with the potential to create 30,000 high-value jobs. The programme is based on the 2019 National Quantum Technology Agenda and has already received €23.5 million in stimulus funding. The programme will run for seven years (2021 – 2027). The application was for an investment of €615 million, part of a public and private investment of up to €3.6 billion in total.

23 AUGUST

The Administration Centre (AC), ICT Services (ICTS) and Facility Services (FS) relocate to Hogehilweg 21 in the Amsterdam Zuidoost district. The relocation paves the way for a modern working experience: staff can alternate between working from home, in Hogehilweg or on the campuses.



7. Sustainability

Vision and policy

The UvA trains new generations of experts and leaders and aims to be at the forefront of developments in sustainability. To help achieve this ambition, in 2020, the *Sustainability White Paper – Five goals for a sustainable UvA* was drafted. During the current strategic plan period, the UvA is working on sustainability issues in research, education, valorisation and operational management, based on the goals set out in the white paper.

In 2021, the University made good progress by including the theme of sustainability in the Faculty Strategic Plans and drafting sustainability plans for the faculties and service units. Sustainability was also integrated into the University's planning and control cycle in 2021, by being added to the quarterly reports.

Sustainability in education

The UvA aims to include sustainability in all curricula in an appropriate way and to offer all students an opportunity to specialise in sustainability. To achieve this aim, a UvA-wide sustainability minor, 'Rethinking Sustainable Societies', has been developed and will start in 2022.

The University has also invested in the SustainaStudentLab (SSL), in which students work on sustainability-related assignments from companies and public institutions. The SSL was initially aimed at Science students, but it is now open to all UvA students. In addition, the 2021 Create a Course challenge included a Sustainability Edition, in which students could create their own sustainability-themed course.

Various degree programmes started new courses and tracks relating to sustainability in 2021. In addition, the IIS Sustainability Grants Programme was continued. This programme aims to help lecturers incorporate sustainability into their teaching.

Sustainability in research

Due to the breadth of its research activities, the UvA is ideally equipped to study sustainability issues. This was made clear by, among other things, a study conducted in 2021 into the common ground between UvA research and the Sustainable Development Goals (SDGs).

Sustainable prosperity is one of the research themes in the Strategic Plan. This means that, over the next 10 years, additional funding will be allocated to interfaculty research into sustainable prosperity. In addition, in 2021, 'Energy transition through the lens of the SDGs' was designated as one of the Research Priority Areas, which means funding will be released for research proposals to map the broader effects of the energy transition on the Sustainable Development Goals.

Sustainability in impact

In addition to its impact through research and education, the UvA also has an impact on increasing sustainability, for example through the subsidiaries of UvA Ventures Holding, through Amsterdam Green Campus studies and through the activities of the UvA Green Office. UvA Holding invests in a number of companies focusing on sustainable innovation, such as: Photanol, a producer of CO₂-based chemicals, and Plantics, a producer of biodegradable plastic. In 2021, it acquired a stake in Susophos, a company that recovers valuable components, such as phosphate, from waste flows.

Amsterdam Green Campus carries out studies into real-life sustainability issues. In 2021, for example, it studied the effects of not incorporating manure into the soil when growing cauliflowers.

The UvA Green Office is concerned with increasing sustainability on campus and in education at the UvA, as well as with creating a community around sustainability and encouraging behavioural change. New initiatives in 2021 include the KnowledgeHub, an online platform for collaboration in the area of sustainability, and the Green Office Podcast.

The UvA aims to reduce its environmental footprint by 25% within five years. To achieve this aim, objectives have been set for nine sub-areas of operational management. We report on each of these objectives below.

Paris proof

The UvA is aiming for all UvA buildings to be 'Paris proof' by 2040. This means that total energy use, i.e. gas and electricity, including the use of all equipment, must be less than 70kWh per m² per year. To achieve this aim, we developed the Energy Transition Road Map, which sets out a clear plan for making our buildings more sustainable.

Examples of alterations made in 2021 include:

- making the hot water supply at Science Park 904 more sustainable by re-using electric boilers from the Roeterseiland Campus;
- connecting Building F at the Science Park to low-temperature heating (design phase completed);
- optimising the use of sustainable facilities at the Roeterseiland Campus;
- connecting Building JK to sustainable cooling from the Roeterseiland Campus central energy supply.

In terms of implementing the Energy Transition Road Map, in spite of the above alterations, it has become clear that achieving the target will be more difficult than initially expected. In practice, it is not possible to achieve savings in all situations, as was discovered during the design phase for BG5 and the Oudemanhuispoort building. In 2022, we will analyse what measures will be necessary if we are still to achieve the target we set for ourselves.

During the pandemic, the UvA's buildings were not used as much. This makes it difficult to determine, based on usage figures, the extent to which the UvA is on track to achieve its 2040 Paris proof target.

Historic report on the Amazon released at climate change conference

During the COP26 conference in Glasgow, a scientific report was presented about the situation in the Amazon basin: the Science Panel for the Amazon Assessment Report. This report was written by more than 200 scientists and was the most in-depth, extensive and holistic scientific assessment that has ever been completed on the state of the Amazon basin. The report warns that the Amazon is approaching a catastrophic tipping point as the result of deforestation, forest fires and climate change. The scientists stated that going beyond this tipping point could lead to a permanent loss of rainforest. Carina Hoorn, a senior university lecturer in the Institute for Biodiversity and Ecosystem Dynamics (IBED), was the lead author of the first chapter of the report, which dealt with the geology and geodiversity of the Amazon (Three Billion Years of History) and co-author of the second chapter (Evolution of Amazonian Biodiversity). Hoorn says: 'The Amazon is one of the most important hotspots for biodiversity on Earth. If we let it disappear now, it will be lost forever.'

2 SEPTEMBER

The results of the Employee Monitor are released, and 35 percent of staff participated in the survey. They are generally satisfied with their work at the UvA, while the UvA's rating as an employer has improved.

SEPTEMBER

Fossil-free campuses

The UvA is phasing out the use of natural gas, based on the following timetable: Amsterdam Science Park will be natural gas free by 2025, the Roeterseiland Campus by 2030 and the University Quarter by 2040. The UvA is broadly on course to achieve the objective for the Amsterdam Science Park. The use of natural gas for steam humidification and in laboratories is excluded for now, since natural gas is currently still the most sustainable option for these applications.

The majority of our natural gas is used in the University Quarter. An energy plan has been drafted, and the first major step has been taken by fitting out the new University Library with a TES system (a heat pump with seasonal storage).

Total gas use in 2021 was slightly higher than in 2020. This is because 2021 was a colder year and because the TES system at the Roeterseiland Campus broke down for several weeks.

A chemical miniplant powered by solar energy

Professor of Flow Chemistry Timothy Noël and his team at the Van 't Hoff Institute for Molecular Sciences (HIMS) have developed a fully operational mini-reactor powered by solar energy. In the future, this 'miniplant' could potentially be used to produce fine chemicals at remote locations on Earth, and perhaps even on Mars.

The miniplant is based on the concept of photochemistry, where sunlight is used to directly trigger chemical synthesis. The process uses a photocatalyst that triggers the synthesis when illuminated. Normally, powerful LEDs or other light devices are employed.

Using direct sunlight means the synthesis is fully sustainable, and the device can be used in remote locations. The investigators presented their off-grid photochemistry system in an article in the scientific journal ChemSusChem.

Sustainable electricity generation

The UvA is aiming to make optimal use of the opportunities for electricity generation on its campuses. In this context, in 2021, projects were launched to install solar panels on the REC H and REC BCD buildings (in 2022) and on the SP 107 building (in 2023).

In 2021, around 381.2 MWh of electricity was generated on campus. This accounts for 1.2% of the University's total electricity consumption. We are therefore a long way off our target of sustainably generating 10% of our own electricity by 2026. In 2021, we investigated whether the undeveloped land at the Amsterdam Science Park could offer a solution, but the availability of this land is unfortunately too limited. In 2022, we will look at alternative ways of increasing the amount of electricity we generate on our campuses.

Circular, nature-inclusive and climate-resilient campuses

In 2021, during construction of the new LAB 42 building, the renovation of REC P and the sustainability refit of REC JK, determined efforts were made to incorporate circularity. In the REC P building, the majority of the furnishings and fittings, including the bathroom facilities, are being re-used, and the sustainability refit of REC JK will re-use a large quantity of system components (worth around €90,000).

During construction of the new LAB 42 building, consideration was given to re-using as many materials as possible. The project was thoroughly evaluated by external investigators, who identified points for improvement in the dismantling process and in reducing the environmental impact of materials use.

In 2020 and 2021, the climate resilience of all campuses was investigated. These reports formed important input for measures to make the campuses greener, allow more space for biodiversity and reduce the disruption caused by heatwaves, drought and heavy rainfall. At the Amsterdam Science Park, the reports were a source of inspiration for creating the Building Blocks Book, a handbook that can be used in the design of public spaces.

Reducing the environmental footprint of ICT

The UvA is aiming to reduce the environmental footprint of ICT by 25% by 2026, compared to 2018 levels. One way in which the UvA hopes to achieve this goal is by extending the service life of equipment. In 2021, the faculties and shared service units agreed to stretch out the useful life of laptops to five years and of smartphones to four years. As a result of this decision, the replacement of around 2,800 laptops (UvA and AUAS) from 2018 was pushed back from 2022 to 2023.

Equipment procurement is already based on longer service lives. For example, in market research for the procurement of mobile phones, a service life of four years has been set as a prerequisite.

As well as the service life, sustainable production is an important factor in reducing the environmental footprint. Steps have been made in this area as well: following a successful pilot, the Fairphone has been included in the range offered by our telecommunications provider. The Fairphone is partially made from recycled materials.

Food aligned with our understanding of our planet's limits

The UvA is aiming to cut CO₂ emissions from catering by 50% in 2022 and to reduce CO₂ emissions from food prepared in the cafeteria by 25% by 2026, compared to 2018 levels. Several important steps were taken in 2021: the sale of PET bottles containing non-carbonated water was stopped, and the number of tap water stations was expanded. In addition, the milk in the coffee machines will be replaced with plant-based milk.

A pilot in the AUC cafeteria and at two AUAS sites showed that simply increasing the range of vegetarian and vegan options has a limited effect: it does not result in students and staff consuming more plant-based foods. In 2021, studies were conducted into the influence of behaviour in relation to the protein transition (by the 'Psychology for a sustainable city' professorship at AUAS) and the impact of price differentiation (by students). The results of these studies will be published in 2022. The results may serve as a source of inspiration for finding successful ways of increasing the consumption of plant-based proteins.

Responsibly produced food

The UvA wants all of the food in its cafeterias to be produced in a responsible way, with claims backed up by quality labels or similar. No actions were taken in 2021 that were specifically focused on this objective.

Raw material use

The Raw Materials Vision was adopted and approved in 2021. The basic principle behind this vision is that as much waste as possible should be processed into new raw materials. Based on this vision, a tendering procedure for waste processing was launched and is almost complete (start: April 2022). A tendering procedure was also run for collection systems (implementation is scheduled to begin in the second quarter of 2022).



6 SEPTEMBER

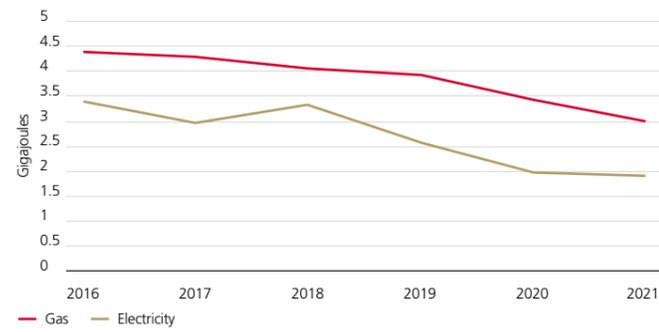
Het studiejaar gaat zonder 1,5 meter maatregel van start. Geert ten Dam opent het academisch jaar in de Aula. Samen met studenten en jonge medewerkers vraagt Ten Dam zich af: wat is onze gedroomde toekomst voor de generatie Alpha – de generatie die nu opgroeit?

SEPTEMBER

Data on environmental impact

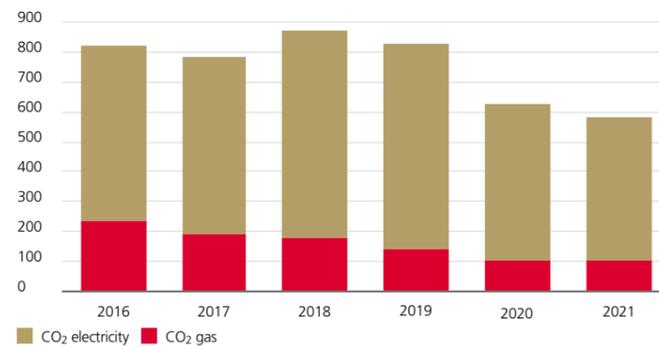
Energy consumption per student in GJ

The graph shows the actual consumption of gas and electricity in gigajoules per student. To avoid double counting, gas consumption used for electricity generation has not been taken into account.



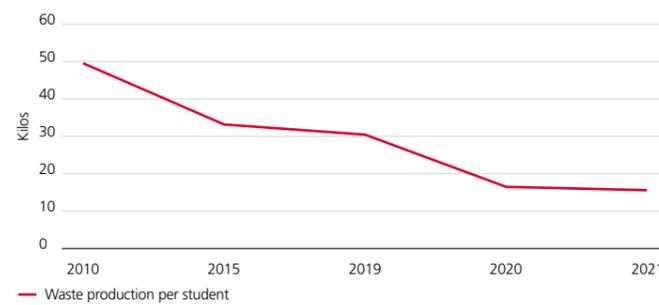
CO₂ equivalent in kg/student

The graph shows the CO₂ equivalents of gas and electricity consumption, not corrected to account for the purchase of green energy.



Waste production per student

On balance, waste production has decreased in recent years, although this partly depends on relocation operations, which generally cause a spike in paper and furniture waste.



The table provides an overview of recent developments with regard to our 'Paris proof' objective.

	2010	2020	2021	2040
Energy consumption	271	169	164	70
Gas [m ³]	9,400,000	1,912,913	2,097,946	0

Reducing the environmental footprint of all travel

In 2021, the travel policy was tightened up to reduce the University's environmental footprint: staff can no longer fly to destinations that can be reached by train within six hours, and train travel is the express preference for destinations that can be reached within eight hours. This policy has been integrated into the new booking portal for official travel. The UvA hopes that this stricter policy will enable it to reduce CO₂ emissions for staff travel by 25% by 2026, compared to 2018 levels.

Mobility

In 2020, as the result of a student's final research project from 2019, a central drop-off point for the UvA and AUAS was set up for the delivery of business parcels. From here, the parcels are delivered in bundles using electric vehicles. This reduces polluting transport in the city. By implementing this project, the UvA and AUAS have taken the next step towards the sustainable procurement of supplies.

The existing central hub for the delivery of goods, such as servers, laptops and phones, has been expanded. Delivery to the hub means parcels can be bundled together, resulting in fewer delivery vans in the city. This means fewer kilometres travelled in the city, and the last leg, from the hub in Duivendrecht to the campuses, is completed using electric vehicles. This is good for air quality and reduces CO₂ emissions.

10 SEPTEMBER

Recruitment and selection begins for the talent programme for postdoctoral researchers from under-represented groups. The programme stems from the Diversity Policy Document and is an important step for the UvA towards increasing the ethnic diversity of its workforce.

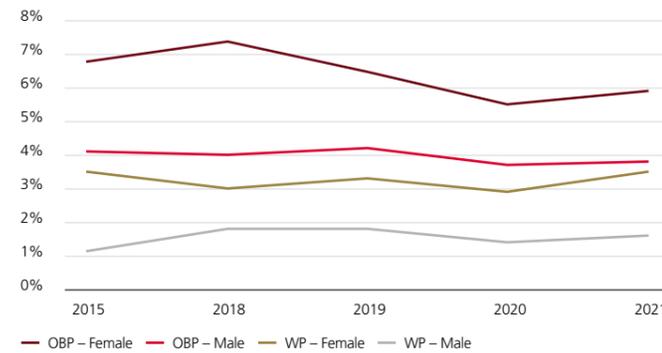
20 SEPTEMBER

A UvA-led consortium receives support from the Dutch Research Council for a long-term programme on reliable AI systems. The Council will support the proposal with 25 million euros as part of its long-term ROBUST programme.

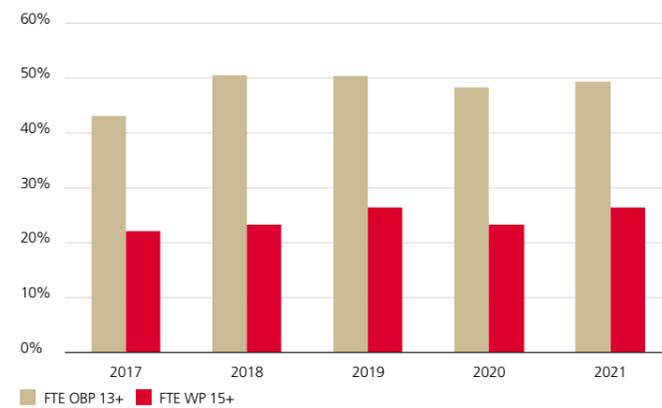
Key social policy figures

Absences due to illness – Academic staff (WP) and support and management staff (OBP)

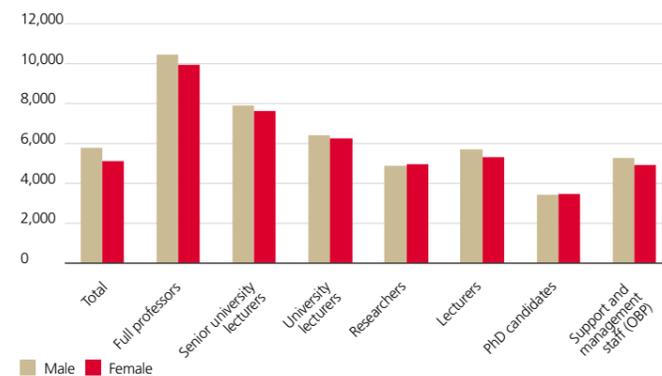
Absences due to illness among academic staff totalled 2.4%, with the figure for support and management staff at 5.0%. The graph shows the development in the rate of absences due to illness in recent years.

**Women in higher salary scales**

The graph shows the development in the percentage of women in the top 10% of the highest-ranking positions. For academic staff, this equates to around 325 positions at scale 15 or higher on the salary scale (nearly all of which are professorships). For support and management staff, there are around 152 managerial and senior positions at scale 13 or higher.

**Average gross salary per month per FTE, in euros, excluding FDG**

The graph shows the remuneration ratio between men and women by type of position for the UvA as a whole in 2021. There is hardly any difference (less than 10%) for most positions. In instances where there is a difference, this is generally due to differences in age. The fact that the difference for the UvA as a whole is 18% is due to the low percentage of female professors and the high percentage of women in certain lower-ranking positions.



8. Personnel policy

Employees*Workforce*

The UvA is a public employer, as defined in the Higher Education and Research Act (WHW). At the end of 2021, there were 5,493 employees working at the UvA. This is an increase of 325 FTEs compared to 2020.

The total numbers of both academic staff and support and management staff have increased. The ratio of academic staff to support and management staff in 2021 was 59:41. With the exception of the Faculty of Dentistry, the number of staff members increased in all faculties.

In 2021, employees of the UvA were covered by labour law and the Collective Labour Agreement for Dutch Universities (CAO NU). The UvA participates in the General Pension Fund for Public Employees (ABP). Remuneration policy is determined by the CAO NU and the University Job Classification System (UFO).

Absences due to illness

In 2021, the rate of absences due to illness (3.5%) was higher than in the previous year, while the reporting frequency (0.4) was lower (2.9% and 0.5 respectively). The percentage of staff members who did not report sick at all increased from 76% in 2020 to 77% in 2021.

For academic staff, the rate of absences due to illness rose by 0.3% to 2.4%. For support staff, the rate increased from 4.1% to 5.0%. The rate of long-term absences remained the same. On average, staff members reported sick less often but stayed away for slightly longer periods.

Occupational Health and Safety Service

Over the past few years, the Amsterdam UvA Occupational Health and Safety Service and the UvA have been working to further develop safety, prevention and absence/reintegration support in the organisation. Last year, this work was evaluated. The evaluation showed that not all of the agreed objectives for improving service delivery had been fully achieved. Accordingly, in consultation with the Central Works Council, it was decided to extend the contract with the Amsterdam UvA Occupational Health and Safety Service for two years and to use that time to launch a tendering process to find a new occupational health and safety service.

Career development policy

A good, balanced personnel policy is critical to the achievement of the strategic ambitions. Through strategic personnel planning, the UvA tries to anticipate future developments and achieve the desired composition of the workforce in the medium term. After all, the UvA's success depends on the knowledge, talents and motivation of its employees. This requires an attractive working and learning environment, in which all staff, regardless of their employment contract, are proud of their work and of the UvA as an employer.

The expectation is that staff will take control of their own careers. To this end, the UvA invests in the professional and personal development of its staff.

One of the basic principles behind the UvA's career development policy is that academic staff on a permanent employment contract will combine research with teaching duties. However, in practice, it is not possible to meet educational demand without recourse to staff in predominantly teaching



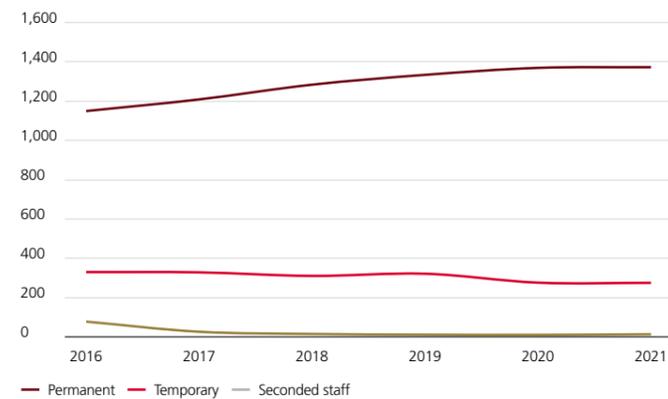
22 SEPTEMBER

The Executive Board appoints Prof. Hans van Goudoever as dean of the Faculty of Medicine. The appointment will take effect on 1 January 2022. Van Goudoever succeeds Prof. Hans Romijn.

Temporary appointments in teaching positions

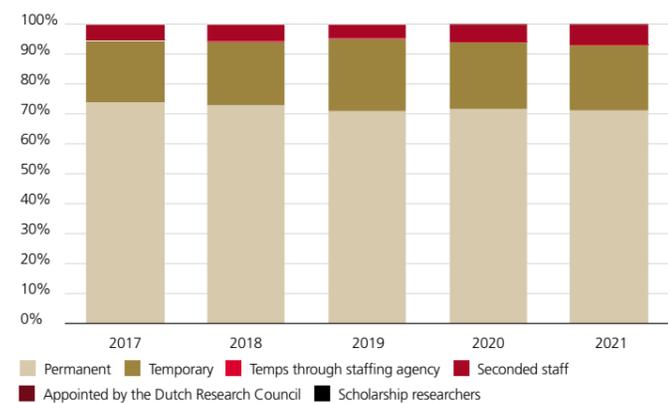
Teaching staff at the UvA by type of employment contract, excluding FdG

De grafiek toont het aantal fte in de rangen hoogleraar, uhd, ud en docent naar aanstellingsvorm.



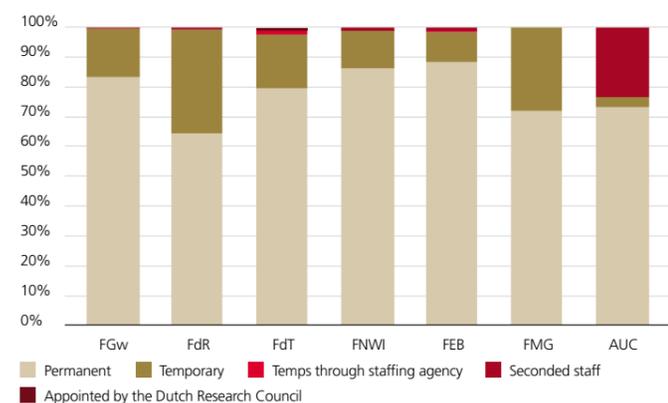
Teaching staff at the UvA by type of employment contract, excluding FdG

The graph shows the distribution of the number of FTEs in the ranks of professor, lecturer, university lecturer and senior university lecturer for the various contract types.



Temporary teaching staff by faculty, excluding FdG

The graph shows the distribution of the number of FTEs in the ranks of professor, lecturer, university lecturer and senior university lecturer for the various contract types, by faculty (reference date: end of 2021).



roles. Such staff are often employed on a temporary contract. The UvA has a target of no more than 22% of staff on temporary employment contracts, for academic staff in teaching roles. In 2021, we will examine the extent to which a reassessment of the career development policy for this group of staff is necessary.

2021 Employee Monitor

In April, 6,789 UvA staff members (including ACTA staff and AUAS staff in the shared service units, but not including staff in the Faculty of Medicine) were invited to participate in the biennial Employee Monitor. In total, 35% of staff members completed the survey.

The results revealed that staff are satisfied with their work at the UvA and that the UvA's rating as an employer has once again increased. Reports of high workloads persisted in 2021. This is probably due, at least in part, to the requirement to work from home and give online lectures during the pandemic. At the same time, staff indicated that they are experiencing inappropriate behaviour less often. This, too, can potentially be attributed to the fact that most staff spent most of last year working from home.

Every two weeks, a sample of staff members were asked about the consequences of working from home due to the pandemic, in the UvA Crisis Monitor. The results showed that a small group of staff found working from home more restrictive. Specific resources were found for this group. Staff in this group were more likely to be academic staff than support staff.

COVID-19 measures

In 2021, as in 2020, all UvA staff made an enormous effort to ensure that all education, research and support tasks could continue, with no reduction in quality. The UvA had to deal with multiple lockdowns, which meant staff had to work from home and lectures could only take place online. Working from home was often complex and tough, particularly for staff with young children who were unable to go to school or childcare due to the lockdown. In addition, many staff members or those in their immediate family became infected.

After the lockdowns, concerns arose about possible infections in educational settings or other workplaces. To alleviate the situation for staff, the Executive Board took a range of measures to reduce workloads, relax the leave requirements and provide additional childcare facilities. In addition, the Ministry of Education, Culture and Science and the Ministry of Social Affairs and Employment set up subsidy schemes to compensate for the cost of hiring temporary support staff to ensure the continuity of education. The additional capacity was used to support the examinations boards, develop digital teaching tools and assist with timetabling.

Workloads

One of the objectives of the *Managing your workload* programme was to identify the key factors behind perceived high workloads. Under the programme, it was concluded that the problems are slightly different for each faculty, central service unit or staff services office. In response to this conclusion, 24 decentralised projects were launched to permanently reduce workloads. These projects were paid for using the central funds earmarked for reducing workloads.

Because of COVID-19, some projects started late or experienced delays. In 2022, the experiences of staff in the various projects will be shared and used as the basis for formulating additional measures. Complementing the *Managing your workload* programme, the central HRM department offers training courses and coaching programmes aimed at helping staff to manage high workloads and work-related stress.



28 SEPTEMBER

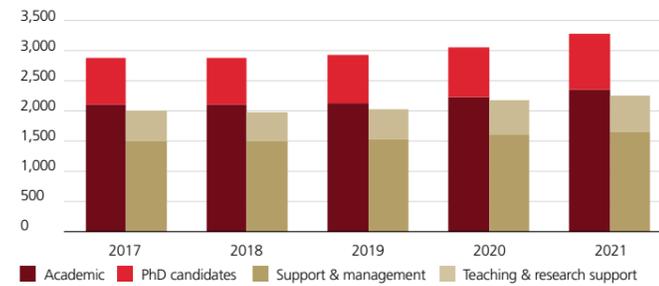
Construction transport for the new University Library is now taking place by water. This is a groundbreaking innovation for both the UvA and the City of Amsterdam, because a major construction project that is not situated on a quayside is being supplied using water transport.

SEPTEMBER

Ratios of academic staff to support and management staff

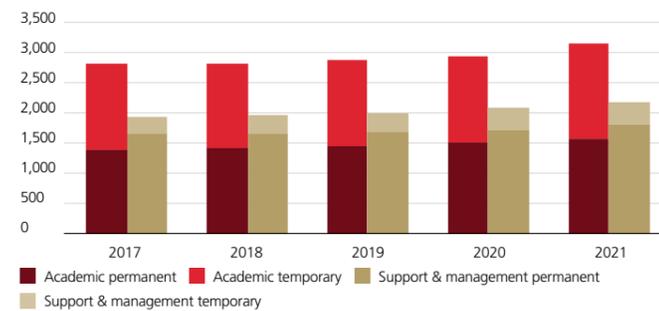
Ratio of academic staff to support and management staff

The graph shows the ratio of academic staff to support and management staff, with the numbers of PhD candidates and teaching and research support staff shown separately.



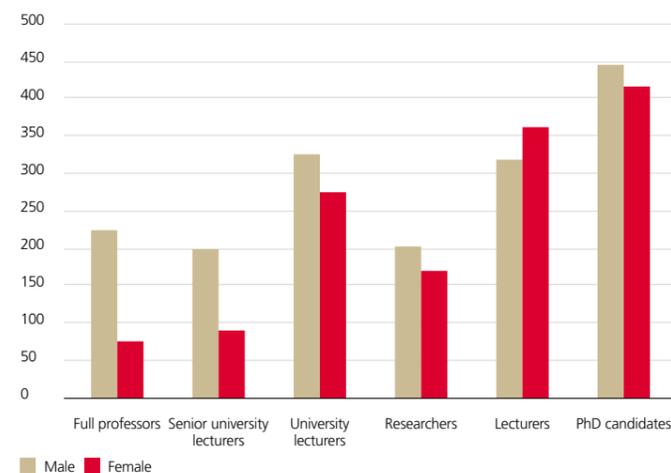
Ratio of permanent to temporary staff

The graph shows the ratio of permanent staff to temporary staff among academic and support and management staff.



M/F split among academic staff

The graph shows the M/F split among academic staff.



Recognition and Rewards

Both nationally and internationally, there is a need to rethink the system for recognising and rewarding academics. Until recently, the focus was on evaluating academic performance based on quantifiable research performance. However, this does not do justice to what it means to be a 'good academic', nor does it take account of academic value more broadly. Research performance that is harder to measure and performance in the areas of teaching, social impact and leadership (as well as patient care) are overlooked in this model.

The Executive Board has set up a committee that will focus on coming up with a more balanced basis for recognition and rewards. In 2021, the committee surveyed a range of staff members and groups within the UvA about recognition and rewards in relation to differentiation in career paths, collaboration in teams and leadership. In addition, a UvA-wide digital dialogue was launched on the theme of recognition and rewards. In 2022, the committee will present a report with recommendations to the Executive Board.

UvA Opportunity Programme

In October 2021, the UvA Opportunity Programme (UOP) for support staff was run for the third time. The aim of the programme is to give talented staff an opportunity to accelerate their development and grow towards the next step in their careers. The UOP also contributes to strengthening quality and innovation in support disciplines at the UvA and AUAS.

The programme is now a permanent feature of the career development policy for support staff. In 2022, work will be done to strengthen the UOP talent community.

Academic leadership

Supervisors play a key role in achieving the UvA's core tasks and goals. The UvA uses coaching and unifying leadership to achieve these ends. The *Academic Leadership* programme was run twice in 2021. Specific attention was given to themes such as communication skills, workloads and social safety. In addition, the new *Strategic Leadership* programme was launched and will be run again in 2022.

Leadership is not important only for staff in formal supervisory roles, it is also important for those supervising PhD candidates. Accordingly, in 2021, the UvA developed the *Superb Supervision* programme. Participants in this programme discuss the skills essential to good supervision, such as giving targeted feedback, taking time to listen and making substantive contributions to research. Owing to the high level of interest and the success of the programme, *Superb Supervision* will be offered again in 2022.

Most academic staff are primarily motivated by subject content and take on supervisory roles on a temporary basis. The UvA aims to provide them with the most effective help possible as they perform their management tasks. As an example, the faculties have invested in high-quality support for operational managers, to reduce the burden on academic staff in supervisory roles and give them more space to focus on things like talent development and ensuring a safe and pleasant workplace culture.

Social safety

To create a positive environment for work and study, the UvA is actively engaged in improving social safety, through measures such as providing information, making it easy to access help and setting up reporting mechanisms. In 2021, the *Regulations Concerning Confidential Advisers* and the *Regulations for Employee and Student Complaints* were reviewed. In addition, the *Ombudsperson Regulations* were adopted, and a new ombudsperson was appointed.



1 OCTOBER

A new Master's degree in Primary Teaching is announced: the first university Master's degree for primary teachers. It will be a joint degree between VU Amsterdam, the UvA and Leiden University and will start in September 2022.

OCTOBER

In 2021, a campaign was launched to raise awareness of inappropriate behaviour, aimed at everyone in the organisation. The campaign addressed the effect that inappropriate behaviour can have and the options for doing something about it.

The campaign page www.uva.nl/lookingoutforeachother contains a wide range of information on social safety, including tips for helping people to feel comfortable while discussing difficult topics, an overview of training courses, a list of relevant public meetings and screenings and the Social Safety Code of Conduct. In addition, the faculties organised performances of the theatre and discussion programme *The Learning Curve*.

Diversity

The UvA aims to be a place to learn, work and develop where all staff and students feel at home, based on equal opportunities and in an environment that is free from discrimination and prejudice.

The UvA is trying to increase the proportion of women in senior academic positions. In 2021, the percentage of female professors was 25%. By the end of 2030, this percentage must be increased to 30%. In line with the UvA Gender Equality Plan and the Horizon Europe criteria, over the next few years, the UvA will continue its efforts to ensure better representation of female academics in other academic positions.

Following a successful pilot in the 2020 – 2021 academic year, in 2021, the ‘Mentoring programme for talented staff’ was run for a second time. With 75 mentees and the same number of mentors, the number of participants was nearly double the number that took part in the pilot. The aim of the programme is to contribute to an inclusive working environment at the UvA. As well as UvA staff, this time a number of staff from the Amsterdam UMC and the Amsterdam KNAW institutes also took part in the programme.

In 2021, best practices within the faculties and at other universities in the area of diversity training were identified. Based on these best practices, we are working towards a UvA-wide set of training courses, ranging from courses on bias, and recruitment and selection to workshops on intercultural competencies. Diversity is a key component of the existing range of professionalisation courses and forms part of the Strategic Leadership, University Teaching Qualification and Advanced University Teaching Qualification courses.

Diversity was also included in the development of the new recruitment and selection procedure. Initiatives under the new, inclusive recruitment approach include the appointment of a ‘diversity advocate’ on selection committees, ensuring selection committees have diverse membership and the range of D&I training courses.

More information on the UvA’s activities in the area of Diversity & Inclusion can be found in the annual report of the Central Diversity Officer.

Positions for people with disabilities

In line with the Jobs Agreement and the statutory quota for people with occupational impairments, the UvA is aiming to create a total of 245 positions for people with disabilities by 2024. In spite of the ongoing COVID-19 restrictions, the number of positions for people with disabilities rose slightly between 2020 and 2021 to 113.3 FTEs (an increase of 25.5 hours). The majority of these positions were filled by Facility Services (FS), in collaboration with the social employment agency Pantar.

Growth in the number of positions was inhibited by the tight job market. Over the next few years, the UvA will work harder to create positions for people with disabilities through the procurement of services, internship places for students from secondary vocational education (MBO) in the target group and hiring university graduates with an occupational impairment.

2021 – 2026 HR programme

The HRM unit has taken the first steps towards creating a forward-looking HR programme for the next few years, based on the new Strategic Plan and with broad support. The key themes of the 2021 – 2026 Strategic Plan, such as leadership, diversity and recognition and rewards, will be important features of this programme. The aim is to be able to present a new HR programme in the spring of 2022.

New collective labour agreement

A new Collective Labour Agreement for Dutch Universities (CAO NU) was signed in 2021. One of the main objectives of this collective agreement was to eliminate uncertainties and perceived high workloads. For example, the agreement stipulates that academic and support staff must be offered a permanent position after being on a temporary contract for 12 months. It also states that salaries will be raised by 1.64% from 1 July 2021, and then by a further 0.36% from 2022. The agreement also provides for a one-off payment, a working-from-home allowance and an Internet allowance.

Local Consultative Committee

In the Local Consultative Committee, the Executive Board holds discussions with representatives from employee organisations about the general state of affairs at the University and expectations regarding employment opportunities, the collective labour agreements and the social policies of the UvA.

In 2021, five regular meetings of the Local Consultative Committee were held, along with multiple technical meetings. Topics of discussion included the spending of the terms-of-employment funds, reimbursement of expenses and amendments to the Social Charter. The workload strategy is always on the agenda of the Local Consultative Committee, and the position of lecturers at the UvA is also regularly discussed.



12 OCTOBER

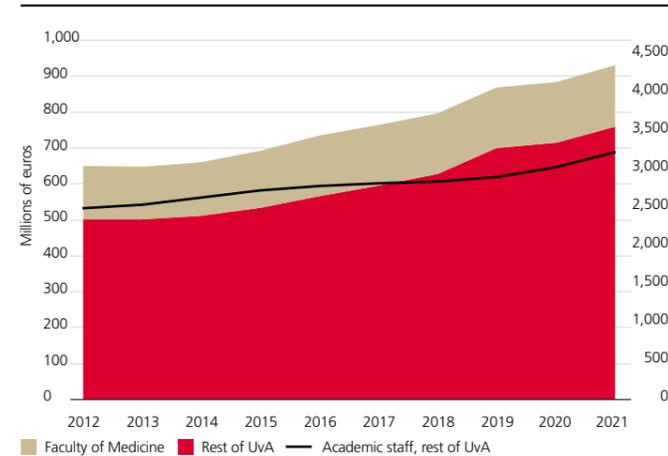
Graduation ceremonies are held in Amsterdam on five Saturdays for more than a hundred online PhD graduates, who defended their theses via their computers due to the COVID-19 measures.

OCTOBER

Long-term financial trend outlook

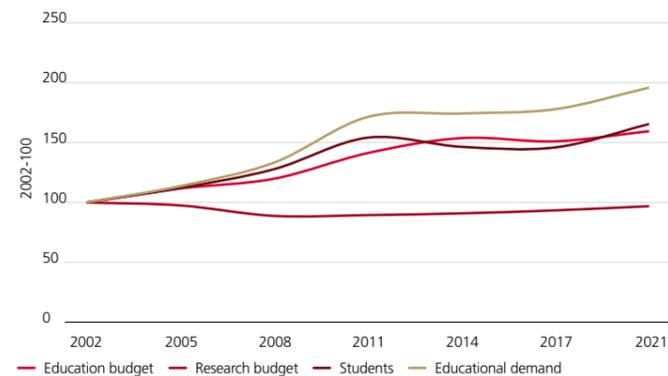
Increase in UvA revenues with and without Medicine

The graph shows the nominal increase in the UvA's non-consolidated revenues, with and without the transfer of the R&E contribution and the government grant for an academic workplace for Medicine. It also shows the increase in academic staff, not including the Faculty of Medicine. Due to wage cost rises, our staff complement did not keep pace with revenue.



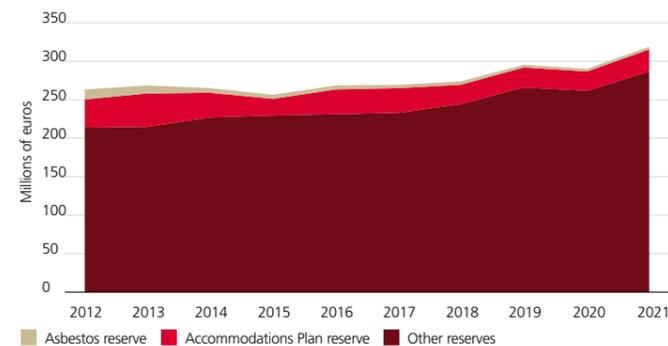
Development of government funding and educational demand since 2002 (corrected for inflation)

The graph shows the increase in terms of student numbers, educational demand (number of ECTS obtained) and the government-funded education and research budget. The education budget has remained approximately 15% below actual educational demand since 2002, while the research budget lags behind the education budget by approx. 40%.



Increase in equity (UvA, non-consolidated)

The UvA's total assets grew, due to an increase in 'Other reserves'.



9. Financial report

2021 financial result

The group result achieved for the 2021 financial year was a positive result of €26.8 million. The non-consolidated budget for 2021 forecast a negative result of €6.7 million. Page 118 presents a summary of the normalisation of the result, setting out the key causes of deviations from the budget. It clearly shows that the main causes were incidental effects, including the funds allocated in 2021 under the National Education Programme – the investment programme to support the recovery and development of education during and after the COVID-19 pandemic (€35.0 million). These funds were not included in the 2021 budget; however, the effects of the COVID-19 pandemic had been taken into account on the expenditure side of the budget. As a result, the government grants were €35.0 million higher than budgeted. Some of the NPO funds have not yet been spent and are available for implementation of the plans in the 2022 Administrative Agreement on Education and Research (€4 million for education and €1 million for research) via a reserve on the balance sheet. For a full report on the NPO funds, refer to Chapter 4 – National Education Programme.

In 2021, vacancies were filled at an accelerated rate. Alongside the hiring of academic staff, to ease the pressure of high workloads, additional student assistants and support staff were hired, partly using NPO funds. This led to higher staffing costs than budgeted.

The ongoing COVID-19 measures led to additional expenditure, but also underspending of material budgets. Compared to the budget, the UvA's non-consolidated 'Other expenses' are lagging behind by €33.0 million. Spending is expected to pick up in 2022.

The positive annual result for 2021 meant that the Solvency I ratio (equity as a percentage of the balance sheet total) at the group level increased in 2021 from 36.0% to 38.3%. The non-consolidated Solvency I ratio was 38.2% at the end of 2021 (end of 2020: 35.9%).

The UvA uses internal alert thresholds to monitor the state of affairs around solvency and enable agreements on the numerical trends. The use of alert thresholds was introduced by the Education Inspectorate. In 2020, the set of alert thresholds was expanded to include a threshold for excessive reserves. Exceeding an alert threshold is considered by the Inspectorate as an indication that an institution may be experiencing a financial or continuity risk or, in the case of excessive reserves, creating unnecessary buffers. Internal thresholds have less to do with the continuity risk (which is already catered for in other ways) and more to do with the issue of whether capital is being used in a suboptimal way, including with regard to making contributions to society. The internal treasury policy and treasury plan are the frame of reference for these thresholds.

For the internal alert values for the Solvency II ratio (equity plus provisions/total assets), the UvA applies 38% as the lower limit and 44% as the upper limit (based on the current valuation principles, UvA non-consolidated). The Education Inspectorate applies a minimum threshold of 30%. The non-consolidated Solvency II ratio increased from 39.8% to 41.9%; we have therefore amply complied with the standard.

At the group level, the percentage increased from 40.0% to 41.9%. The UvA's normative public equity remains well below the alert threshold.



14 OCTOBER

Professor of Macroeconomics Roel Beetsma is appointed by the Executive Board as dean of the Faculty of Economics and Business. The appointment will take effect on 1 February 2022. Beetsma succeeds Han van Dissel in the role.

2021 financial result

2021 Consolidated statement of income and expenses

BUDGETED				BUDGETED			
INCOME	2021	2021	2020	EXPENSES	2021	2021	2020
Government grants	556.3	520.4	497.7	Staffing costs	643.0	525.9	591.4
Other government grants	0	0	0	Depreciation	42.7	42.6	44.4
Tuition fees and similar	94.1	101.5	94.5	Accommodation expenses	58.3	52.6	57.9
Income from work performed for third parties	254.2	115.4 ¹	241.6	Other expenses	154.0	137.9	154.7
Other income	26.0	23.2	18.9				
Total income	930.6	760.5	852.7	Total expenses	897.9	759.0	848.4
				Financial income and expenses	7.2	5.8	8.4
				Share in results of associates	1.2	-2.4	0.4
				Minority interest	0.1	0	(-0.5)
				Overall result	26.8	(-6.7)	(-4.2)

¹ Figures for FdG contract research (€106 million) are excluded from the budgeted figures but included in the actual figures.

RESULT – AMOUNTS X €1 MILLION	ACTUAL 2021	BUDGETED FOR 2021	DIFFERENCE
Faculties and institutes	36.6	6.1	30.5
Service units	-9.7	-9.8	0.0
Executive staff and policy	-0.7	0.2	-0.9
Central	2.5	-2.6	5.1
Total Teaching and Research	28.7	-6.1	34.8
<i>Real estate and treasury administration</i>	-1.6	-0.6	-1.0
<i>Non-consolidated result</i>	27.0	(6.7)	33.8
<i>Result from other consolidated affiliates</i>	-0.2	0	-0.2
<i>Consolidated result</i>	26.8	(6.7)	33.6

Internal policy on reserves

The annual result was added to the general and special-purpose reserves within the equity. At the end of 2021, €180.9 million of the equity was earmarked as a general reserve. The faculties and service units collectively have a public special-purpose reserve with a total value of €52.1 million.

The general faculty reserves are well above the standard of 10% of revenue established in the internal *Financial Management Regulations*. The positive balances from previous years were spent by the faculties and the holding company on the formation of special-purpose reserves or to strengthen the general reserve position. This freed up funds for significant and necessary future investments.

Over the next few years, the special-purpose reserves at the faculty level will be used to strengthen teaching and research, as well as the ambitions set out in the Faculty Strategic Plans. The special-purpose reserve for the real estate administration is the equalisation reserve for the implementation of the Accommodations Plan.

Clarity

The memorandum on *Clarity on the Higher Education Funding System* issued by the Ministry of Education, Culture and Science requires certain themes to be reported on in the Annual Report. This section explains the UvA's activities in relation to these themes. From the 2022 annual report onwards, the UvA will report against the *Policy rule on investing public funds in private activities*.

- *Outsourcing components of government-funded education to a non-government-funded private organisation*
The UvA did not outsource any components of government-funded education to private organisations in 2021.
- *Investing public funds in private activities*
In 2021, the UvA did not use any government grant funds for investments in private activities that are not in line with its statutory tasks of education, research and knowledge transfer.
- *Funding for international students*
At the UvA, international students are enrolled as students only if they fully comply with the rules of procedure set out in the Enrolment Provisions. Enrolled students are eligible for government funding only if they fully comply with the relevant laws and regulations.
- *Funding of tailor-made programmes*
The UvA does not offer or develop any tailor-made programmes funded by third parties.



21 OCTOBER

The awareness-raising campaign 'Looking out for each other' is launched. The aim is to make staff and students aware of what inappropriate behaviour looks like and how to ensure it can be talked about. The campaign is one of the building blocks of the Social Safety Hub.

OCTOBER

Balance sheet and reserves 2021

Consolidated balance sheet as at 31 December 2021

ASSETS	31/12/2021	31/12/2020	PASSIVA	31/12/2021	31/12/2020
Vaste activa					
Immateriële vaste activa	1.9	2.5	Eigen vermogen	330.5	303.6
Materiële vaste activa	549.1	512.6	Voorzieningen	31.4	33.2
Financiële vaste activa	5.9	9.1	Langlopende schulden	190.1	197.1
	556.9	524.2	Kortlopende schulden	311.4	308.5
				863.4	842.4
Vlottende activa					
Vorraden	0.2	1.5			
Vorderingen	77.6	68.4			
Effecten	0	0			
Liquide middelen	228.7	248.3			
	306.5	318.2			
Totaal activa	863.4	842.4	Totaal passiva	863.4	842.4

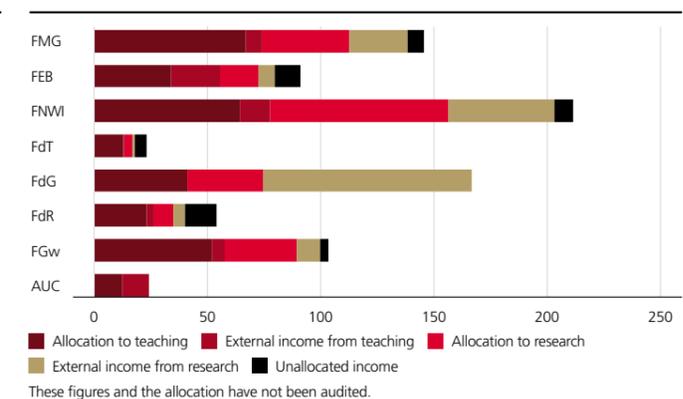
NORMALISERING VAN HET RESULTAAT	2021
Result according to the consolidated Annual Statement of Accounts	26.8
<i>Incidental factors impacting the result</i>	
COVID-19-related factors	
- Government funding under the National Education Programme: acceleration of the baseline estimate	17.0
- Spending of funds under the Administrative Agreement on Education	0.9
- Costs due to delays in research projects -/- compensation (National Education Programme, Dutch Research Council)	0.3
- Increasing the reserve for unused leave	-4.3
- Underspending of material budgets	14.7
- Additional costs for security and cleaning	-2.6
	26.0
<i>Non-COVID-19-related factors</i>	
- Unspent goal allocations, including sector plan funds	2.5
- Cybersecurity costs	-1.8
- Rationalisation and settlement of research projects	2.5
- Pro-rata adjustment	1.6
- Settlement of valorisation programme	-0.8
- Updating of work in progress on accommodation projects	-3.7
	0.3
Total from incidental factors impacting the result	26.3
Elimination of incidental factors impacting the result	-26.3
Normalised operating result 2021	0.5
Other deviations from the 2021 budget	
- Higher revenue from tuition fees (after NPO reduction and compensation adjustment)	5.6
- Result from other consolidated affiliates	-0.2
- Other	1.8
Elimination of the other deviations	7.2
	-7.2
Budgeted operating result 2021 (non-consolidated)	-6.7

PUBLIC SPECIAL-PURPOSE RESERVES (AMOUNTS X €1 MILLION)	YE 2021	YE 2020	2021 MOVEMENT
Faculties			
Faculty of Humanities	7.1	6.8	0.3
Amsterdam Law School	2.7	2.8	-0.1
Faculty of Science	15.5	9.4	6.1
Faculty of Economics and Business	2.4	1.1	1.3
Faculty of Social and Behavioural Sciences	13.9	18.5	-4.6
Faculty of Dentistry	0.1	0.1	0.0
Amsterdam University College	0.3	0.2	0.1
<i>Faculties subtotal</i>	<i>42.0</i>	<i>38.9</i>	<i>3.1</i>
<i>of which quality agreements reserve</i>	<i>5.1</i>	<i>3.0</i>	
Service units and other organisational units			
Accommodations Plan reserve	29.4	25.4	4.0
Asbestos reserve	3.2	3.2	-
Reducing workloads	2.4	2.4	-
Central reserve for Student Loan System Funds Act	-	0.1	-0.1
Central quality agreements reserve	0.7	0.7	-0.0
Educational innovation-HiC	3.0	3.0	-
Service units	4.0	4.4	-0.4
Other	-	0.1	-0.1
<i>Total service units and other organisational units</i>	<i>42.6</i>	<i>39.3</i>	<i>3.3</i>
Total public special-purpose reserves	84.6	78.2	6.4
OVERVIEW OF FACULTY RESERVES (AMOUNTS X €1 MILLION)	YE 2021	YE 2020	2021 MOVEMENT
Total special-purpose reserves	42.0	38.9	3.1
Total other reserves	171.8	134.4	37.4
Total reserves	213.8	173.3	40.5

Breakdown of the faculty budgets

Faculty income (amounts x €1 million)

The graph shows the allocation of income by faculty to teaching and research or to central budgets (at faculty level).

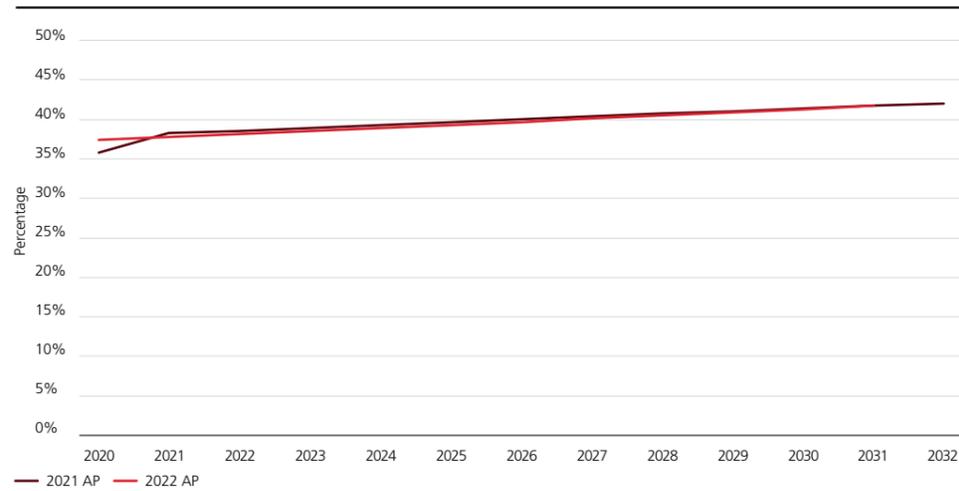


21 OCTOBER

Marieke de Goede, professor of Political Science, is appointed dean of the Faculty of Humanities by the Executive Board. The appointment will take effect on 1 March 2022. De Goede succeeds Fred Weerman in the role.

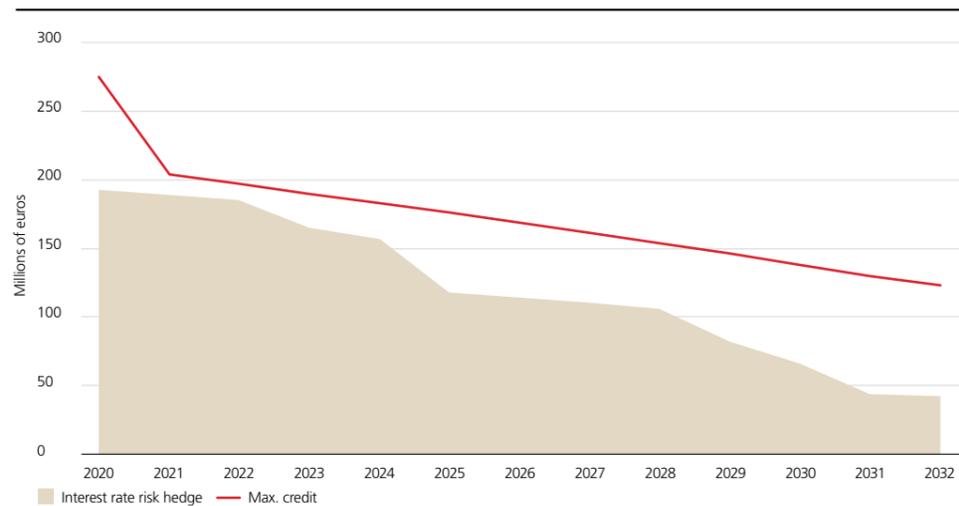
Financial policy

Forecast solvency in successive budget years



This graph shows the development of the Solvency I ratio. The equity is expressed as a percentage of the balance sheet total.

Forecast bank loans in successive budget years



10. Accommodations Plan

In 2021, activities under the Accommodations Plan were focused on projects in the University Quarter, the Roeterseiland Campus and the Amsterdam Science Park.

University Quarter

Strategic master plan

In July, the Amsterdam City Council approved the Strategic Master Plan. This plan was shaped by the UvA and the City of Amsterdam through an intensive participation process with local residents and business owners. The plan provides a comprehensive framework for the development of the individual buildings and outdoor spaces in the University Quarter and describes the challenges involved, which include accessibility, liveability, safety and sustainability.

The UvA and the City of Amsterdam have made agreements about the process to be followed for each construction project in the University Quarter, from the design stage to obtaining an environmental permit. Agreements have also been made regarding arrangements for logistics, management and sustainability.

University Library

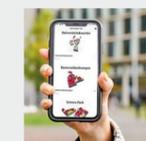
Construction of the University Library has entered a new phase. The foundations have been upgraded, and construction of the basement was completed in the autumn of 2021. The basement lies beneath the Tweede Chirurgische Kliniek (Second Surgical Clinic), the newer construction on Binnengasthuisstraat, Nieuwe Doelenstraat and the old courtyard garden (which is now the Atrium). A start has been made on the above-ground work: the dismantling and installation, restoration of façades and new construction. The systems and facilities have also been fitted and installed, which presented a significant challenge in these listed buildings. While most work in 2021 was performed out of sight, that will change in 2022 as the façade is restored.

While the listed buildings were being gutted, it was observed that the structure had deteriorated due to past modifications. The amendments to the specifications were greater and more far-reaching than anticipated. Partly due to these repercussions, the contractor's time investment was greater than previously estimated. Over the course of next year, the appearance of the University Library will gradually change, and the shape of the new library will start to appear.

Savings measures

In early 2021, there was an investigation into how the complexity of the plans for the University Quarter could be reduced to limit the costs and risks of renovation and new construction. Priority was given to preserving historic value, greening the neighbourhood, increasing sustainability and adapting the listed buildings for modern use. With a package of measures, the total estimated investment to be made by the UvA in the University Quarter was reduced by around €30 million.

One of the measures was deciding not to build a new auditorium in the Oudemanhuispoort building. For the next few years, UvA ceremonies will continue to be held in the Lutheran church on the Singel canal. This will give a boost to the part of the city centre where the UvA owns buildings (Spui, Spuistraat and Singel). The decision also makes it possible to accommodate Theatre Studies and Musicology together in the Oudemanhuispoort building.

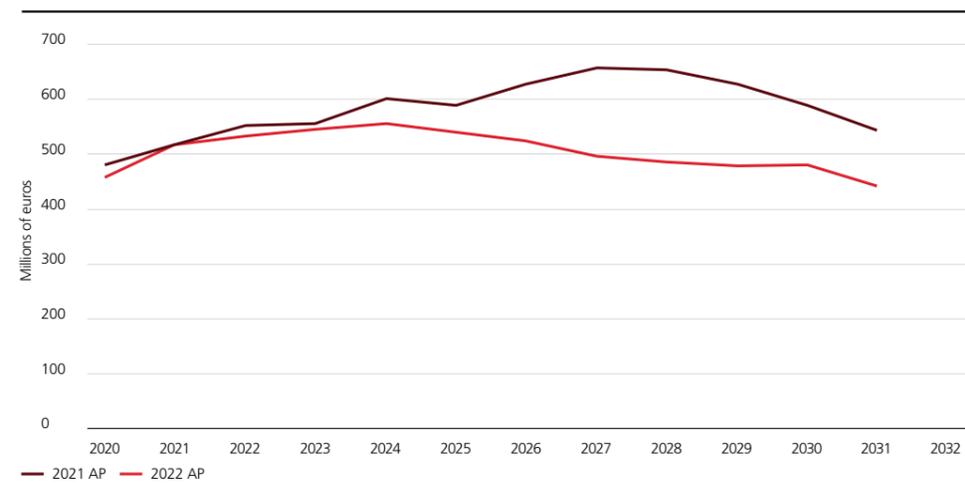


26 OCTOBER

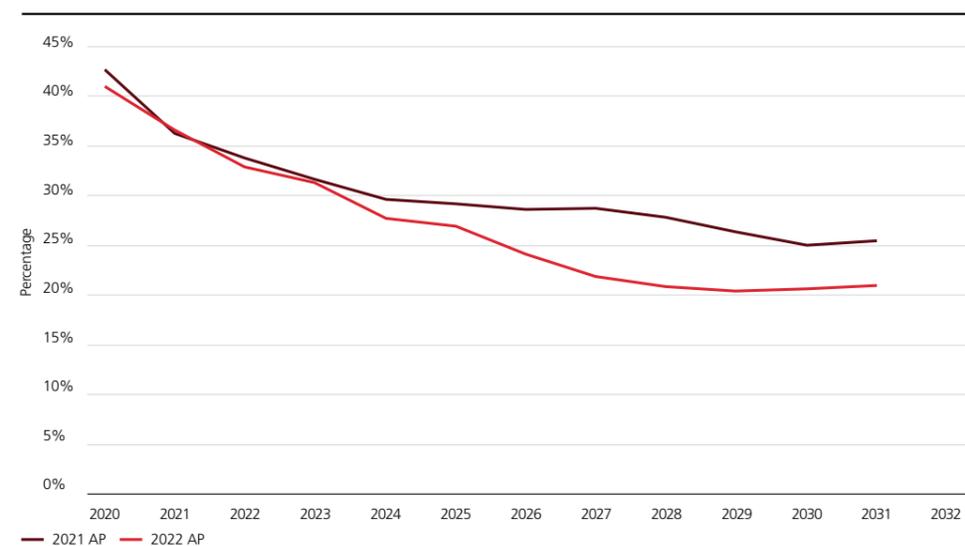
The UvA launches the interactive campus tour app, which brings the campuses to life through augmented and virtual reality. Prospective students can download the app at home, come to campus and follow the tour at their own pace, giving them a better taste of the atmosphere.

Investment policy

Forecast tangible fixed assets in buildings



Forecast loans as a % of book value in successive budget years



Investment policy

The top graph illustrates the expected development of the book value of property based on the current investment programme. In line with the Koopmans Committee report, on average, more than half of the book value is financed with equity.

Oudemanhuispoort (OMHP) and BG5

The design for the renovation of the Oudemanhuispoort building was amended and discussed with the City of Amsterdam. The tendering procedure and the start of construction are scheduled for 2022. The design process for Binnengasthuis 5 (BG5) resumed in the spring of 2021, after being put on hold in late 2020 to give priority to an investigation into the building's foundations. The restoration of the foundations and the above-ground renovation and construction work will be subjected to an integrated approach.

Research building and BG3

Development of the Research building for the Faculty of Humanities in the Bushuis has been brought forward. The Bushuis will be adapted for its new users. Preparations began in 2021. The aim is for the alteration work to start in March 2022, so that the Research building can start being used at the end of the summer of 2022.

The Humanities Faculty Board and Faculty Office, which are currently housed in the Bushuis, will relocate to BG3. To make this relocation possible, the renovation of this building began in the autumn of 2021. BG3 will be made suitable for a period of 8 to 10 years.

A TES network for the University Quarter

In May, the University Quarter Steering Group approved the draft Subsurface Energy Plan (BEP) for the University Quarter. The plan builds on the sustainability ambitions in the Strategic Master Plan and the Energy Transition Road Map. The approval of the BEP marks the end of the exploration phase, which involved investigating the feasibility of creating an area-specific thermal energy storage system (TES network) in the University Quarter.

In 2021, development began on a project plan for the TES network. Approval of the project plan, development of the technical design and preparation and submission of permit applications are all scheduled to take place in 2022. Buildings that have undergone sustainability refits will be able to be connected to the TES network. In line with the schedule of renovations, the TES network will be put out to tender in phases.

Making the area more sustainable is a complex task, requiring contributions from many parties. The UvA is working on this task in partnership with the provincial authorities, the City of Amsterdam, residents and other interested parties. Among other issues, the project will investigate whether aquathermal energy (energy from canal water) could be used in the University Quarter.

Roeterseiland Campus (REC)*REC P*

Building P on the Roeterseiland Campus (REC P) will be renovated to make it suitable to house the executive programmes, contract teaching by the Faculties of Economics and Business and Social and Behavioural Sciences and the Law School, the interfaculty Bachelor's programme in Politics, Psychology, Law and Economics (PPLE) and UvA-wide teaching activities in the context of the UvA Academy for lifelong learning. This year, the Executive Board approved the design for the alterations to the building. The work was put out to tender, and the contract will be awarded in early 2022. The renovated building will be both flexible and sustainable (a Nearly Zero-Energy Building). Materials from the building will be re-used wherever possible.

REC JK

In 2021, it was decided to carry out essential maintenance work on the J/K building at the Roeterseiland Campus. This will be combined with work to make the building more sustainable and make better use of the available floor space, along with a number of quality improvements. The building will get a new entrance and better thoroughfare routes and be made more accessible to persons with reduced mobility. The indoor climate comfort level will also be improved.

4 NOVEMBER

The number of first-year students in Bachelor's and Master's programmes has once again increased this academic year. The Bachelor's intake is up 8% compared to last year, while the Master's intake is up 2%. The total number of students has increased by 6%, from 39,051 to 41,206.

The design phase is complete, the environmental permit has been obtained and a call for tenders has been issued. The building will remain open during the maintenance and renovation work, which will be done in stages.

Temporary lecture rooms

The space requirements of the faculties at the Roeterseiland Campus will increase over the next few years, due to growth in student and staff numbers. More tutorial rooms and study places are expected to be required between 2022 and 2024. The Executive Board has asked staff to work out how more lecture rooms (around 27 rooms in total) can be created at the Roeterseiland Campus in the short term. This is likely to involve temporary structures that can be erected and dismantled quickly. The aim is for the temporary accommodation to be ready by the start of the next academic year (2022 – 2023).

REC BCD façade

In 2021, the court issued a decision in the dispute between the UvA and a contractor about the restoration of the façade of the BCD building at the Roeterseiland Campus. The court ordered the construction company to pay the majority of the damage and repair costs, with the UvA paying the rest. Both parties accepted the decision and will jointly tackle the restoration of the façade and the selection of parties to carry out the work.

Amsterdam Science Park

LAB 42

Construction of LAB 42 is going well. In June 2021, we celebrated the fact that the highest point had been reached. By December, the building was completely wind and watertight. Interior fittings will be completed in the first quarter of 2022, construction work will be completed by June and the building will be occupied from August 2022.

LAB 42 will house the Informatics Institute (IvI) and the Institute for Logic, Language and Computation (ILLC), both part of the Faculty of Science. These institutes will collaborate with the business community, with a focus on computing science and AI issues. The City of Amsterdam will encourage this collaboration through a grant. LAB 42 will be sustainable, circular and energy neutral.

SustainaLab

While LAB 42 is being built, Matrix IC is constructing the MatrixOne building, which will be home to the SustainaLab. The UvA will take over part of the building, working closely with businesses to find solutions to sustainability issues. Last year, the UvA worked with partners at the Amsterdam Science Park to explore the creation of an attractive concept for the SustainaLab and to decide what facilities it would need. Construction will be completed in 2022.

New building for quantum science

An innovation hub will be built at the Amsterdam Science Park for the development and application of quantum technology. This has been made possible through funding from the National Growth Fund, following an application made by the UvA and its partners. The building will provide space for teaching and research, as well as for research partners, social organisations and businesses.

As the biggest partner, the UvA has taken a leading role in developing the project initiative.

Development of the Amsterdam Science Park

A mobility strategy has been adopted for the Science Park, with the aim of encouraging innovative and sustainable mobility and reducing the use of cars. Development of the area where the park is situated should improve the conditions for sustainable mobility. In addition, all partners in the area will be asked to put in place their own measures to encourage sustainably mobility. In this context, the Amsterdam Science Park will participate in an eHub pilot (electric shared mobility) organised by the City of Amsterdam.

In addition, the UvA and other building owners in the area (the city council and the Dutch Research Council) have launched a study into the future of the Kruislaan road, to see how this central area can be made greener and more attractive. One of the basic principles for this study is that the number of traffic movements must be reduced.

Accommodations Plan

Because of the growth in the student population over the past few years, more high-quality floor space is needed more quickly than was envisaged in the plans. Accordingly, in the autumn, work began on drafting a new plan. This update to the Accommodations Plan will pay close attention to the faculties' growth projections for the years ahead. The goal is to start making structural changes well in advance and/or to temporarily expand the property portfolio.

Increasing the sustainability of the portfolio

The Energy Transition Road Map was adopted in 2020. Since then, the sustainability of the portfolio has been increased gradually as natural opportunities arise, such as when renovations or major maintenance work are being done, or at the time of reinvestment. The first steps have been taken towards a sustainable long-term maintenance plan, which will also cover sustainable maintenance management. A policy for climate adaptation and nature inclusiveness is also in the pipeline. Last year, the circular ambitions and basic principles for the LAB 42 project were evaluated. This produced useful input for the future (for a more detailed report, see Chapter 7).

International Student Housing

Every year, the International Student Housing unit places around 3,000 international students (UvA/ AUAS) in homes owned by accommodation providers in Amsterdam and Diemen, such as DUWO and De Key. To ensure the availability of student housing, the UvA has signed partnership agreements with housing corporations and other accommodation partners.

The accommodation partners set aside a certain number of homes for UvA and AUAS students at the start of each academic year. International Student Housing provides students with a place to stay for up to a year, because it is hard for international students with no network in the capital to find a place to live on their own.

In 2021, the UvA signed the Almere Central Campus agreement with the Municipality of Almere, VU Amsterdam and the Windesheim and Aeres educational institutions. Student housing will be built on this new campus, with 375 homes set aside for UvA students. De Key housing association has rolled out 500 new student housing units for international students.

Because of COVID-19, at the start of 2021, most international students were learning online, from their home countries. The rooms that had been set aside for them were temporarily rented out to students from the UvA and other institutions, who were mainly Dutch residents.

During the pandemic, International Student Housing devoted particular attention to the issue of loneliness among students. It worked to raise awareness of the student support services provided by the UvA and AUAS by leaving a small gift and a flyer in the letterboxes of students housed on behalf of these two institutions. As part of the work to combat loneliness, the Resident Assistant Programme was reviewed. A 'resident assistant' is a Dutch student who lives in the building with international students. They help international students with practical matters and promote social cohesion in the building. A study conducted by International Student Housing showed that students experienced fewer feelings of loneliness in buildings where a resident assistant lived.



23 NOVEMBER

The UvA awards honorary doctorates to immunologists Ugur Sahin and Özlem Türeci for their contributions to research into the development of mRNA vaccines, in particular the BioNTech/Pfizer vaccine for COVID-19. The honorary doctorates will be conferred during the UvA's Dies Natalis anniversary celebrations on 10 January 2022.

Accommodation Projects Improvement Agenda

In March 2021, the Executive Board approved the completion of the Accommodation Projects Improvement Agenda. The directors of Finance, Planning & Control (FP&C), Facility Services and Real Estate Development were asked to implement the recommendations. The agenda focuses on improving risk management in accommodation projects, streamlining work processes and intensifying collaboration in the accommodation chain.

A great deal of progress was made this year in implementing the agenda. The control, phasing and administration of accommodation projects was tightened up, collaboration agreements were made with partners in the accommodation chain and risk management was strengthened. There was also a big focus on the sharing of knowledge and experience.

Financing

The amounts due to credit institutions totalled €204 million at the beginning of 2021. By the end of the year, they had dropped to €190 million, in accordance with the schedule of regular repayments. The loans were first raised in 2002, based on the accommodation plans at the time. The loans were primarily used for the new Faculty of Science building and the renovation of the Roeterseiland Campus. The loans had lengthy terms, which was appropriate for the long-term nature of the accommodation investments in question.

The UvA's operating cash flow was again extremely positive in 2021, and the investment cash flow was strong. This was higher than the operating cash flow, in accordance with the plans. The balance of cash and cash equivalents decreased accordingly. Nevertheless, at year-end 2021, the UvA still enjoyed a very comfortable cash position. Due to the negative interest rates on the money market, the UvA is paying interest on its cash and cash equivalents to the banks where the UvA holds these balances. These balances will decrease over the next few years due to planned investments.

In terms of the loan portfolio, the Treasury Statute stipulates that the UvA must ensure that it has sufficient short and long-term cash facilities at its disposal to implement its plans. This also explains the commitment to ensuring a reasonable degree of assurance regarding the long-term interest expenses arising from the accommodation plans. The UvA ensures that only a small part of the financing obtained is subject to the variable money market interest rate. In 2021, the loans on which the UvA was exposed to such an interest rate risk represented less than 10% of the loan portfolio; more than 90% of the loans were subject to long-term fixed interest rates, or the risk of fluctuations in the money market interest rate was hedged with interest rate swaps.

This means that rising inflation, which could have the knock-on effect of causing higher interest rates in money and capital markets, can only have a limited effect on the UvA's interest expenses over the next few years.

Moreover, in late 2020, the UvA converted most of its loans with variable interest rates into fixed-interest loans, along with the associated interest rate swaps, which were subject to fixed interest rates. The conditions for the UvA are unchanged, but this action led to a simpler and more transparent financing structure. The UvA now has only one interest rate swap remaining. This will expire in early 2023, after which the UvA will have no more derivatives.

The financing plans from a number of years ago envisaged that the UvA would have to raise new, additional loans to finance the planned investments in accommodation. Because of the growth of the UvA, such loans must indeed be considered. However, in the short term, the UvA's liquidity position is robust enough that investments can be paid for out of its own funds. For now, the aim is still for the Accommodations Plan to be implemented within existing credit lines. The UvA will monitor its financing needs and ensure it continues to meet the solvency and liquidity criteria.

The UvA's financing portfolio is in compliance with the Treasury Statute. In November 2016, the Treasury Statute was brought into line with the recently re-issued *Regulations for Borrowing, Investing and Derivatives 2016* from the Ministry of Education, Culture and Science. The consolidated Annual Statement of Accounts includes explanatory notes on the loans, credit facilities and the remaining interest rate swap, under non-current liabilities.

NOVEMBER



26 NOVEMBER

Leonie von Platen, a student in the PPLE Bachelor's programme, wins the Create a Course Challenge. The course she conceived, *'Everything is some kind of plot, man': A Critical Perspective on Conspiracy Theories*, will investigate the complex nature of conspiracies.

11. Continuity

The UvA's revenue is expected to grow in the years ahead, but based on the 2022 budget, it will not grow enough to enable the UvA to achieve all of its ambitions for 2022 and beyond. Like other universities, the UvA receives too little money for the quality it produces. There is also insufficient financial scope in the budget to tackle and achieve the full spectrum of ambitions in the 2021 – 2026 Strategic Plan. Messages continue to emerge from the faculties and service units about high workloads and pressure on available funds. In 2021, in the report 'Adequacy, efficiency and cost allocation in secondary vocational and higher education and research' (*Toereikendheid, doelmatigheid en kostentoerekening in het mbo, hbo en wo&o*), PwC Strategy& concluded that the overall level of funding for academic university teaching and research is inadequate.

The UvA is dependent on the government to provide a structural solution to this problem. Additional funds have been set aside in the coalition agreement for academic education and research. These funds could make a significant and much-needed contribution to reducing workloads and increasing the strategic scope of the UvA.

Plans for the funds are still being developed by the Ministry of Education, Culture and Science. Accordingly, at the moment, the quality of academic education and research, the workloads of our staff and the mental health of our students are still subject to high risks. Over the coming months and years, the UvA will try to find a balance between creating scope for ambitions and maintaining a sound financial policy.

There are also other developments that require attention. The COVID-19 pandemic is still having a major impact on our students and their behaviour, the planning of our teaching, space requirements and staff. Developments in prices and salaries will further limit the scope for innovation, and inflation is beginning to climb.

Implementation of the Strategic Plan has begun. To ensure that sufficient scope remains available to achieve the strategic renewal of the UvA, the Strategic Plan has been fully integrated into both the 2022 budget and the long-term budget.

This continuity section is based on the 2022 budget, adopted in late 2021, and the 2023 – 2026 long-term budget. The UvA has budgeted for a nil result in 2022, although this budget does not take account of any extra funding from the coalition agreement. The UvA has not taken account of any additional income in its long-term budget either.

2022 budget and 2023 – 2026 long-term budget

The 2022 budget and the 2023 – 2026 long-term budget are based on a forecast for 2021 drawn up in the autumn of 2021. For the purpose of this continuity section, the figures were updated with the annual figures for 2021.

The tables provide a summary of the 2021 Annual Statement of Accounts, the 2022 budget and the 2023 – 2026 long-term budget in millions of euros (UvA non-consolidated), including the relevant financial ratios.

The long-term figures are based on forecasts drawn up by the faculties and service units for student numbers, educational performance, staffing levels (excluding staff employed by the AMC-UvA) and the services to be procured. The projected student numbers are in line with the numbers included in the 2022 – 2026 long-term budget.

2022 – 2026 long-term budget and actual 2021 figures

FORECAST FIGURES	2021	2022	2023	2024	2025	2026
- academic staff (FTE)	3,225	3,355	3,497	3,595	3,663	3,658
- support staff (FTE)	2,172	2,260	2,356	2,422	2,468	2,464
- Executive Board and management (FTE)	49	50	53	54	55	55
Total staff (FTE)	5,446	5,666	5,906	6,071	6,186	6,177
Students	39,050	41,200	42,500	43,250	44,000	44,000

OPERATING INCOME (AMOUNTS X €1 MILLION)	2021	2022	2023	2024	2025	2026
Government grants (Ministry of Education, Culture and Science)	555.5	577.1	576.9	580.7	593.0	596.8
Other government grants and subsidies	-	-	-	-	-	-
Tuition, course, lecture and exam fees	94.1	87.9	114.4	115.3	116.1	115.1
Income from work performed for third parties	116.1	120.3	119.2	124.4	125.7	125.7
Other income	18.9	21.3	21.5	21.2	21.0	20.5
Total income	784.6	806.6	832.0	841.7	855.7	858.1
Staffing costs	548.8	565.7	582.8	580.4	592.3	594.7
Depreciation	40.0	44.1	49.2	54.2	52.7	52.7
Accommodation expenses	56.0	53.6	56.3	57.1	54.7	54.7
Other expenses	104.7	139.6	142.6	143.6	152.9	153.9
Total expenses	749.5	803.0	830.9	835.3	852.6	855.9

Net income and expenses	35.1	3.6	1.1	6.4	3.2	2.2
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Financial income and expenses	-6.8	-2.0	0.4	-5.1	-2.1	-1.4
Non-recurring income and expenses	0.0	0.0	0.0	0.0	0.0	0.0
Result	28.3	1.6	1.6	1.3	1.1	0.8

Tax	0.0	0.0	0.0	0.0	0.0	0.0
Share in results of associates	-1.3	-1.6	-1.6	-1.3	-1.1	-0.8
Result after tax	27.0	0.0	0.0	0.0	0.0	0.0



30 NOVEMBER

The UvA awards an honorary doctorate to economist Ngozi Okonjo-Iweala for her crucial work as Director-General of the World Trade Organisation (WTO) and in recognition of her contributions to the fight for global equality, fair trade and environmentally sustainable development.

NOVEMBER

Forecast

The UvA's income will increase by 6% in 2022 compared to the 2021 budget, mainly due to the government grant and income from work performed for third parties. Most of the increase in the government grant will be due to compensation under the NPO for the reduction in tuition fees.

In terms of expenses, staffing costs will increase faster than other expenses (by 8%, whereas overall expenses will only increase by 6%).

Over the long term, both income and expenses will rise, but this development will be insufficient to enable all ambitions to be achieved. For 2022, given the long-term uncertainty, spending all of the available funds as planned will be a challenge. The UvA as a whole is expecting to break even, but to achieve this result, actions must be taken for the years after 2022.

Financial health

The 2022 budget reflects the UvA's financial health. The Solvency II ratio remains at a virtually unchanged level, within the mandated range. The DSCR is well above the minimum threshold of 1.0 agreed with the banks. Thanks to the structural improvement in the result and the stability of the financial ratios, the UvA has the financial resources at its disposal to invest in the objectives set out in the Strategic Plan.

In terms of the University's liquidity, the 2022 framework letter noted that the scope of the investment plans for the period from 2022 to 2026 cannot fully be financed from internal cash flow or liquid assets. In 2022, we will monitor developments in the liquidity position and investigate what actions can be taken to bridge the deficit. Possible solutions include delaying investments, deferring regular repayments and optimising the working capital of the University as a whole. Efficiency savings in the UvA's operations could also be considered as a possibility to increase the financial scope for investment. This should ultimately result in a package of measures to keep the liquidity ratio above the alert threshold of 0.5 over the long term. This is the alert threshold set by the Ministry of Education, Culture and Science. More information will become available when the 2023 framework letter is published.

Accommodation

Depreciation of accommodation will increase in the next few years due to the completion of a number of large construction and renovation projects. The Accommodations Plan outlines the challenges involved in achieving moderate growth. An updated investment schedule for the Accommodations Plan was also included in the 2022 – 2025 long-term budget, amounting to €315.5 million for the period 2022 – 2025 and €91.7 million for the subsequent years (up to 2035).

Financing

The rise in inflation after the balance sheet date has attracted the attention of the UvA. The UvA will face cost increases, and rising inflation could impact on the University's future results. Nevertheless, the UvA expects the impact of inflation in the next few years to be relatively limited. This is because it expects its government grant revenue to be index-adjusted to a substantial degree based on the rise in prices and because its loan portfolio is almost entirely based on fixed interest rates.

ICT

The 2022 – 2025 long-term budget includes investments to provide better support to lecturers and researchers for the foreseeable future, in terms of education logistics, information security and the UvA Data Science Centre. Implementation of the digital agenda will also begin in 2022. These ICT programme funds amount to €42 million for 2022 – 2025. This includes the annual amount of €6.5 million for ICT development. The 2022 budget includes detailed explanatory notes on the UvA's financial outlook.

2022 – 2026 long-term forecast for the non-consolidated balance sheet and actual figures for 2021

BALANCE SHEET (AMOUNTS X €1 MILLION)	2021	2022	2023	2024	2025	2026
Intangible fixed assets	1.1	0.7	0.7	0.7	0.7	0.7
Tangible fixed assets	518.4	593.3	628.9	652.0	684.2	690.7
Financial fixed assets	55.8	54.5	53.3	52.3	51.5	51.0
Total fixed assets	575.3	648.5	682.8	704.9	736.4	742.4
Stocks	0.2	0.2	0.2	0.2	0.2	0.2
Receivables	67.2	67.2	67.2	67.2	67.2	67.2
Marketable securities	-	-	-	-	-	-
Cash and cash equivalents	191.7	111.5	70.1	41.0	2.2	(11.4)
Total current assets	259.1	178.9	137.5	108.4	69.6	56.0
Total assets	834.4	827.4	820.4	813.4	806.1	798.5
General reserves	177.4	177.4	177.4	177.4	177.4	177.4
Special-purpose reserves	135.6	135.6	135.6	135.6	135.6	135.6
Other reserves and funds	5.6	5.6	5.6	5.6	5.6	5.6
Total equity	318.6	318.6	318.6	318.6	318.6	318.6
Provisions	31.2	31.2	31.2	31.2	31.2	31.2
Non-current liabilities	190.1	183.1	176.1	169.1	161.8	154.2
Current liabilities	294.5	294.5	294.5	294.5	294.5	294.5
Total debt capital	515.8	508.8	501.8	494.8	487.5	479.9
Total liabilities	834.4	827.4	820.4	813.4	806.1	798.5
FINANCIAL RATIOS	2021	2022	2023	2024	2025	2026
Solvency I	38%	39%	39%	39%	39%	40%
Solvency II	42%	42%	43%	43%	43%	44%
Liquidity	0.9	0.6	0.5	0.4	0.2	0.2
Profitability	8%	0%	0%	0%	0%	0%
DSCR	5.0	5.2	7.4	5.0	5.8	6.1
Accommodations Plan ratio, Ministry of Education, Culture and Science	12%	11%	11%	12%	11%	12%
Buffer capital	41%	39%	38%	38%	37%	37%
Alert threshold for excessive reserves	0.4	0.3	0.3	0.3	0.3	0.3



2 DECEMBER

Sisters in Science win the Dutch Research Council's Diversity Initiative Award. Mimi den Uijl, Noor Abdulhussain and Lotte Schreuders show their daily lives as junior researchers on Instagram, debunking stereotypes about science and inspiring young people.

12. Risks

In 2021, the UvA launched the *Better Risk Management* policy initiative. The purpose of this initiative is to use knowledge and experience from the Audit, FP&C and Operational Management units to identify opportunities for improvement and create an updated and comprehensive risk management system. The aim is to start acting on the identified opportunities and implementing the updated risk management system in 2022. The UvA's risk management system already includes a range of elements designed to minimise uncertainties and negative outside influences.

The key elements of the UvA's internal risk management are:

- The governance structure**
The way in which the UvA is governed is described in the Governance Model, the Management and Administration Regulations and the Faculty Regulations. These documents also describe the delegation of the powers of each administrative unit.
- 2021 – 2026 Strategic Plan**
The faculties translate the objectives set out in the Strategic Plan into their faculty plans, while the service units incorporate the ambitions into their own strategic plans. Tools for monitoring the 2021 – 2026 Strategic Plan are still being developed.
- Planning and control cycle**
The UvA uses a monthly closing system for its financial accounts and works with a cycle in which all units produce quarterly reports about progress in relation to the budget. These reports include a section on risks, in which the units report on all relevant aspects of operational management, following a set format. At the end of the year, the actual figures are included in the Annual Report and the Annual Statement of Accounts. The long-term investment agenda, with financial and other frameworks for accommodation, ICT and other investments, is part of the planning and control cycle.
- Executive consultation (PBOs, CBO and POs)**
During periodic executive consultations (PBOs), the Executive Board and the management of the individual units (faculties and service units) discuss the progress of plans and projects. The focus of these meetings is on the faculty strategic plans, operational management and education logistics, as well as on the financial impact of internal and external developments.
In the Central Executive Council (CBO), where consultations between the Executive Board and the deans take place, cooperation between the Executive Board and the deans has the highest priority. All major strategic and policy questions are discussed in the Executive Council prior to the Executive Board's decisions on such matters.
During periodic consultations (POs), the Executive Board (or the relevant portfolio holder) and the management of the individual units (faculties and service units) discuss the direction, needs, plans and risks associated with education, research and operational management (University Research Committee, University Committee on Education and Central Executive Council).
- Project management**
It goes without saying that quality assurance is an important part of project management. Risks are regularly reported on and evaluated. Progress is assessed on the basis of financial and other frameworks.
- Three Lines of Defence**
To manage risks, the UvA employs the Three Lines of Defence model, in which the line management (deans and directors of operational management in the faculties and service units) is responsible for the first line of defence. The policy advisers and the central FP&C Department provide support as the second line of defence, as does the Internal Accountancy and Control

Department, which, in close coordination with the external auditor, monitors compliance with laws and regulations, particularly in the financial domain.

The UvA's third line of defence is its independent auditor.

Next year, to support the Three Lines of Defence model, the UvA will set up a comprehensive system of risk management to support the first, second and third lines of defence. The FP&C Department will be responsible for managing this system.

Set out below is an overview of the key risks, uncertainties and control instruments for the UvA. These are the risks with the highest negative impact for the institution, where the UvA's risk appetite is low. For each of these risks, management measures have been put in place to limit the residual risk. The risks have been assigned colours; red indicates that the possible impact is severe and immediate action is required, while orange indicates that the possible impact is major and action is required to reduce the risk.

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
1	Investment in accommodation	
	The UvA faces major challenges with the University Quarter in the city centre, involving specific risks. These relate to construction logistics in general, but more specifically, transport for the supply and removal of building materials to and from the construction sites is highly cost intensive, due to the location. This has been made more complicated by changes to regulations by municipal authorities, as well as changes to the way those authorities interpret the regulations. The foundation integrity assessment completed this year showed that a number of existing foundations are less solid than previously believed and will need to be renovated.	In 2021, transport by water began for the University Library, and initial impressions are positive.
	Rising inflation has consequences for construction costs. In addition to rising material costs, in the long term, price increases may affect labour costs.	The budgets for the next few years will take into account a certain level of price increases. In practice, it will have to be established whether this reflects reality. In 2021, an intensive project was carried out to identify savings. Following this project, it was decided that the scope of a number of projects would be adjusted.
	The COVID-19 pandemic and switching to online learning had an impact on accommodation, but the question is how demand for teaching space will develop over the long term. Long-term space requirements are uncertain. Based on the increased intake of national and international students in recent years, additional space for educational activities is already required.	Planning for temporary facilities began in 2021.

16 DECEMBER

Nine promising young researchers from the UvA receive Veni grants from the Dutch Research Council. With funding of up to 280,000 euros each, the recipients will spend three years continuing to develop their research ideas.

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
	Construction of the University Library continues to require technically complex solutions, leading to extra costs and delays. The UvA is seeking to ensure good collaboration with the Amsterdam City Council on this project. The extra costs and delays have put strain on both the timetable and the budget of the Oudemanhuispoort project. The various renovation and construction projects in the University Quarter are interdependent. A delay in one project, such as the Oudemanhuispoort building, may have consequences for other projects, as well as for construction logistics. These projects are also interdependent with projects outside of the UvA, such as the City of Amsterdam's Quays and Bridges programme.	A second opinion obtained in 2020 stated that, with its adjustments to the budget, the UvA had made a realistic estimate of all uncertainties and risks. Lessons learned from the University Library will be applied to other projects, and the results are already apparent.
	In terms of the University's liquidity, the 2022 framework letter noted that the scope of the investment plans for the period from 2022 to 2026 cannot fully be financed from internal cash flow or liquid assets.	In 2022, we will monitor developments in the liquidity position and investigate what actions can be taken to bridge the deficit. Possible solutions include delaying investments, deferring regular repayments and optimising the working capital of the University as a whole.
	Inflation	
2	The majority of the UvA's revenue comes from the central government. It is subject to annual indexation, which compensates for inflation. In addition, interest on the loans that the UvA has taken out is fixed for the next few years, limiting any impact of rising inflation on the UvA's financial position in the short term under normal circumstances. However, this does not mean that the UvA is not exposed to any inflation risk. In the event of persistently high levels of inflation, it is conceivable that the central government will set a lower level of indexation, meaning that this will not provide full compensation. In addition, extreme sector-specific price increases in the construction sector could have an impact on the UvA, given the UvA's investment programme (see previous risk). Over time, persistently high levels of inflation could also have an impact in terms of interest rates for the loan portfolio.	This risk will be managed by drawing public attention to the financial position of universities, by monitoring developments for the purposes of long-term planning and by continuing to look for efficiency opportunities within the UvA.

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
3	Social safety, diversity and inclusion To create a safe environment for work and study, it is important to remain constantly vigilant and to ensure that the risk of unsafe situations is as low as possible.	In 2021, the issue of social safety was once again a major focus for the Executive Board. The regulations concerning confidential advisers and the regulations for employee and student complaints were reviewed. In addition, the Ombudsperson Regulations were adopted, and a new ombudsperson was appointed. In that context, an awareness-raising campaign aimed at all students and staff was launched, with a focus on recognising and identifying inappropriate behaviour, and several performances were organised of the stage show and discussion programme <i>The Learning Curve</i> . Social safety was also included in professional development programmes, such as centrally run leadership courses. The UvA firmly believes that greater diversity among its staff will raise the quality of research, education and operational management and put an end to the risk that certain philosophies and behaviour may dominate. We are aware that this will not happen by itself, and we therefore pay particular attention to diversity when we recruit new staff. For example, the text of vacancy advertisements is checked, and supervisors are supported to take an objective view during the selection process.
4	Privacy, data and information security Due to its size, the UvA must be continuously alert to ensure that measures implemented by all individual units are designed in accordance with the standards. Nevertheless, the risk of a breach remains. It is important that, if a breach occurs, it is appropriately handled, the right staff members are involved and both the incident and the handling of it are subsequently evaluated.	Conducting an audit and translating the findings into recommendations for the organisation, which can be applied to better ensure the protection of personal data and privacy. For all innovation programmes, the UvA will critically examine the privacy aspects and limit the purposes for which data are processed. Measures will be taken to destroy information in a timely manner when the law requires us to do so. Staff awareness will be increased by launching a website dedicated to archiving (<i>'Alles over Archiveren'</i>).
5	Safeguarding intellectual property The UvA is committed to subjecting to careful consideration any decision to collaborate with third parties, as well as to taking whatever measures we can to prevent third parties from making unethical use of research conducted by UvA researchers. A university-wide committee will be set up to support UvA researchers in balancing academic freedom with the responsibility to try to prevent the misuse of research.	Setting up a university-wide committee to support UvA researchers in balancing academic freedom with the responsibility to try to prevent the misuse of research. Creating a policy framework to assist UvA staff and departments, in particular research directors and the newly established advisory committee on the ethical aspects of research partnerships, in shaping policy on this issue.

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
6	Digital sovereignty	
	The University's core and other processes are vulnerable to developments in the area of information technology, such as digitalisation. There are risks inherent in the increasing dependence on external companies (big tech), in relation to not only standard ICT services and the provision of education, but also in relation to access to data, data analysis tools such as storage, data processing and the publication of results. Because of the strong market position of the major tech companies, there are also serious risks relating to financial lock-ins, which could result in unreasonable contractual requirements and price increases. We also run the risk of not being in control if the UvA puts important and necessary digitalisation innovations on the agenda for education and research. These external companies wield a disproportionately large influence over our digital innovation agenda.	To gain a better understanding of the risks and how to mitigate them, in 2021, the University actively worked to raise awareness of the issue both within and outside of the UvA. Further elaboration on how to address these risks will form an integral part of the new UvA-wide digital agenda for 2022 – 2026.
7	Student numbers	
	As a result of international and social developments, there is a risk that the student intake will fluctuate so much in the short term that capacity shortages or surpluses could arise. If the student intake is higher, this will place additional pressure on the University due to pre-financing difficulties and because the fixed rate and research funding will not increase. This may also lead to the dilution of the research responsibilities of university lecturers, higher workloads, pressure on teaching quality and the need for more teaching spaces. If the student intake is lower, such pressure will decrease, but there will be a risk that revenue will be insufficient to cover expenses in the medium term.	This risk will be managed by focusing on medium-term planning and the long-term budget. The Accommodations Plan includes scenario analyses and more specific planning calculations for student numbers over a longer planning horizon. Personnel-related management measures are described under Risks 8 and 9.
8	Lecturers without research responsibilities	
	Faculties are often forced to employ lecturers who do not hold a doctorate, on temporary contracts. These lecturers have limited opportunities for development, since research time forms no part of their duties. The risk is that the UvA is not acting as a good employer in respect of these staff members and that students are not receiving enough of their education from staff with an academic rank.	To manage this risk, the UvA has implemented strategic personnel planning and set a target of having no more than 22% of staff on temporary employment contracts for academic staff in teaching roles. In 2022, the career development policy for this group of staff will be reassessed. Work is being done on a new HR programme for 2021 – 2026, with a major focus on leadership (particularly academic leadership), the personnel policy, diversity, and recognition and rewards.

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
9	Attracting and retaining staff and reducing workloads	
	As a result of labour market shortages and domestic and international competition for talent, there is a risk that unfilled vacancies may lead to insufficient capacity to meet and support increased educational demand. This will lead to increased staff workloads, which were already extremely high and had been negatively impacted by COVID-19.	The UvA's appeal as an employer is one of the underlying principles of the new HR programme. Even before the pandemic, workloads were high on the agenda and the 'Managing your workload' programme had been launched. In 2022, the experiences of staff in the various projects of the new HR programme will be shared and used as the basis for formulating additional measures. The Guide to Hybrid Working, of which the basic principle is customisation. Technology can also help to reduce workloads. Under the Education logistics programme, work was done in 2021 to simplify processes, with the aim of structurally reducing the administrative burden in 2022, in parallel with an improvement in quality.
10	Government funding	
	The coalition agreement provides opportunities for the UvA, but there are also uncertainties relating to the funding provided by the government. There is a risk that the investments in academic education and research contained in the coalition agreement will have to be spent on new policy goals, as a result of which underfunding and high workloads will persist. The coalition agreement contains a commitment to review and increase the fixed rate used in the funding of universities. In view of the previous review conducted by the Van Rijn Committee, the lobbying of the applied sciences and younger universities and the unique activities carried out by the UvA (particularly with regard to museum activities), there is a risk that the review may have a negative impact on the UvA. In addition, increasing the fixed rate and reducing the variable government grant brings a risk that the government grant per student will fall as student numbers increase, resulting in an increase in underfunding. It has also been agreed that the basic student grant will be reintroduced from 2023. There is a risk that the government will cut the current or future funding of universities (e.g. the quality funds) in order to finance its plans for the basic student grant.	This risk will be managed by drawing public attention to the financial position of universities (including the attention of the central government and social partners, through the UNL), by monitoring developments for the purposes of long-term planning and by continuing to look for efficiency opportunities within the UvA.

18 DECEMBER

Concerns about the sharp rise in cases of the Omicron variant of the COVID-19 virus lead to a hard lockdown being imposed. In-person teaching on campus is no longer permitted but will resume on 15 January 2022.

DECEMBER

RISK	DESCRIPTION OF RISK	MANAGEMENT MEASURES
11	<p>Strategic Plan</p> <p>The risks for the implementation of the Strategic Plan have been identified and are being monitored. The key risks are: lack of clarity around what the goals in the Strategic Plan are, or a lack of focus on the goals in the Strategic Plan, resulting in a failure to fully achieve the goals. External developments may also make the Strategic Plan goals less relevant or achievable. There is also a risk that the line organisation may not want to work towards achieving some or all of the goals in the Strategic Plan or may not be able to do so.</p>	<p>The key message will be formulated and communicated and the goals made as specific as possible. In addition, each year, a number of management priorities will be identified, described in detail and monitored. The Strategic Plan goals and progress towards achieving them will be placed on the agenda in Board meetings and other discussions. Each year, relevant developments will be identified and their impact on the Strategic Plan will be determined. The Faculty Strategic Plans are aligned with the Strategic Plan. In the budget, funds will be set aside for Strategic Plan goals that do not fall directly under an existing organisational unit or that require an additional boost. Finally, work will be done to strengthen implementation skills and to accelerate implementation where necessary.</p>

31 DECEMBER

The UvA panel for students and staff started in February 2021. By the end of December 2021, the panel has carried out 26 investigations. More than 1,200 panel members have signed up and shared their opinions about matters such as the social safety campaign, the sustainability policy and course registrations.