



Utrecht
University

Open to change

ANNUAL REPORT 2022

This is an English translation of an official Dutch financial statement. This financial statement is an English translation of the financial statement prepared on May 26th 2023. In case of any discrepancies or possible differences in interpretation between the English translation and the financial statement prepared on May 26th 2023, the latter prevail. The original and official Dutch financial statements are available [here](#).)

Foreword by the Executive Board

As a university, we want to adopt an open attitude and join forces with others to contribute to creating a better world. Openness is therefore the unifying theme in our strategic plan. Only by working together can we make innovation, new insights and social impact possible. 2022 was a year in which we were fortunately able to meet again more often, both internally and with external partners. We enjoyed that and we are reaping the benefits. You can read about what we accomplished in this annual report.

We invested heavily in the transition to Open Science in 2022, with the goal of realising research results and their societal impact faster and better. Among other things, a new Open Access policy has been launched to increase the availability of research results. The way in which academics and other staff are recognised and valued is key to the behavioural change toward open science that we want to encourage. It is therefore great to see that the TRIPLE model – which promotes diverse profiles and dynamic careers – is being implemented in more and more places within the organisation, for example in performance appraisals.

Working well together is essential to success. At the same time, we see that working together is not always easy, and can lead to new questions. In recent months, for example, several universities were occupied by people concerned about the climate and collaborations with the fossil fuel industry. The climate is changing rapidly and the consequences are devastating. As Utrecht University, we believe it is important to contribute to a sustainable world and solutions to the climate crisis. We do this by developing and sharing scientific knowledge and by adapting our own operations so that our organisation will be carbon neutral by 2030.

In 2022, our basic principle was that collaborations with the fossil fuel industry are permissible if they contribute to accelerating the energy transition or reducing the share of fossil fuels. This is an important topic for ongoing discussion. As a university, should we continue to cooperate with the fossil fuel industry, and if so, under what conditions? How do we ensure that we continue to contribute to a better world? This debate will be made explicit in 2023, despite the fact that it sometimes leads to friction.

We want to take a critical look at ingrained procedures and conventions within our organisation and systematically scrutinise them. This was also the theme of the opening of our Academic Year under the title ‘Embrace discomfort’.

Organisational psychologist and university professor Naomi Ellemers said in her key-note address on social safety: ‘The need to avoid discomfort thus leads to a negative spiral: the tendency to look away feeds ignorance, the tendency to condone perpetuates misunderstanding, and taking symbolic measures that have little effect increases feelings of powerlessness. As a result, nothing ever changes.’ A very apt observation that can be applied to many other areas besides social safety.

After the quiet years during the coronavirus outbreak, student life flourished again this year. There were more opportunities to be together, and thankfully so, because in addition to good health, mental well-being is a crucial ingredient for an enjoyable and effective student life. We believe it is important to keep talking about mental health in a variety of ways, and to be as responsive as possible to the needs of students. We are therefore organising various training courses and workshops on this topic, as well as study groups and other options for engaging online and offline with each other or with supervisors.

Our own research on the sometimes fragile position of young adults revealed an unprecedented decline in mental health among school-age girls over the past four years. This is not surprising during and right after the coronavirus pandemic, so we can expect students to also be familiar with these feelings. This is partly why we are so pleased with the funds from the National Education Programme (NPO). We can use these to provide additional supervision, activities and facilities to help restore students’ well-being, and improve their connection to their degree programmes during/after the coronavirus pandemic.

We remain committed to equal opportunity in education. We try to promote diversity in the intake and are active in programmes aimed at pupils from immigrant backgrounds. Equal opportunities are also created through social activities. We are therefore proud that this year, for the first time, vocational education students also participated in Utrecht Introduction Time (UIT).

A new governance agreement with the Ministry of ECS was signed just before the summer break. In the coalition agreement, the government had promised additional resources for higher education with the goal of: ‘Solid foundations’, more peace and breathing space for our employees.

The governance agreement established how most of that extra money would come to universities. This will mainly take the form of start-up and incentive grants, especially for lecturers on permanent contracts, in order to reduce work, competition and application pressure. In addition, the so-called sector plans must ensure expansion of capacity, more room for scientific talent, more permanent contracts, but also good cohesion between education and research and agreements on profiling and collaboration between universities. Large sums are involved: for Utrecht University, about € 48 million per year.

We are happy about this! At the same time, it presents us with a challenge. We will have to be creative and selective to ensure that this money will actually contribute to what is so desperately needed in our sector: more permanent contracts and lower workloads.

In addition, we want the extra money to contribute to our strategy, to a strengthening of interdisciplinary teaching and research. That is where our strength lies and that is the type of knowledge that is in great need socially. In 2022, we started working with the deans and directors to implement this. As Utrecht University, with the Impulse programme we had already made an advance on the extra money from the state: fifty million for the next five years to create more peace and breathing space, to offer more permanent contracts. We continue this policy in consultation with the faculties.

Our scientific research also focuses on sustainable employability. For example, within the Future of Work platform, we examine how innovation, digitalisation and globalisation affect working life. Society may benefit from these changes, but at the same time there may be a dichotomy based, for example, on gender, age, social class, or ethnicity. Do some benefit more than others from job opportunities, innovation and changes in work-life balance? Tanja van der Lippe, professor of Sociology of Households and Labour Relations, won a Stevin Prize this year for her research on that work-life balance, among other things. Through her work, she has a major impact on how organisations treat their staff, and governments treat their citizens.

While the Stevin Prize honours social impact, the Spinoza Prize – awarded this year to Corné Pieterse, professor of plant-microbe interactions – emphasises scientific work and fundamental issues. Pieterse examines how plants protect themselves. This is an important issue, as over a quarter of all harvests worldwide are lost annually to diseases and pests.

On the broader topic of sustainability, we really want to make a difference in the coming years. In line with the United Nations Sustainable Development Goals, we are working toward climate-neutral, zero waste operations by 2030 and increasing local biodiversity. This is reflected in projects such as the future-proof redevelopment – rather than demolition – of the Van Unnik Building, as well as the construction of a thermal energy storage system that will allow us to make optimal use of existing heat and cold in Utrecht Science Park. This will reduce our own energy consumption by 17 percent, reduce our dependence on fossil fuels and enable us to meet the energy targets within the sustainability ambition.

In addition to looking to the future, we also look critically at our own history. A study of the city of Utrecht's slavery past was published in 2021, revealing that Utrecht University also has ties to slavery. We then asked a committee headed by James Kennedy what

Utrecht University should do. What role can we play in further exploring and internally discussing the colonial history of the city and the university itself?

This committee and our faculties have done fantastic work, from which several initiatives have emerged such as discussion meetings and new research on the history of slavery. In 2023, a new university steering committee will connect these initiatives and give them greater visibility. That way we can truly 'account for' the slavery past – something the Kennedy Commission rightly calls for.

All this takes place within the context of an ever-changing world, which this year included the dormant presence of the coronavirus, the war in Ukraine and the protests in Iran. Our scientists interpret such social developments in national and international media. For example, Pooyan Tamimi Arab was praised for the research he and a colleague from Tilburg University conducted on the religious beliefs of people in Iran. And in various media, he also showed the human being behind the scientist: someone who watches developments in the land of his roots with great concern. Our students and staff are very involved in the situation in Ukraine and Iran, we have noticed, and this is heart-warming to see.

As the Executive Board, we chose a different model of governance of the University Corporate Offices (UBD) to strengthen vertical integration in addition to horizontal integration. We are committed to paying more attention to prioritising and monitoring the many important projects. To this end, the position of University Secretary was created and that of General Director was eliminated. Change does not come naturally and it has not always been easy. Fortunately, we see that the University Corporate Offices are resilient, much has been accomplished together over the past year, and we are moving toward a new situation that offers prospects.

Finally, we would like to recall here that in 2022 we bid farewell to Joanne Kellermann as Chair of the Supervisory Board. We are very grateful to her for her expert contribution. We have benefited greatly from this as the Executive Board and as Utrecht University.

Prof. Anton Pijpers, Chair

Margot van der Starre, Deputy Chair

Prof. Henk Kummeling, rector magnificus

Merel Dekker, student assessor (until 31-08-2022)

Anneloes Krul, student assessor (effective 01-09 2022)

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Supervisory Board Report

The Supervisory Board looks back on the year 2022 with a feeling of appreciation. Despite the very profound geopolitical developments that have also affected our staff and students, impactful teaching and research achievements have been made. Once again, the turbulent world stage reminds us of the important role of the academic community in contributing with education and research to solutions to the important societal challenges, and in caring for each other.

The Supervisory Board is pleased with the broad appreciation Utrecht University has received again for the high quality of education and research, and is not only proud of these results but especially grateful for the tireless efforts of all staff and students who have contributed to achieving them.

Following a period of keeping our distance, teaching online and working from home, in the spring of 2022 we got to welcome our students and staff back to the university in person. Being physically present with one another contributes to personal growth, development and well-being. These are also part of working and studying at a university. In this role, Utrecht University contributes visibly to improving the vulnerable position our young adult students and students of other ages have in society.

In addition to the regular points of discussion with the Executive Board, the Supervisory Board also translated the influence of various social developments on the academic community into its own agenda during the past year.

The climate challenge is our joint responsibility. The Supervisory Board is pleased that the university has firm sustainability ambitions and is working toward achieving a carbon-neutral university by 2030. Those ambitions have the broad support of the Supervisory Board. The university's sustainability ambitions are reflected in both the real estate strategy and the energy strategy, as well as in teaching and research. The Supervisory Board admires the way the entire organisation is involved in raising awareness of this issue. We are paying attention to the dilemmas involved and the sometimes difficult choices to be made.

Last summer, the 2022 higher education and science Governance Agreement was adopted and Utrecht University also received funding for start-up and incentive grants for scholars. The Supervisory Board is pleased with the way the Executive Board has

sought the space to use these resources to contribute to the reduction of staff workload and to the strategic themes of the university.

The Kennedy Commission investigated the University's colonial past in 2022 ; the Supervisory Board complimented the commission and the Executive Board as principal for its broad approach to this highly relevant and timely societal topic.

The issue of knowledge security is also emphatically on the agenda: international collaboration is under pressure and knowledge security has become a greater concern for Dutch universities. The Executive Board conducted a risk analysis, discussed it with the Education and Research Committee and with the entire Supervisory Board, and adopted an improved approach based on the analysis and the Supervisory Board's recommendations.

Education and Research

As part of its role, the Supervisory Board is closely involved in the quality of education and research and has a committee that investigates topics in this area and advises the Board on them. In 2022, the Education and Research Committee discussed the challenges posed by student growth and the desirability and possibility of influencing that growth. Political pressure to limit the intake of international students was added in late 2022; the Supervisory Board is following these developments with interest. In addition, the topic of quality assurance was discussed. The Executive Board has twice informed the Supervisory Board about the state of affairs with the Quality Assurance in Education and Research semi-annual report; the Supervisory Board has found that quality assurance is in order.

As stated in the introduction, knowledge security was an important talking point for the Supervisory Board, and will remain so. In 2022, we delved into this at the Education and Research Committee meetings and discussed the state of affairs with the Executive Board. The Supervisory Board found that researchers are increasingly aware that their research and data can be misused for improper purposes, in part because of the changing geopolitical situation.

We also discussed the status and progress of the quality agreements and noted that the Executive Board is implementing these agreements in accordance with the NVAO national framework.

Since 2021, the meetings of the Education and Research Committee have also included the student assessor of the Executive Board as an advisory member; we have also found this year that her perspective makes a crucial contribution to the discussions.

Social safety

The Supervisory Board values diversity within the academic community and supports the initiatives taken in this regard in 2022. Social safety was also a major topic of discussion in 2022. We are pleased that the Executive Board has been discussing this issue for some time and translating it into concrete actions. Social developments have also intensified that conversation at Utrecht University.

The council is positive about the approach of Recognition and Rewards that is key to changing behaviour toward open science and assessing the contribution of individuals in the context of the team.

Accommodation

The Strategic Accommodation Plan (SHP) was reviewed in 2021. 2022 was marked by implementation of several major real estate projects. The Supervisory Board gave its approval for investment decisions of the college above 10 million euros. The Board ensures that the SHP is implemented so that appropriate and sustainable accommodation for teaching and research is created. At the same time, the Supervisory Board shares the Executive Board's concerns about rising prices and realisation capacity. When the SHP is reassessed in 2023, this will be an explicit topic of discussion.

Finances

The Supervisory Board discussed a number of key financial issues in 2022. For example, the Board discussed the various financial documents, such as the 2021 annual report together with the auditor's report, the auditor's 2022 audit plan, the quarterly reports, the draft 2023 financial framework and the 2023 budget. Based on these documents, we discussed and monitored the efficient use of available resources and the utilisation of reserves. The funds the university receives from the National Education Programme, the quality agreements and the governance agreement give the university room to ease its workload. The Supervisory Board approved the 2023 budget and looks forward with interest to the quarterly reports. The Supervisory Board also spoke with the Executive Board in 2022 about Utrecht University's ability to forecast financial flows, income and expenses.

In 2022, the Board's Audit Committee met five times and considered a variety of topics concerning the university's financial position, as well as the development of the real estate portfolio, compliance with the external auditor's comments and risk analyses. The committee recommended that the solvency development be monitored on a long-term basis, also in relation to the reserve policy.

The Audit Committee advised the Supervisory Board on the approval of the annual report and budget. The meetings were attended in part by auditors from Ernst & Young.

The Audit Committee paid particular attention to professionalising the internal management of research projects and the topic of IT security, which is also under pressure at other educational institutions due to increasing external risks.

Contact with the University Council

Contact with the University Council has been positive and constructive in the view of the Supervisory Board. At the beginning of the academic year, the Board met informally with the (new) University Council. Several Board members also met twice with a delegation of the University Council, partly in the absence of the Executive Board. We found these conversations to be open and informative.

Composition of the Supervisory Board

In January 2022, we welcomed new Supervisory Board members Mirjam Bult-Spiering and Bas Hendriks. We bid farewell to Joanne Kellermann, who had been a member of the Board and Chair of the Audit Committee since 2014. Joanne Kellerman served as Chair of the Supervisory Board from January 2020 until the end of her term in August 2022. We are very grateful for her expert contribution to the Board. With her vast knowledge and experience in finance, she has played an important role for Utrecht University. Upon the resignation of Joanne Kellermann, Karin Laglas, a member of the Board since May 2020, was appointed Chair.

With the departure of Joanne Kellerman and the appointment of incumbent member Karin Laglas as Chair, a vacancy arose for a new member. This resulted in the appointment to the Board of Adrian de Groot Ruiz effective 1 August 2022. We are very pleased to welcome Adrian de Groot Ruiz because of his experience in research and teaching and his knowledge in the field of social enterprises and impact. We find him inspiring and reflective. He asks original questions that make us think.

Employer role

In its role as employer of the Executive Board, the Supervisory Board performed a number of tasks. For example, the Supervisory Board had individual annual interviews with members of the Executive Board and a joint annual interview on the Executive Board's work in 2022 and goals for 2023. We complimented the Executive Board members on the results achieved and are pleased to have been able to reappoint Rector Magnificus Henk Kummeling for a four-year term.

Halfway through the year we held our annual self-evaluation where, specifically because of the changes in the composition of the Supervisory Board, we reflected on the mutual collaboration and division of tasks, as well as collaboration with the Executive Board and the University Council. We have created a schedule for 2023 that, in addition to regular topics, provides ample room for going in depth and having direct contact with staff and students.

The HR committee of the Supervisory Board prepared the reappointment of the Rector Magnificus, the annual interviews with Executive Board members and the vacancy to be filled in 2023 due to the end of Jan van der Eijk's last term. Finally, we considered the Code for Good Governance in our regular meetings and we found that it has been complied with. The Supervisory Board set the remuneration maximum for 2023 at 223,000 euros, in accordance with the WNT standard.

Karin Laglas, Chair

Dr. Jan van der Eijk, Deputy Chair

Dr. Mirjam Bult-Spiering

Bas Hendriks

Dr. Adrian de Groot Ruiz

COMPOSITION OF AND CHANGES TO PERSONNEL ON THE SUPERVISORY BOARD AND THE EXECUTIVE BOARD IN 2022

COMPOSITION OF THE EXECUTIVE BOARD

Starting on 1 September 2021, Anneloes Krul was appointed student assessor on the Executive Board. The composition of the Executive Board in 2022 was as follows:

Prof. Anton Pijpers (Chair) is closely associated with Utrecht University. He studied veterinary medicine, obtained his doctorate, and became a professor there. During his time away from the university between 2000 and 2009, he served as general director of the Animal Health Service. He returned in 2009 and became Dean of the Faculty of Veterinary Medicine. He succeeded the Deputy Chair of the Executive Board in 2014 and has served as chair of the Executive Board since October 2017. A bridge builder, he enjoys working with deans, students and staff to create a strong regional network and boost the international appeal of the university.

Margot van der Starre (Deputy Chair) has been a member of the Executive Board since March 2021. She previously worked at University Medical Center Utrecht as manager of operations. From 2010 to 2017, she was managing director of the Dutch Association of Hospitals (Nederlandse Vereniging van Ziekenhuizen). Thereafter, she was Chair of the Board of Directors of Zorgpartners Midden-Holland. She believes in the power of community-building and teamwork – when UU people know how to find and appreciate each other, Utrecht University performs best.

Prof. Henk Kummeling (Rector Magnificus) has been Professor of Constitutional Law at Utrecht University since 1995. In 2015, he was appointed Distinguished Professor in recognition of his great scholarly record. Between 2008 and 2014, Kummeling was Dean of the Faculty of Law, Economics and Governance (REBO). Since 1 June 2018, he has been Rector Magnificus, making him part of the Executive Board. One of his focal points is the connection between the university and society.

Anneloes Krul (student assessor) studies Sociology at Utrecht University. Last year, she was an assessor on the Faculty Board of the Faculty of Social and Behavioural Sciences. She has also served as Chair and Secretary of the Association of Utrecht University Councils (VUUR). Her emphasis is on teaching and student-related issues. To stay well-informed, she wants to maintain close contact with students and, in particular, student assessors in the faculties, student organisations and students on the University Council.

COMPOSITION OF THE SUPERVISORY BOARD

Effective 1 January 2022, Dr. Mirjam Bult-Spiering and Dr. Bas Hendriks were appointed members of the Supervisory Board, with Dr. Adrian de Groot Ruiz appointed as a member effective 1 August 2022. The composition of the Supervisory Board in 2022 was as follows:

Karin Laglas (Chair of the Supervisory Board, member of the HR Committee) was appointed member of the Supervisory Board effective from 1 May 2020, and Chair of the Supervisory Board effective from 1 September 2022. She was Chair of the Ymere Housing Corporation until 1 June 2021. Prior to that, she was Dean of the Faculty of Architecture at Delft University of Technology and after starting her career at Twynstra Gudde, has also worked for OVG Projectontwikkeling, Rodamco Europe and MAB Groep. Laglas has years of experience in the broad spectrum of construction and real estate.

Dr. Jan van der Eijk (Deputy Chair, Supervisory Board, member of the Audit Committee) is an alumnus of Utrecht University and has been a member of the Supervisory Board since 1 October 2015. He graduated as a chemist in 1976 and received his PhD in 1980 on a physical organic topic. He worked for Shell for almost 30 years in various positions relating to research, technology and business operations, both in the Netherlands and in the United Kingdom and United States. Since leaving Shell, he has dedicated himself to using his knowledge and expertise to help society grow in prosperity without depleting natural resources.

Dr. Mirjam Bult-Spiering (Supervisory Board member, Chair of the O&O Committee and Chair of the HR Committee) has been a member of the Supervisory Board since 1 January 2022. Has been a State Councillor in the Advisory Division of the Council of State since 1 September 2021. She has served as Deputy Chair of the Executive Board of the University of Twente, scientist, associate professor and public-private partnership programme manager at the University of Twente, among other positions. She has served as sector manager at KPMG and federation secretary of the 3TU. Bult is a public administration expert and received her doctorate from the University of Twente for research into public-private collaborations.

Bas Hendriks (member of the Supervisory Board, Chair of the Audit Committee) has been a member of the Supervisory Board and Chair of the Audit Committee since 1 January 2022. Since March 2023, he has been the director (CFO) at Stadgenoot housing corporation. Previously, he served as financial director at NS Reizigers. He studied Econometrics in Tilburg and previously served as CFO at NS Stations, CFO at Qbuzz and managing consultant at PwC. Hendriks is well known in the Utrecht region and has extensive work experience at the cutting edge of finance.

Dr. Adrian de Groot Ruiz (member of the Supervisory Board, member of the O&O Committee) has been a member of the Supervisory Board since 1 August 2022. He is the director of Impact Institute and also co-founded True Price, an organisation with a mission to have every product be sold at a 'real price' so that all consumers can buy sustainable and affordable products. He is the director of Impact Institute. He studied natural and social sciences at University College Utrecht and econometrics at the University of Amsterdam. After receiving a doctorate at the University of Amsterdam, he worked as an associate professor of Finance at Radboud University in Nijmegen, among other places. De Groot Ruiz was a Global Shaper of the World Economic Forum, a member of the Worldconnectors think tank and is a co-founder of the SDG Charter and the Impact Economy Foundation.

Joanne Kellermann (Chair, member HR committee) was Chair of the Supervisory Board and member of the HR committee until August 2022. She has been Chair of Pensioenfond's Zorg en Welzijn and Chair of the Supervisory Board of NWB Bank NV since 2019. Until 2018, she was a member of the European Single Resolution Board (SRB) in Brussels. From 2007 to 2014, she was a member of the Executive Board of De Nederlandsche Bank (DNB) where she was responsible for supervision of the financial sector.

University Council Report

Utrecht University has organised employee and student representation in several places. In the degree programmes, employee and student representation is organised through curriculum committees, in the faculties through faculty councils, and in the library and Corporate Offices through service councils. At the central level, the University Council is the employee and student representation body. The University Council consists of twelve student members and twelve staff members.

During Representation Week from 14 to 18 February 2022, these councils all demonstrated the value of employee and student representation. This week was also a great opportunity to reinforce contact with the staff and student community.

COVID and the start of the new year

Following the lockdown during the 2021–2022 Christmas break and the COVID-19 measures that continued in January and February 2022, the University Council also held its meetings online at the start of the year. As teaching began to take place increasingly on-site beginning in late February, and more staff returned to the office, the Council gradually switched to physical or hybrid meetings.

The impact of COVID-19 was evident. It took the University Council more time to arrive at an effective interpretation of employee and student representation. Opportunities for informal contact among council members, particularly between council members and members of the Executive Board and policy advisers, were sorely missed. The change of meeting mode from physical to online to hybrid did not facilitate these encounters effectively. COVID-19 was also an obstacle to maintaining adequate contact with student and staff constituencies and receiving their ideas.

The University Council welcomed the way the Executive Board kept students and staff informed of coronavirus-related matters through a regular mail-to-all. The Council also became involved in a timely manner in the specific development of the 'Coronavirus Sector Plan' for higher education within Utrecht University.

Elections for students

From 16 to 18 May 2022, the Council held elections for the student representatives/delegates on the University Council. Unlike previous years, most of the campaigning for

these elections took place at Utrecht Science Park and in the city centre. Of course, the parties also made full use of social media for their campaign. Despite this, voter turnout unfortunately fell further, to a historically low 11 percent. This prompted the University Council to ask the Executive Board to play a greater role in raising awareness of employee and student representation, and encouraging students and employees to run for a position in the Council.

The University Council welcomed 11 new student members; one member extended his term. Unfortunately, two parties, De Vrije Student and UUinActie, failed to find enough candidates to participate in the election. This means that students are now represented by two parties on the University Council: the Lijst VUUR and the Partij voor de Utrechtse Student, both with six seats. On the staff delegation, representation continues unchanged: divided between the groups of VLAM (seven seats), Utrecht PhD Party (two seats), UUinActie (two seats) and the seat of Medicine. The composition of the University Council 2022–2023 can be found on the website.

Key themes in 2022

In 2022, the University Council held eight plenary meetings with the Executive Board. In addition, committee meetings and informal consultations took place. The University Council consulted with the Executive Board on matters such as the university's finances, for the adoption of the financial framework and for the budget.

Financial framework

In response to the financial framework, the Council asked the Executive Board to guarantee that sufficient funds will be available to promote student well-being in the coming years. The Board has pledged to do so. Another major point of discussion relating to the financial framework was the increased costs of the property portfolio, both because of the sharp increase in energy costs and rising construction costs. The Council is concerned that the general reserves will be overdrawn in future years, especially if the central government does not partially compensate for higher energy costs.

Energy costs

With respect to the budget, the discussion of energy costs returned and the Council urged more investment in sustainability and a greater focus on energy conservation. The Executive Board made a commitment that if energy costs turn out to be less than expected, the remaining budget will be invested in sustainability. Those investments are badly needed to meet the 2030 sustainability goals. In addition, the Executive Board and University Council agreed to look at the timing of the delivery of budget documents before 2023 to give the Council sufficient time to peruse and evaluate the budget.

Strengthening employee and student representation

The University Council made several proposals for strengthening the employee and student representation: the appointment of a representation coordinator, more budget for communication and a stronger role for the Secretariat to the governing and representative bodies of the University and the Council Chair. These proposals were partly due to the very low turnout in the May election. Another reason was the fact that the Ministry of OC&W will make about 138,000 euros per year available to Utrecht University for this purpose until 2026. Unfortunately, this budget has not yet been spent in 2022; this requires additional effort in 2023.

Social safety

The University Council also actively engaged in the topic of social safety in 2022, particularly around the Code of Conduct and Interpersonal Integrity Regulations on Interpersonal Integrity and the associated committee. How will the regulations, which appear good on paper, be implemented in practice? How will students and staff know where to turn? And how do we ensure that they can be confident that their complaints and reports will be taken seriously and handled properly? The University Council urged that good, accessible communication be made available in places that are easy for everyone to find, both online and physically.

Organisational adaptation

The University Council joined forces with the employees' consultative body of the University Corporate Offices (UBD) in critically questioning the Executive Board on plans to change the university organisation. Both bodies shared the analysis that the connection between departments and with faculties could be improved and that better prioritisation is needed. However, they felt that more logical and better solutions could be proposed for this than direct management by the Executive Board and the disappearance of the general management. Because the employees' consultative body will be retained and will remain involved in implementation and evaluation along with the University Council, the plan could be approved in the end.

Other topics

Other topics covered in 2022: the involvement of employee and student representation in new degree programmes, the availability and findability of study places, the university distribution model, interdisciplinary education and continuing education, student well-being, dealing with transgressive behaviour and the elaboration of the Governance Agreement with the conditions for start-up and incentive grants. The Council submitted proposals on basic subsidies for student sport associations, gender-inclusive language, sustainable graduation gifts, quiet rooms, the position of student representation and bilingual memoranda.

Effective September 2022, the University Council established substantive committees, each consisting of four student members and four staff members. The committees are:

Finance, Housing, ICT and Sustainability (FHID), Student Affairs & Education (S&O) and Organisation, Strategy and Research (OSO). At the same time, the Council continued to work with the OOD model of observation, orientation and decision-making in four-week meeting cycles.

Finally, the University Council supported the Supervisory Board's proposal to appoint Henk Kummeling as Rector Magnificus for another four years. The appointments of Adrian de Groot Ruiz as a new member and of Karin Laglas as Chair of the Supervisory Board also came about thanks in part to a positive opinion from the Council.

Communication with the staff and student community

Through the digital newsletter Informail and social media such as Twitter and Instagram, the University Council reported on its activities and successes. In 2022, the University Council also became active on LinkedIn, and decided to quit Facebook.

The University Council consulted about once every six weeks with the faculty councils, service councils, University Labour Representation Board and Vidius in the Chair meetings. The council members also leveraged their own networks in student and study associations, departments, degree programmes and research groups.

Broad employee and student representation

The Starting Day for new employee and student representatives was organised in June, and began with an explanation of the university's organisation and the budget and planning & control cycle. This prepared the participants well for one of the first topics they would discuss after the summer at the start of the administrative year. They also received training and workshops on negotiation, contact with the staff and student community, and constructive consultation with the management, among other topics.

The Employee and Student Representation Day followed in October and featured the opening by the Chairs of the Executive Board and University Council, followed by three rounds of workshops. Once again, the organisers presented a wide variety of topics, from effective meetings to the use of social media and negotiation, and from basic employee and student representation rights to speed-reading. It was useful and valuable for participants to learn from each other's experiences in their first months as employee and student representatives.

Fortunately, it was possible to hold both the Starting Day and the Employee and Student Representation Day in person again. This also meant there was ample opportunity for informal introductions and networking. Both days were positively evaluated by the participating employee and student representatives.

QUALITY AGREEMENTS AND NPO

The role of the University Council

The University Council monitors the progress of the quality agreements based on the procedure agreed upon in 2019. At that time, the faculties agreed on a framework that they use for reporting on progress. In both spring and autumn, the quality agreements were placed on the agenda in an exploratory meeting of the policy board with council members with education in their portfolios. The first discussion focused on faculty reports and the preparation of the chapter on quality agreements in the 2021 Annual Report. A number of council members were able to read along and provide input on the drafts of this chapter. The Council also received clarification on the negative assessment Utrecht University had received in the NVAO pilot for reporting on the 2020 quality agreements. This assessment was due to the University's failure to meet the criteria for information on how financial resources are spent and on how faculties involve stakeholders in dialogue about their plans. The first point dovetailed with questions also raised by the University Council about the transparency of spending and its progress. At the Chairs' meeting, the second point was passed along to the faculty councils for their discussion with their management about the quality agreements.

The second discussion focused on the progress of the quality agreements in the faculties. The overall image coming from that report was that faculties were on track, although a number of faculties did have to move funds forward to 2023 or had changed plans. The University Council expressed concern that the financial information relating to the quality agreements was still not in order, but was satisfied that the new overview met with NVAO approval. In addition, the University Council was given a brief preview of the continuation of the student loan funding after 2024, when the loan system will cease and make way again for the basic student grant.

The use of National Education Programme funds was already committed in the autumn of 2021 with the consent of the Council. The University Council has not received specific reports on the progress of this spending except through the regular quarterly reports as part of the planning & control cycle and the annual accounts. However, two exploratory sessions were held with the project coordinator on progress relating to 1) smooth inflow and throughput of students and 2) student welfare and the social connection to the degree programme (total budget €6 million), and there were also regular informal consultations with some of the student representatives on the Council.

Decentralised employee and student representation

Approximately every six weeks there is a meeting of the chairs (both student and staff delegations) of the University Council and the Faculty Councils, at which issues concerning central and decentralised employee and student representation are discussed. The quality agreements were discussed a few times, much less frequently than in previous years.

In line with the agreements from the *Framework for Implementation and Monitoring of Quality Agreements at UU*, we will use these meetings of chairs in part to advise each other on how best to carry out the discussion with the faculty boards and Executive Board, respectively.

Both the University Council and faculty councils have a generally positive view of their involvement in the quality agreements. The faculty councils are also positive about the activities and projects on which the quality funds are spent and consider this expenditure to be meaningful. In the majority of faculties, the employee and student representation feel that they are informed in a timely manner, for example, when changes occur or money may be spent later than planned. Occasionally, it turns out that there is actually less money than initially thought and plans have to be adjusted for that reason. The management usually takes the advice of employee and student representatives seriously.

What is striking is that the focus of many conversations about the quality agreements is in faculty education committees rather than in plenary meetings with the Faculty Board. In addition, some faculties have separate consultations on the student loan funding with the student representatives. On the one hand, this is the obvious course of action, since students are usually new to employee and student representation and need to be informed. Also, the money accessed through the loan system is in a sense raised by students and is about improving their education. On the other hand, as a result, staff members in faculty councils find that they are less informed and are searching for the opportunity to air their opinions.

In one faculty, the quality agreements are generating substantial discussions, such as the ratio of research to teaching in new appointments, or reducing the proportion of teachers on temporary contracts. Other staffing choices (e.g., more academic advisers) may also lead to discussion. In other faculties, the larger choices have already been made and it is now mainly a matter of implementing the plans. Discussion then arises mainly because delays occur or plans in practice turn out differently than hoped. Compared to last year, the impact of COVID-19 has decreased, although some of the delay can be attributed to this. There was more room for in-person meetings and on-site teaching, allowing the student loan funding to be used for that type of activity as well.

Management Report 2022

Utrecht University: Profile and Key Figures

Utrecht University is a broad Dutch and international university. Our university roots go deep into the past. The university has both an excellent international scholarly position and strong ties to its surroundings, particularly the city and region of Utrecht. Public values such as equality, diversity, inclusion, openness, accessibility and mutual respect are the starting point for our strategy and activities. Utrecht University provides high-quality education that is continually evolving, with great attention to both student and teacher. We encourage and facilitate educational innovation, in an environment that is increasingly inclusive and international.

A large number of Utrecht research groups are among the world leaders in their fields of expertise. Utrecht University focuses its multidisciplinary research on four themes: Dynamics of Youth, Institutions for Open Societies, Life Sciences and Pathways to Sustainability. Utrecht University participates in regional, national and international consortia that conduct thematic and topical research on societal issues. We see that complex issues cannot be solved from one perspective. We are convinced that a multidisciplinary and scientific approach is the key to insights and solutions. Together, we will sustainably improve the world.

The University's Strategic Plan 2025 reflects the ambition to continue to provide high-quality education, deliver high-impact research, and partly due to this, continue to attract national and international talent. The high level of commitment, which manifests itself in collaboration, is evident both internally and externally. The multidisciplinary approach to research within the defined strategic themes, leading to new insights and innovations, is proving to be of great added value. Innovation is also found through external collaboration.

We are guided by the core values of ambition, engagement, inspiration and independence. For example, in our ambitious internationalisation agenda, we explicitly want to contribute to innovative education in Europe. The European Commission honoured the European project proposal CHARM-EIGHT, another phase of the European alliance CHARM-EU within which we previously introduced the first joint degree Master's programme. With the EU grant obtained in 2022, the now eight participating universities can continue to deepen and disseminate the transdisciplinary educational concept of CHARM-EU and Challenge Based Learning, among others.

Closer to home, we are shaping our core value of 'engagement' through Community Engaged Learning in the region, which has a permanent place in the educational curriculum. Community Engaged Learning focuses on prolonged contact and reciprocal involvement between teachers, students and social partners, in which questions about social issues are discussed. In 2022, a large-scale event was organised to stimulate collaboration between the university and social partners in the Utrecht region, such as Buurtteams (Neighbourhood Teams) and the Brede School Utrecht. University researchers hope to use many public-oriented activities to inspire their environment with their knowledge and current insights. For example, the strategic theme Dynamics of Youth began in 2022 with the Dutch-language podcast series JongGeleerd. Each month it highlights a particular theme from DoY's interdisciplinary youth research.

The core values form an important basis for Utrecht University's HR and communication policy. During the introduction meetings for new employees, they are explained and illustrated in detail as a regular part of the programme. On Utrecht University's websites, new examples of research and teaching can be found all the time that indicate the social mission that the university has set itself, and that operationalise and reflect the values of 'ambition', 'engagement', 'independence' and 'inspiration'.

Mission and vision

Utrecht University is working on a better world by taking a cross-disciplinary approach to investigating complex issues. We connect thinkers to doers to ensure that new insights are put into practice. We give students ample room to grow and develop. In this way, we make substantial contributions to society, both now and for the future. In solving the world's problems, we aim high and are committed to steering necessary transformations. We see the university as a catalyst for change and that is how we want to contribute to society. We live in a rapidly changing world. Global issues are complex: they are not restricted to particular generations or regions, and cannot be resolved from a single perspective. Themes such as climate change, wealth sharing and healthy living demand an interdisciplinary approach. Scientific insights are required to solve these issues.

Legal Structure

Pursuant to Article 1.8 of the Dutch Higher Education and Research Act, Utrecht University is a legal entity under public law. Utrecht University heads a group with group companies and other legal entities over which dominant control can be exercised. For more details, please refer to the separate annual accounts.

Annual report title: 'open to change'

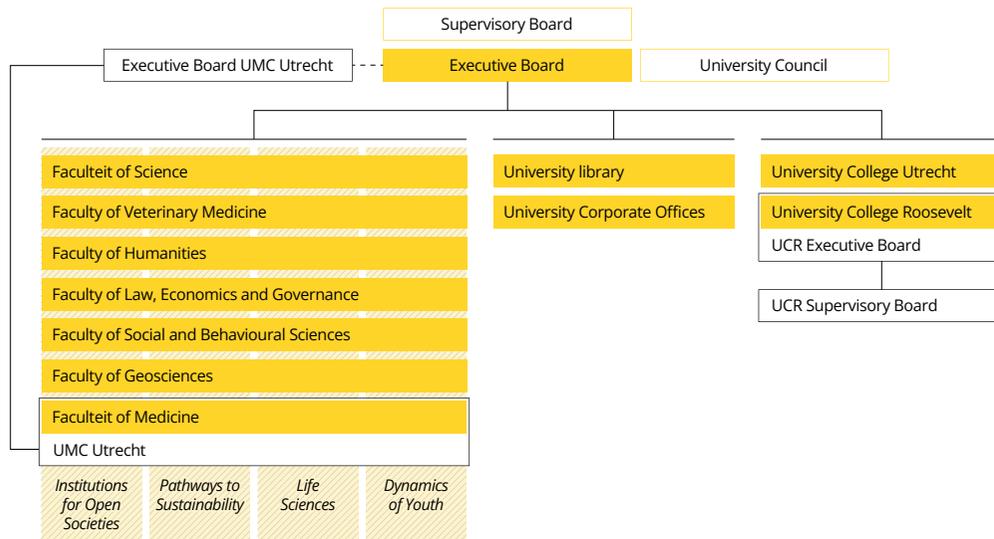
The theme of 'openness' is the uniting theme running through Utrecht University's strategic plan, and therefore also through this annual report. This openness ranges from sharing knowledge through open science to many different forms of collaboration. An open attitude is needed to draw together different perspectives that enable

innovation, new insights and social impact. As a university, we believe that this attitude alone will enable us to meet the challenges of a constantly changing environment.

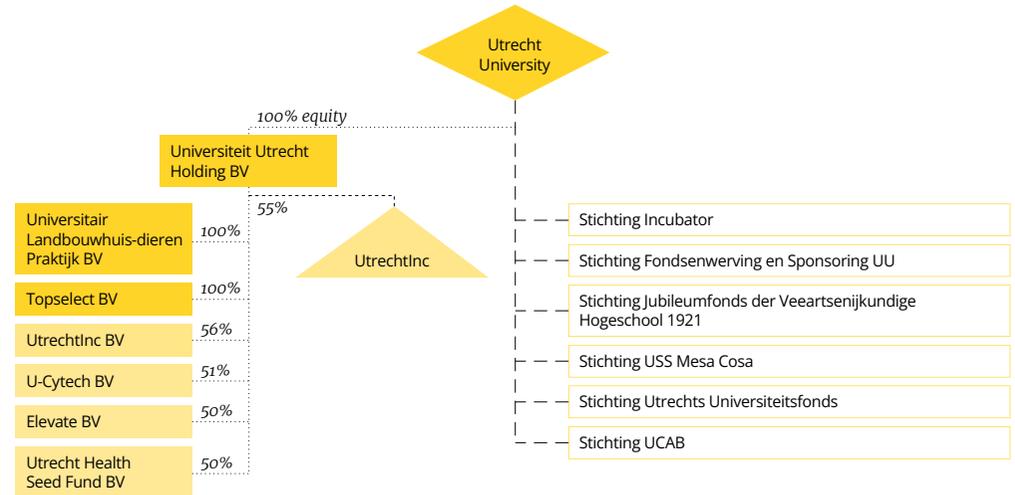
Governance and organisation

There are two levels of governance in the main structure of Utrecht University: the university level and the level of departments and faculties. The governance structure of Utrecht University is laid down in a number of specific regulations, including the Governance and Management Regulations.

GOVERNANCE ORGANISATIONAL CHART

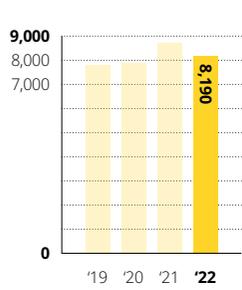


ORGANISATIONAL CHART UTRECHT UNIVERSITY WITH ASSOCIATES INCLUDED IN THE CONSOLIDATED ANNUAL ACCOUNTS 2022.

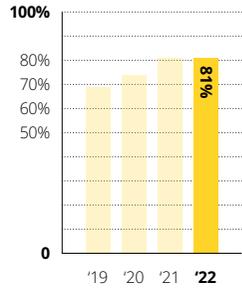


KEY FIGURES

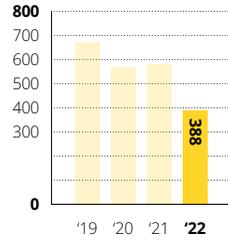
RESEARCH



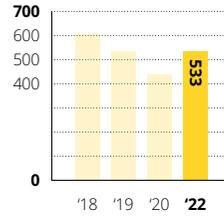
Scientific Publications



Percentage of Open Access Publications

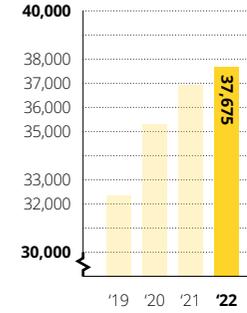


Trade publications

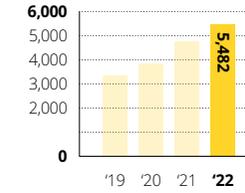


PhD defences

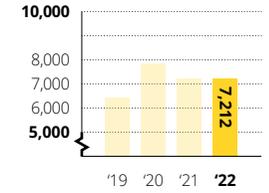
EDUCATION



Enrolled students



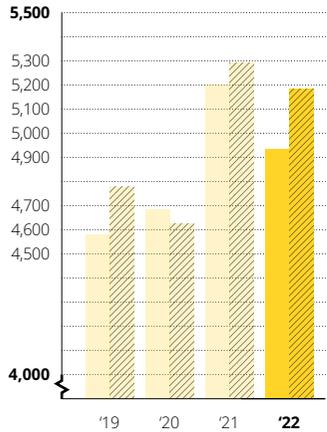
International students



First year Bachelor students

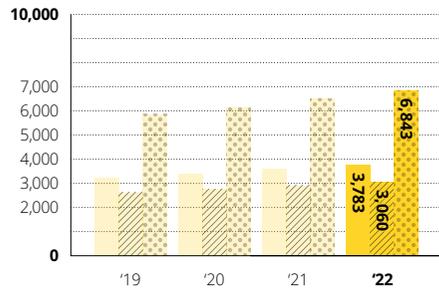
STAFF

Excluding Medicine and Associates



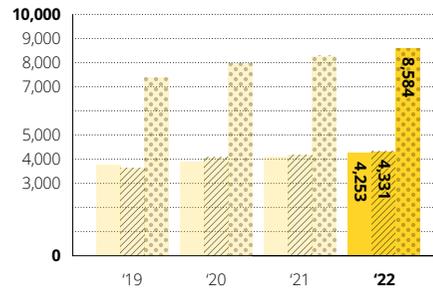
Bachelor's and Master's certificates
These are certificates from the previous academic year.

BA
MA



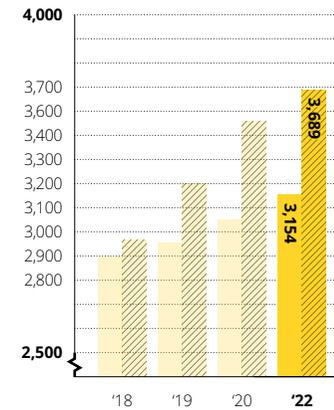
FTE

Academic staff
Administrative and management staff
Total



Appointments

Academic staff
Administrative and management staff
Total



FTE m-f

Male
Female

KEY FIGURES

FINANCES

<i>(amounts x €1,000)</i>	2022	2021	2020	2019	2018
<i>Operation</i>					
Government and other contributions (excl. transfers)	766,664	723,254	660,807	647,394	613,563
Government and other contributions (incl. transfers)	873,370	827,735	758,179	741,825	706,171
Revenue from work for third parties	296,165	297,171	267,026	261,761	242,013
Net result	6,073	43,457	-5,629	-2,946	-10,233
<i>Year-end balance sheet</i>					
Equity	509,766	503,742	460,031	465,773	468,799
Total equity	1,026,217	949,864	909,888	895,180	885,095
Solvency	50%	53%	51%	52%	53%
<i>Year-end liquidity</i>					
Cash at bank and in hand	310,231	268,090	230,336	237,428	224,935
Net working capital	-3.843	1.555	-48,902	-28,485	-31,655
Current ratio	0.99	1.00	0.86	0.91	0.90

ANNUAL REPORT ON OBJECTIONS, APPEALS AND COMPLAINTS 2022

A. LEGAL PROTECTION FOR STUDENTS

Existing and prospective students may have to deal with decisions made by Utrecht University that they do not agree with. The Dutch Higher Education and Research Act (WHW) provides that they may submit an appeal, objection or complaint. For this purpose, Utrecht University has set up a digital 'Student Complaints Help Desk' on the website. Appeals, objections and complaints can be submitted here and automatically go to the appropriate place. Legal Affairs handles the appeals and complaints process. Three legal experts ensure due process and serve as the official secretary for the Examination Appeals Board and the Student Objections Disputes Advisory Committee. Appeals, objections and complaints can lead to the implementation of improvements in the organisation.

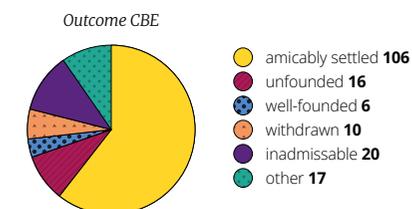
Examination Appeals Board

Every university has an Examination Appeals Board (CBE). Students can lodge an administrative appeal with the CBE against decisions specified in Article 7.61 of the Higher Education and Research Act (WHW). This includes all decisions made by examiners and boards of examiners, as well as the admissions to a Master's programme. The WHW requires all those involved to investigate whether it is possible to reach an amicable settlement. For this purpose, the CBE forwards the appeals received to the Board of Examiners of the degree programme involved. If it appears that an amicable settlement cannot be reached, the CBE will make a decision on the appeal after those involved have been invited for a hearing.

In 2022, **159** appeals were completed.

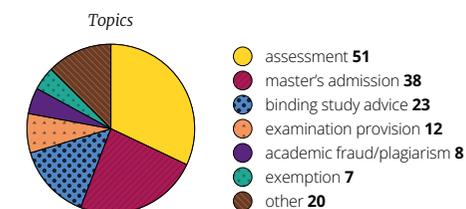
The CBE consists of 20 members and deputies. The general chair of the CBE is external and is a member of the judiciary. There is also another external chair and two internal chairs from the Department of Law. The other members of the CBE are lecturers from the various university faculties, and four students.

CBE OUTCOME	Total
Amicably settled	106
Unfounded	16
Well-founded	6
Withdrawn	10
Inadmissible	20
Other	17



Total number of appeals 175

TOPICS	Total
Assessment	51
Master's admission	38
Binding study advice	23
Examination provision	12
Academic fraud/plagiarism	8
Exemption	7
Other (max. number 3)	20



Total 159

Note

The number of settled appeals decreased slightly in 2022 compared to 2021 (175). As in previous years, appeals were most often against assessments, followed by rejections for a Master's degree. Once again, there were more appeals submitted against binding study advice and the number of appeals regarding academic fraud/plagiarism decreased. Last year's new category related to online proctoring did not come up this year.

A settlement was agreed upon in the majority of all appeal cases. In most cases, either the original decision was changed or the student acquiesced in the decision after explanation. In other cases, the parties agreed on something else. About a third were not settled. About half of these eventually resulted in a decision, about 60% of which were declared unfounded, 15% inadmissible and about 20% well-founded.

A student could appeal a decision of the CBE to the Higher Education Appeals Board (CBHO). The CBHO issued 14 decisions in which one appeal was well-founded, one unfounded and the rest manifestly inadmissible. Of these 14 statements, 11 involved a person.

Student objections

All decisions under the WHW that cannot be appealed administratively to the CBE are subject to the objection procedure. In practice, these are mainly decisions on enrolment and deregistration, payment of tuition fees and admission to Bachelor's programmes, particularly the fixed capacity programmes. The largest category involves rejection decisions related to the matching process or application deadlines for prospective students. These are discussed separately.

The Executive Board should reconsider the decision in response to the appeal. To this end, advice is sought from the Student Objections Disputes Advisory Committee (GS). The GS will make recommendations based on an investigation of the case, and invites those involved to a hearing.

The GS consists of an external chair and deputy chair, two members and one deputy member from the university, two student members and two deputy student members. During the reporting year, the deputy chair resigned due to reaching the age of 70. A successor has been appointed for her. One member resigned at the end of the year. Two student members also made way for their successors, and one student member served on the committee for only a few months.

Each hearing is conducted by a chair, member and student member, assisted by an official secretary.

Chairs and student members receive a reimbursement for each hearing in which they participate. The reimbursement for student members was increased effective September.

The GS held 14 sessions in the reporting year. Of these, 11 sessions were held online through MS Teams. The GS also held another annual meeting in 2022, which included a focus on the 'due diligence requirement' and 'balancing of interests' in administrative law.

In 2022, **139** appeals were settled. This number is higher than in the past two years, but comparable to 2019, when there were 134 objections. In addition, a few 'objections' were received that actually involved a request or complaint, and these were forwarded to the appropriate department. They are not included in the table below. The GS issued opinions in 20 objection cases. This is considerably lower than in previous years (2021: 38 and 2020: 37). These numbers do not include the cases of prospective students - regarding matching and application deadlines - which are described in a separate section. In all cases, the Executive Board based its decision on the opinions.

Settled objections

SUBJECT	2022 *)	2021 *)	2020
Graduation support/management participation grant/Erasmus grant	13 (2)	5 (2)	6
Tuition fee	3 (1)	8 (4)	13
Decentralised selection	48 (6)	42 (16)	44
Exchange	-	12 (2)	-
Enrolment	35 (0)	36 (7)	24
Deregistration/refund of tuition fees	8 (3)	6 (2)	10
MoMi	-	2 (0)	-
Other	20 (8)	12 (5)	16
Total	127 (20)	123 (38)	113

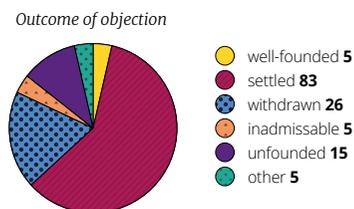
*) number in brackets is the number of opinions



The number of cases involving the amount of the tuition fees decreased. There are still many objections regarding enrolment/re-enrolment. Many times these are students who have experienced problems with timely payment. All of this year's cases could still be resolved in the preliminary phase.

The number of objections relating to decentralised selection increased slightly again, but is hovering around a constant average. It is notable that here, too, more cases were resolved at the preliminary stage than previously. The number of cases involving deregistration dates and tuition fees refunds increased slightly.

OUTCOME OF OBJECTION	Total
Well-founded	5
Unfounded	15
Settled	83
Withdrawn	26
Inadmissible	5
Other	5



Total number of objections **139**

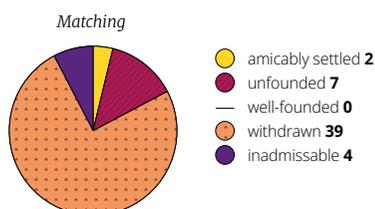
The results differ from last year in that significantly more objections were settled and withdrawn. Even with a larger number of objections submitted, fewer cases led to a hearing and the issuing of an opinion. Two decisions on objections were appealed to the Higher Education Appeals Board (CBHO). The objection in one case was declared to be unfounded, and the other case is still pending.

Prospective students: matching and application deadlines

Students can register for one or more Bachelor's programmes in the manner referred to in article 7.31a, paragraph 1, no later than 1 May or, in certain cases, 2 August. Students then have the right to participate in the study choice activities to be organised by the institution in relation to the Bachelor's programmes in question. The institutional board has decided that the individual is required to participate in the study choice activities. At Utrecht University, filling in a matching form and participating in a matching activity is mandatory.

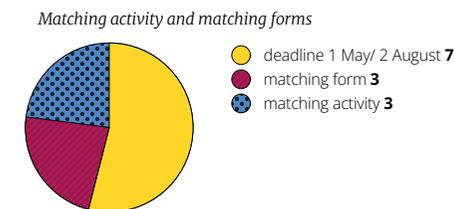
This year, 213 objections were filed. Objections are first reviewed by the Matching Objections Office. This year, the Matching Objections Office handled a total of 213 objections (2021: 230, 2020: 46 (coronavirus outbreak) and 2019: 129). Of these, 161 cases were settled. Of the remaining 52 objections, 39 were withdrawn by the student. The remaining 13 objections were forwarded to the Disputes Advisory Committee (2021: 129, 2020: 23 and 2019: 70).

OUTCOME	Total
Amicably settled	2
Unfounded	7
Well-founded	0
Withdrawn	39
Inadmissible	4



Total number of objections **52**

	Total
Deadline 1 May/2 August	7
Matching form	3
Matching activity	3



Total **13**

Note

The leading reasons for declaring an objection well-founded or settling it are personal circumstances such as illness, mental or physical health complaints of the applicant, or family circumstances. Objections that were declared unfounded had to do with holidays, exams, email messages and reminder emails that were either seen too late or not at all. The Executive Board followed the advice of the Dispute Advisory Committee in all cases. A striking observation is that the number of objections submitted is slightly less than in 2021, but the number of objections settled by the Matching Objections Office has increased significantly. There were 91 in 2021, 161 in 2022 and, following new information at the hearing, two more. In each case, consideration was given to whether the impact of a dissent on a student was proportionate to the goals served by the rule.

COMPLAINTS SUBMITTED TO THE UNIVERSITY COMPLAINTS COORDINATOR **Total**

<i>Not considered because there was no question of improper treatment by an employee of the Corporate Offices or University Library towards the complainant as an individual, but the complaint was forwarded to:</i>	8
• A faculty complaints coordinator: 3 (complaints related to a faculty matter)	
• rookvrij@uu.nl: 1 (concerned smoking at the entrance to a building in the city centre)	
• Examination Appeals Board: 2 (concerned issues for which the CBE has authority)	
• Student Objections Disputes Advisory Committee: 1 (concerned an objection)	
• The University Library: 1 (concerned policy/rules regarding use of rooms)	
<i>Not considered because the problem was already resolved:</i>	1
• Klacht van een vader m.b.t. inschrijving dochter:	
<i>Resolved:</i>	3
• Involved a complaint on two occasions about an employee of SO&O and a complaint on one occasion about an invoice from CSA	
<i>Regarded as withdrawn:</i>	
• No response to request for factual information regarding the complaint	1

Total **13**

A. LEGAL PROTECTION OF STAFF

An employee may not always agree with a supervisor's decision. The Collective Labour Agreement for Dutch Universities (CAO NU) contains a sectoral dispute resolution mechanism that can be used in situations where the employee and supervisor have not reached an agreement. Among other things, it lays down who the regulation applies to and in what cases a dispute can be handled by a local disputes committee. All universities have local regulations that further detail how disputes are handled at their own university. For Utrecht University this has been elaborated in the Regulation on handling disputes for employees of Utrecht University. The Utrecht University Employee Disputes Committee handles the disputes submitted and advises the Executive Board on these. Ultimately, the Executive Board decides.

Only one case was submitted to the Employee Disputes Committee in 2022 (2021: 1 and 2020: 3). Remarkably, the number of disputes submitted after the entry into force of the Public Servants (Standardisation of Legal Status) Act (WNR) is less than the number of objections submitted (usually around 20) in years prior to 1 January 2020, when the General Administrative Law Act still applied to university employees. This trend continues. The existing practice of employee and employer working together to find a solution continues under the new legal system.

The dispute handled in 2022 involved an assessment. The opinion of the Executive Board was that the supervisor had made the judgment regarding the performance of the employee in question on good grounds.

B. COMPLAINTS PROCEDURES FOR STUDENTS AND EMPLOYEES

Complaints about inappropriate behaviour

University students and employees who encounter inappropriate behaviour within the work or study situation can file a complaint about it.

Complaints of inappropriate behaviour toward students and employees of the University are investigated by the Interpersonal Integrity Committee established by the Executive Board. Formed during 2022, this committee replaces the former Committee for Inappropriate Behaviour.

For this reason, an external committee consisting of a chair and member from the firm Bezemer and Schubad and a secretary from Utrecht University, issued an opinion on a complaint previously received.

The complaint was filed by a former student and was directed against his former thesis supervisor. Continued professional miscommunication and difference of opinion allegedly led to intimidating behaviour by the supervisor.

The committee observed that the situation had had significantly emotional effects upon all of those involved. The committee did not address the aspects of the complaint relating to non-academic conduct and/or incorrect assumptions within a research design, as this was not part of the committee's expertise. However, the committee did investigate whether the complainant had experienced any inappropriate behaviour, including taking into consideration the complainant's reasons for filing the complaint well after completing the study.

The committee found no indication that the professor had intentionally confused the complainant. The increase over time of the mutual misunderstanding and frustration was confirmed, however, with the professor feeling increasingly powerless to connect with the complainant. It is plausible to the committee that a harsh tone will have been taken at times. This may have had extra impact on the complainant because he was not feeling well at the time, as he indicated himself. The perceptions of those involved in this situation vary. Based on what the investigation revealed, there is no indication that there was any 'gaslighting' or other inappropriate behaviour. The committee further expressed its regret that the matter had come to a complaint, because this might have been avoided with a little more attention in the preliminary process. The committee also believes that teachers should have easy access to support when they experience problems in supervising students.

Complaints relating to violations of scientific integrity

All students and employees of Utrecht University who are involved in scientific research have a personal responsibility for maintaining scientific integrity, as laid down in the Netherlands Code of Conduct for Research Integrity 2018 (NGWI). For questions or complaints in this area, the Scientific Integrity Confidential Advisors are the first point

of contact. For handling formal complaints, there is the Scientific Integrity Committee (CWI). This body investigates a complaint and then issues an opinion to the Executive Board. The Executive Board then arrives at an initial opinion on the complaint, after which the complainant and defendant have the opportunity to present their case to the Netherlands Board on Research Integrity (LOWI). Ultimately, the Executive Board makes a final decision. If the complaint concerns an employee of the University Medical Center Utrecht, the CWI advises the University's Executive Board, with which the decision-making responsibility also rests.

In two cases, 2022 saw the completion of proceedings that had already begun in 2020 and 2021 respectively. In addition to these ongoing cases, eight new cases were submitted to the CWI in 2022. These had not yet resulted in a final judgment by the Executive Board in 2022. Three of these cases are pending before the LOWI, while the deadline for submitting a request to the LOWI had not yet expired for a fourth case at the end of 2022. An initial investigation into a fifth case determined that no formal investigation was necessary. The remaining three cases were still pending with the CWI at the end of 2022.

Below is a summary of the two cases completed in 2022 from the previous period.

- The first case, submitted in February 2021, concerns a complaint received by the Executive Board regarding alleged violations of scientific integrity in a report commissioned by a ministry. The complaint was filed on behalf of four complainants and concerns biased reporting, unjustified disregard and misquoting of relevant scientific literature. The CWI recommended that the complaint be declared unfounded. The Executive Board followed this opinion in its initial assessment. The case was referred to the LOWI by the complainants. The LOWI followed the recommendation of the CWI and the initial opinion of the Executive Board and recommended that the complaint be declared unfounded. In the final judgment, the Executive Board upheld the unfounded ruling.
- The second case, submitted in April 2021 after being reported in 2020, concerns the possible fabrication of data in a large number of articles by an external PhD student. His dissertation is based on some of these articles. In 2022, the CWI determined that the dissertation contains too many culpably serious, unexplained problems and serious inaccuracies that undermine the reliability of the data and the research findings and the conclusions based on them. The CWI concluded that the integrity of the publications underlying the dissertation and the data on which they were based were not guaranteed. Based on this opinion, the Executive Board found the complaint to be well-founded. The case was not submitted to the LOWI, after which the Executive Board provided a final judgment confirming that the complaint was well-founded.

The following is a brief overview of the eight new cases received in 2022.

- The first case, filed in February 2022, concerns a complaint about a UMC Utrecht employee who, as co-author of a discussion paper in a scientific journal, allegedly violated several standards of scientific integrity. A number of parts of the complaint were deemed inadmissible; the parts that were dealt with substantively included the failure to mention relevant additional positions and possible conflicts of interest and the lack of thorough source references. Some parts were deemed well-founded, while others were not. The complainant submitted the Board's initial opinion to the LOWI. These proceedings were still ongoing at the end of 2022.
- The second case, filed in March 2022, involves a trio of interrelated complaints directed at several employees and former employees about abuse of power, negligence, falsely impersonating an author and plagiarism of ideas. The initial opinion of the Executive Board, following the CWI opinion, is that although two defendants did not meet some standards, on balance there was no violation of scientific integrity. The complainant submitted this opinion to the LOWI. These proceedings were still ongoing at the end of 2022.
- The third case, filed in May 2022, concerns an author's complaint against a co-author. The latter had submitted a manuscript on which they had collaborated together with several authors, without mentioning the complainant. This occurred after the complainant had frequent discussions with his co-authors about how to present the data and research results. The complainant disagreed with this course of action and also believed that the manuscript did not meet the requirements of scientific integrity. This complaint was still pending before the CWI at the end of 2022.
- The fourth case, from March 2022, concerns a request from the Executive Board to investigate the course of action relating to a publication by an employee, and to advise whether that course of action might involve a potential violation of standards of scientific integrity. Based on its investigation, the CWI advised that a formal investigation is not necessary.
- The fifth case, filed in October 2022, concerns work done by an employee as chair of an advisory committee, potentially involving a lack of both transparency and independence. The initial opinion follows the CWI opinion that the complaint is inadmissible, as the work does not concern scientific research. The complainant submitted this opinion to the LOWI. These proceedings were still ongoing at the end of 2022.
- The sixth case, filed in November 2022, is against two university employees and primarily concerns plagiarism of ideas. This case was still pending before the CWI at the end of 2022.

- The seventh case, filed in November 2022, is against two UMC Utrecht employees and concerns them pressuring a young researcher into writing a research proposal, for which there was discussion about whether the research met the requirements of the Medical Research (Human Subjects) Act (WMO). This case was still pending before the CWI at the end of 2022.
- The eighth case, filed in November 2022, concerns a complaint by a co-supervisor who had been relieved of this duty following collaboration problems with the PhD candidate and supervisor involved. The complainant believed that in doing so, he was being wrongly accused of violating scientific integrity against his better judgment. The complainant also believed that the supervisor was inciting him to act in violation of scientific integrity. The CWI noted that the complaint appeared to be motivated primarily by a conflict in the collaboration, which is subject to a different dispute resolution process within the university, and that the complaint was otherwise insufficiently substantiated. The CWI recommended that the Executive Board declare the complaint inadmissible. The Executive Board followed this recommendation in the initial judgment. It is not yet known whether the case will be referred to the LOWI.

C. OTHER COMPLAINT PROCEDURES AND DISPUTES

Complaint procedures

The Legal Affairs Department handled two complaints for which there are no specific procedures. These complaints were handled in accordance with the general procedure for handling complaints by administrative bodies under the General Administrative Law Act.

- One complaint concerns a grievance by a complainant who believes they were incorrectly omitted as a co-author of a scientific article.
- The second complaint came from an applicant who felt they were not treated properly in a job application process.

Disputes

The Legal Department handled a number of other disputes that did not fall into the preceding categories.

- In 2022, an employee (a temporary teacher) filed a dispute with the district court because they disagreed with the expiration of the temporary employment. The employee applied to the court for a declaratory decision that the employment had not ended, and for damages for gross misconduct on the part of the employer. The judge found that the employee had had the opportunity to object at the start of his temporary employment and failed to do so. This formally established the temporary employment. The judge further ruled that this employment had been lawfully terminated and that there was no gross misconduct on the part of the employer.
- In 2022, an external researcher filed an appeal with the court against an Executive Board decision on an objection made in 2021. The case involved the conduct of a faculty ethics assessment committee (FETC). More specifically, the external researcher objected to the withdrawal of the approval previously granted by the FETC for a faculty research project and the subsequent failure of the faculty to pursue this project further. The external researcher was not an employee of Utrecht University but worked with an employee of the university who was conducting this research project. The external researcher was able to continue the research beyond the responsibility of Utrecht University itself. The Executive Board declared the objection inadmissible because the FETC regulation, as an internally applicable procedure to promote research quality, does not apply to research conducted outside the responsibility of Utrecht University. The court followed the Executive Board in ruling that the objection was inadmissible and declared the appeal unfounded.

A future-proof educational culture

EDUCATION FOR CRITICAL GLOBAL CITIZENS

UPDATING THE UTRECHT EDUCATION MODEL

Utrecht University faced quite a few challenges during the COVID period. The ability to respond quickly and intuitively to new challenges was essential. Now that the university has moved into quieter waters, it can reflect more critically on the way education is designed. The foundation of the university's educational model still stands as a house and is effectively implemented in the university's degree programmes, to the satisfaction of the alumni. To ensure this continues, the university periodically checks whether it is adopting the right tone, whether it is keeping up with social, technical and didactic developments, and whether it is focusing sufficiently on communicating its educational model. Is the university including its students, lecturers and community partners adequately when it comes to the important aspects of its educational model? Several working groups, each consisting of a cross-section of the organisation, work on different parts of the Utrecht Education Model. The first working group started in September 2022.

Strategic themes translated into education

Utrecht University's strategic themes are playing an increasingly important role in education. The university's research profile informs its teaching programmes and continuing education in a variety of ways. There is an education committee for each strategic theme, and the representatives of the themes are in close contact with vice deans and education programmes such as Interdisciplinary Education, Continuing Education (OvP) and Community Engaged Learning (CEL) in order to respond to and contribute to educational developments within the faculties. This enables any strategic theme to be quickly implemented in education. For example, the undergraduate programme Care, Health and Society was launched from the Life Sciences theme. This degree programme occupies a position at the intersection between Veterinary Medicine, Pharmacy and Medicine. The Youth Development & Social Change master's programme will begin in September 2023. This master's programme is designed on the basis of the Dynamics of Youth strategic theme.

In addition to programmes, there are courses, minors and continuing education. Grants are available annually from the 'Interdisciplinary Education' and 'Continuing Education' programmes to improve existing interdisciplinary education and continuing education, and to support new initiatives.

Encouraging transdisciplinary education

Various parties within Utrecht University work together with social organisations and businesses to find solutions to complex issues. The programmes Community Engaged Learning, Continuing Education, EWUU (Knowledge Alliance TU/e, WUR, UU, UMC Utrecht) and CHARM EU (an alliance of five European universities) are taking the lead in this, enabling the university to make a valuable contribution to society. U-Collaborate in Education (UCE) is the connecting and supporting party for the internal educational organisation and external partners who want to shape education together. UCE also raises the visibility of existing activities and initiatives.

To bring potential collaboration partners together more quickly, the university is currently developing an application. For this, UCE is taking a co-creation approach together with a start-up within Startup in Residence, part of the EdTech zone of the acceleration plan. By mid-2023, the application is expected to help teachers, directors of education and other colleagues more easily connect with community organisations and businesses to shape education together. Other educational institutions and the EWUU and CHARM-EU alliances will also soon be able to use the application.

Focus on Interdisciplinary Education

Based on many discussions with stakeholders and administrators, the Interdisciplinary Education Programme has developed a work plan for the years 2023–2025. In the coming period, the university will perform its work on the basis of the concept of 'disciplined interdisciplinarity', by which disciplines maintain an important role and there is an explicit focus on a methodical approach. An increasing number of teachers are being trained through the Interdisciplinary Education curriculum, and through five incubator projects, the university is systematically identifying the obstacles that teacher teams experience in developing Interdisciplinary Education so that targeted solutions can be developed on that basis. Starting in spring 2023, the university will also conduct research on what it takes for students, lecturers and the educational organisation to effectively employ Interdisciplinary Education. The university will then translate the insights it gains into didactic and organisational tools. By means of a grant and investment scheme, the programme encourages the development of existing education and the development of new education at the subject, minor and programme levels.

The Course Planner also encourages students to take interdisciplinary education. Since May 2022, Bachelor's students can use this digital tool to search for free electives outside their Major. The tool also helps students plan their degree programme and get insight

into the compulsory subjects. By taking one or more subjects outside their own degree programme, students develop a broad, sometimes interdisciplinary outlook. It also often provides them with a new perspective on their own discipline. Students can search a theme and subtheme by topic (e.g. Sustainability), teaching format (e.g. Community Engaged Learning) or competency (e.g. Open Science).

More opportunities for flexible education

Utrecht University is participating in the national Microcredentials pilot. A micro-credential is a recognised qualification gained from a short unit of study. Together with other universities and colleges in the Netherlands, the university is investigating matters such as whether microcredentials contribute to making education more flexible. The pilot focuses on continuing education. In 2022, the technical and logistical processes were put in place and a communication plan was drafted. The university has identified which programmes are of interest to its target group for obtaining a microcredential qualification. This was carried out in consultation with 32 national colleagues involved in the pilot. Utrecht University is also participating in the flexible study experiment (pay per credit). Although the number of participants is limited, it is increasing: from 24 in 2019 to 128 in 2022.

Since 2020, the university has participated in Kies op Maat (KOM), the platform that enables students to take modules (minors, premasters) at other higher educational institutions. Five faculties together offer 22 modules. In 2022, the university appointed a central coordinator for this initiative. The billing process was also set up this year: degree programmes can send invoices for college students who have successfully completed a module at their faculty (75 euros per EC). Faculties want to be able to issue invoices for uncompleted modules as well: this is expected to be decided in 2023. The university also outlined in 2022 whether KOM could provide alternative funding for premasters. Faculties can use this memo to explore this possibility.

In late 2021, www.eduxchange.nl went live. This was one of the educational projects undertaken by the strategic alliance between Wageningen University & Research, Eindhoven University of Technology, University Medical Center Utrecht and Utrecht University. Students from partner institutions can easily search for courses and enrol through the platform. The results they achieve are automatically communicated to their home institution. The platform is currently under further development. When it first went live, there were a total of fifty courses from the institutions involved online; now there are more than three hundred. So far this year, seventy students have taken courses elsewhere through the platform.

More and better Continuing Education

In 2022, the university expanded its continuing education offerings once again. The quality assurance relating to this education has been detailed and the governance has

been strengthened by the appointment of directors of education for Continuing Education within the various faculties. The information provided via the intranet has been updated and provides better support for teachers and their support staff. Customer processes have been professionalised so that enrolment and billing are now properly put in place for all offerings in the existing business systems (Osiris and SAP) and uniformly accessible to every participant.

A key moment in 2022 was the allocation for the LLO Catalyst application from the National Growth Fund. The LLO Catalyst gives Utrecht University new opportunities to become regionally stronger in its Continuing Education offerings and to work on its own professionalisation and its infrastructure, together with higher professional education (HBO) and vocational education (MBO) partners. The first steps in this direction with the University of Applied Sciences Utrecht and the ROC Midden Nederland are already underway. The first theme is the Energy and Resource Transition. This is followed by the themes of Health, Education, Artificial Intelligence (AI) and Data and Culture and Media. The university has also joined the digital platform MaakjeStap.nl, the regional platform for lifelong development.

Educational offerings with alliance partners

In 2022, the CHARM-EU alliance launched the second edition of the Master's programme Global Challenges for Sustainability, in which 69 students participated. For the benefit of the CHARM-EU alliance, programmes at the undergraduate, graduate, PhD and Continuing Education levels will be developed through the CHARM-EIGHT project starting in 2023, and will then be offered incrementally.

The alliance between Eindhoven University of Technology, Wageningen University & Research, University Medical Center Utrecht and Utrecht University (EWUU) has increased the available courses for students in this alliance to 260 courses, eighteen of which are from Utrecht University. The university hosted a total of five EWUU Challenges in 2022. EWUU institutions jointly offer continuing education.

Contribution to future higher education and research in Europe

The European Commission honoured the European project proposal CHARM-EIGHT, another phase of the European alliance CHARM-EU, also submitted under that banner. As a result, there is funding for six years to deepen and broaden education. With three new partners, the alliance now consists of eight universities. Over the next few years, the participating institutions will continue to work on disseminating the transdisciplinary educational concept of CHARM-EU and Challenge Based Learning at the undergraduate, graduate, PhD and continuing education levels, among others. They will renew their attention to mobility, intercultural collaboration and inclusion and diversity. Other important themes are digitalisation, internal dissemination and transformation, professional development, 'external relation strategy' and 'world-wide non-academic stakeholder consolidation and expansion', including the 'Global South'.

Utrecht University contributes to achieving the SDGs through education

Students pursuing a Master's degree in Global Challenges for Sustainability learn about targeted contributions to the Sustainable Development Goals (SDGs). The university is using the specially developed Sustainability Game Utrecht 2040. As part of that game, students work on a variety of sustainability issues raised by external stakeholders.

TEACHER SUPPORT

Blended and online education during the COVID-19 pandemic

At the start of the year, there were still some coronavirus-related restrictions in place in education. Fortunately, the university was soon able to return to teaching the way it had before the implementation of coronavirus measures. During and after COVID, the Centre for Academic Teaching and Learning (CAT) supported teachers in preparation and delivery of teaching, and in assessment.

Teachers with questions about education can contact Teaching Support staff, who will either provide direct support or refer the questions to experts within the CAT or elsewhere in the university. Teachers with innovative ideas have been finding their way to the CAT, which provides them with didactic, technical and practical support for the design/redesign of their blended education. This has led to a nice number of new initiatives that will eventually become more widely available within the university.

Development for teachers and education support staff

In collaboration with faculty partners, the University's Centre for Academic Teaching and Learning optimises professional development of lecturers and innovation in teaching, and increases knowledge about teaching by such means as teaching courses, workshops and events.

In 2022, the first joint Educational Leadership course with the alliance partners from Eindhoven and Wageningen was successfully completed. A Modular Course in Didactics for Continuing Education for all alliance partners also began. The second cohort of the two-year Educational Research Training Programme got started in early 2022. In addition to the learning courses, there were 29 workshops and webinars organised for teachers in 2022, both online and on-site, with a total of 240 participants. As part of the five-year anniversary of the Centre for Academic Teaching and Learning, an anniversary symposium was organised in October with the theme 'All inclusive'. Participants could attend various workshops and sessions.

The Centre for Academic Teaching and Learning also released a podcast this year for and by lecturers, called De UU Docentenkamer (The UU Staff Room). The podcast features lecturers discussing various topics such as interdisciplinarity, student supervision and teaching innovation.

Strengthen Your Education Week was organised twice in 2022, in January and June. The January edition was held entirely online and attracted over 200 participants. The Strengthen Your Education Week in June included online, in-person and hybrid sessions, and attracted 160 participants.

In 2022, the Teaching and Learning Collection was launched at the Education Parade. The Teaching and Learning Collection is intended for teachers and others who are involved or interested in academic education, and contains a growing body of basic knowledge about academic education and the outcome of innovations. The total number of visitors was 11,267, an increase of 24 percent from the previous year. Collectively, they visited 23,150 pages and spent on average 1.5 minutes. Pages that were viewed frequently and at length (for more than four minutes) included Learning Goals, Bloom's Taxonomy and Student Motivation.

Learning analytics

Utrecht University wants to offer its students the best education possible, and feels that learning analytics can support this goal. Learning analytics (LA) is about analysing and reporting on study data for the purpose of improving the quality of education. The university's LA Team got underway in late 2021. During 2022, the team developed policies outlining the purposes for which LA may be used, and within what legal and ethical frameworks. They also developed a proposal for the technical infrastructure to facilitate LA projects. Two pilots are currently underway to test this infrastructure. The first pilot focuses on predicting a delay in completing the degree programme and provides academic advisers with tools to detect this delay early and then offer students appropriate supervision. The second pilot focuses on developing a teacher dashboard that enables teachers to monitor student progress throughout a course. The goal is to provide timely and appropriate supervision. The results of the two pilots are expected in early 2024.

Special Interest Groups for teachers

In 2022, there were a total of 22 active Special Interest Groups. There are more than nine hundred participants actively involved in one or more Special Interest Groups. One of the highlights was the Open Education SIG – a collaboration between several Special Interest Groups. They jointly organised a symposium with more than 40 participants. The Extended Reality (XR) Special Interest Group also organised a symposium at which 12 projects were presented. This symposium also attracted about 40 participants.

Education Parade 2022: Innovation and scholarship

This year's Education Parade was on the theme of educational innovation, addressing research-informed innovations directed by students and teachers. Some parts of the event could be followed via livestream. There were both on-site and online workshops, and a lunchtime walk through the historic centre of Utrecht. Around 250 participants attended the various online and offline workshops. A special spot was also reserved for the Teaching and Learning Collection, which could be viewed and experienced at the Education Parade.

Education Awards

During the Education Parade, the winners of the prestigious Teacher Awards were announced. David Onnekink, lecturer in History (Faculty of Humanities) was named Teacher of the Year 2022. Danny Broere, lecturer in Chemistry (Faculty of Science) was voted Teacher Talent of the Year 2022.

The judges chose these teachers because of their commitment within education and the way they express it, even during the COVID-19 outbreak. These two teachers are very passionate about their fields, involve the students in their teaching and know how to unite academia, practice and teaching.

ENGAGED STUDENTS

Educational qualification for students

Since 2021, Utrecht University has been coordinating university for a project on behalf of educational qualifications for students employed to teach. During 2022, a collaboration took place with eight other universities and two colleges, with various working groups reviewing the literature, collecting existing examples and setting up pilots. The literature review looked at previous examples of student engagement in education.

During 2022, several participating universities and colleges also started pilots for existing and new forms of training and supervision for student teachers, and evaluated the pilots. There were also discussions in 2022 about national agreements to do with modules and certification, which will continue in 2023.

Students participate in Education Innovation Think Tank

In 2022, the university organised the third edition of the Educational Innovation student think tank. This think tank is coordinated by the CAT. Fourteen students participated this year. In five meetings, they provided input on four different educational projects through group assignments: Interdisciplinary Education Programme, Challenge Based Learning, the Teaching & Learning Collection and Hybrid Education. The project coordinators will carry the input forward in the further implementation of the projects. Participation provided students with more knowledge about what goes on behind the scenes in terms of the organisation and development of education. They were also able to expand their network and learn how to provide constructive input on an ongoing project.

SOCIAL RESPONSIBILITY AND ENTREPRENEURSHIP

Permanent place in curriculum for Community Engaged Learning

Through direct dialogue with 'society beyond the university', Community Engaged Learning (CEL) enriches and strengthens classical university education at Utrecht University. In CEL, teachers, students and community partners ask questions about complex social issues and seek creative solutions through sustained contact and reciprocal engagement. The CEL programme was established to facilitate the structural embedding of CEL in education.

A key development in 2022 was the launch of the CEL Ambassadors. The ambassadors ensure that CEL has a permanent place in their faculty, and they identify the support needed to establish collaboration with community partners. In addition, James Kennedy started as Dean of CEL in 2022. On 14 November 2022, Kennedy gave his inaugural address as Distinguished Professor on CEL and the future of the university.

Utrecht University offers support to teachers who want to get started with CEL. Seven education projects received grants in 2022 for the continued development of CEL. One example is a project by Language Studies, in which students are working with asylum seekers and other refugees to develop language modules on the challenges of learning Dutch. In addition, Educational Development & Training developed a course in 2022 in which teachers can work on creating or improving their CEL course.

Utrecht University also organised several meetings on CEL in 2022. In November, a large-scale event was organised to stimulate collaboration between the university and social partners in the Utrecht region, such as Buurtteams (Neighbourhood Teams) and the Brede School Utrecht. They engaged in discussions on topics such as citizenship, sustainability and health. In September 2022, the university also organised a national conference for leading Dutch universities on socially engaged education.

Utrecht University and regional education partners

The report year saw the launch of the university project 'Utrecht University and regional education partners'. The project arises from the 2020-2025 Strategic Plan and runs for the same duration as the Strategic Plan. Former Vice Dean of Education in Geosciences, Hans de Bresser, has been appointed Dean of Regional Education by the Executive Board, effective September 2022.

The aim of the project is to strengthen the collaboration between UU and its educational partners in the city and region of Utrecht by drawing up an integrated development agenda to tackle the issues in three pillars for which three leaders have been designated.

1. Teacher Training and Professionalisation Leader: Prof. Jan Van Tartwijk, director of the Graduate School of Teaching (GST), involved in several collaborations between schools, colleges and universities in training teachers.

2. Education Research Leader: Dr. Lotte Henrichs, Educational Sciences, lecturer at GST and Academic Teacher Training Programme for Primary Education (ALPO), involved as a researcher in Dynamics of Youth, member of the working group coordinating the Utrecht Educational Research Workshop (WOU).
3. The Long Learning Track: Equity and Talent Development Leader: Berenice Michels, Freudenthal Institute, former director of U-Talent and in that capacity heavily involved in the VO-HO connection and strengthening regional education in VO.

The Dean and the Leaders collectively form a work organisation. The first steps have now been taken to achieve a well-defined goal: where are we going and when will this project be considered a success? Work is also underway to complete the landscape analysis of all projects, networks and partnerships belonging to the three pillars, using existing overviews.

Entrepreneurship education & entrepreneurship

Utrecht University encourages entrepreneurship, innovation, creativity and related skills among its students and staff. In 2022, the existing entrepreneurship education curriculum was strengthened for this purpose with additions such as online modules to prepare students for entrepreneurship and new offerings for professionals, such as Intermunicipal Entrepreneurship and Design Thinking.

In addition, a very wide variety of challenges and hackathons took place during 2022, initiated by the alliance between TU/Eindhoven, Wageningen University & Research, Utrecht University and Utrecht University Medical Center, as well as during Utrecht Science Week. In these events, our students collaborated with students from other disciplines, companies and social partners to propose solutions for social issues.

Based on a broad vision of entrepreneurship, we contribute to society in a variety of ways. The Centre for Entrepreneurship, Utrecht Inc and Utrecht Holdings work closely together in facilitating start-ups, marketing knowledge and increasing impact with the region. A fund for faculty-transcending entrepreneurship projects, several Living Labs and the realisation of Lili's Proto Lab are empowering students and staff.

Some achievements in 2022 included the election of SyncVR (UtrechtInc graduate) and UCrowds (spin-off from this university) to Utrecht Startup of the Year, an investment by the regional development company in former student start-up BikeFlip – which was created during a Master's course – and the awarding of two Netherlands Organization for Scientific Research (NWO) grants for research into the social impact of mission-driven innovation systems.

IMPACT ENTREPRENEURSHIP

In 2022, much attention was again paid to Entrepreneurship as one of the important pillars within the Impact strategy. In addition to investing in awareness and entrepreneurship education, the Executive Board has made additional resources available for 'Upper Faculty Entrepreneurship Projects' for some promising knowledge transfer pathways in the form of funding external business development capacity and consultancy and other initiatives such as proof of concept studies and training. An evaluation of 'Upper Faculty Entrepreneurship Projects' awards over the period 2019 to 2021 yields the conclusion that such investments provide a significant flywheel effect in terms of economic and social impact (see also Chapter 3 Enabling Opportunities).

In 2021, the Executive Board established the 'UU Sustainability Project Group: Impact, Entrepreneurship and Business Relations'. This project group was tasked with undertaking a structured dialogue with internal and external stakeholders, based on which it would develop a sub-strategy for the Sustainability theme focused on profiling, connection with external stakeholders and the area development of the Utrecht Science Park (USP). During 2022, based on internal data analysis and externally focused market research, the project group laid out an ambitious vision of the future including an internationally distinctive sub-strategy (impact agenda and campus vision) for the Sustainability theme with an emphasis on 'Skills and talent' and 'Public engagement' as key pathways through which impact can be realised. In this vision, an innovative sustainability ecosystem will emerge, with the North West cluster of Utrecht Science Park as the epicentre. The area has a nice mix of public institutions, start-ups, scale-ups and established companies. More than ever, the USP will have to be the central meeting place between the academy (students and researchers), private and public parties and residents, at which new ideas are born and transformed into concrete actions.

In the spirit of the above, a start was made in 2022 to formulate an accommodation project bringing the Centre for Entrepreneurship (Utrecht CE) and UtrechtInc together in one place. Utrecht University is thus creating a place that will bridge innovative entrepreneurship education and entrepreneurship itself and facilitate the transition from theory to action with social impact. UtrechtCE is realising 'The Playground' here. Teachers of all types of innovative education can join their students in The Playground for an inspiring learning environment that facilitates encounters and the development of impactful ideas. Students who then want to continue working on their ideas outside of their education can come to The Playground for events and programmes, and gain access to a host of knowledge and expertise from UtrechtInc, the Utrecht University affiliated business incubator to which researchers and students can go for entrepreneurship programmes, networking, community and office space. In short: everything needed to successfully start a business. UtrechtInc has achieved a top 10 position in the University Business Incubator category. Within ten years, UtrechtInc has supported more than 200 start-ups with a 66% success rate.

Utrecht University takes its 3rd core mission seriously. For this reason, an internal Impact Audit took place at the end of 2022. The results of this will be known in early 2023 and will provide direction to strengthen strategy and policy relating to impact.

TRAINING ACCREDITATIONS

The Dutch accreditation system has accreditations at the programme level as well as an institutional quality assurance test (ITK). The ITK is optional. The university successfully passed the test in 2017. After an extension by the Ministry of ECS, the validity of the ITK expires in July 2026. The deadline for another application is July 2025. Programme accreditations are mandatory and are required for student enrolment, degree recognition, and funding.

The Accreditation Organisation of the Netherlands and Flanders (NVAO) decides whether to grant or maintain accreditation on the basis of an assessment report of the degree programme, drawn up by an external review panel.

In 2021, external assessments took place for 22 existing Utrecht University degree programmes. For all these degree programmes, the NVAO decided to maintain accreditation without additional conditions.

Bachelor's programmes

- Biology

Master's programmes

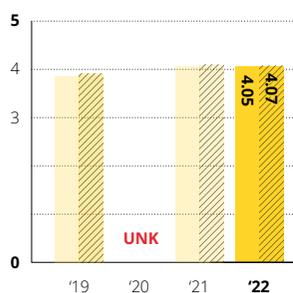
- Development and Socialisation in Childhood and Adolescence (research)
- Educational Sciences: Learning in Interaction (research)
- Methodology and Statistics for the Behavioural, Biomedical and Social Sciences (research)
- Social & Health Psychology (research)
- Biosciences
- Science and Business Management
- History (research)
- Arts & cultural studies (research)
- Science Education and Communication
- Humanities and Social Sciences Education and Communication
- Language and Cultural Studies Education and Communication
- Teacher of Preparatory Higher Education in the Sciences
- Teacher of Preparatory Higher Education in the Human and Social Sciences
- Teacher of Preparatory Higher Education in Language and Cultural Studies
- Literature (research)
- Dutch Language and Culture (research)
- Language Studies (research)

- Sociology and Social Research (research)
- Cultural Anthropology: Sociocultural Transformation (research)
- Human Geography and Planning (research)
- Migration, Ethnic Relations and Multiculturalism (research)

PROFILING FUND

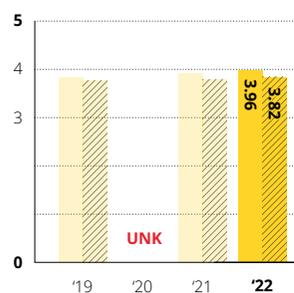
Educational institutions are to include in the management report the number of students to whom they have provided financial support from the Profiling Fund, as referred to in *Article 7.51 of the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek)*, broken down into the following components:

Description	Numbers of higher education students	Total awards in €	Average amount of awards in €	Average duration of awards in months	
Higher education students in force majeure situations <i>Illness, disability, family circumstances, informal care, or non-study courses</i>	Applications	627	733,753	1,529	4
	Allocations	480			
Directors of study or student associations or MR	Applications	1,043	1,749,298	1,690	12
	Allocations	1,035			
Other Categories <i>Achievements in sports or culture, financial support for non-EEA college students, outgoing scholarships, etc.</i>	Applications	1,519	1,671,980	15,773	12
	Allocations	106			



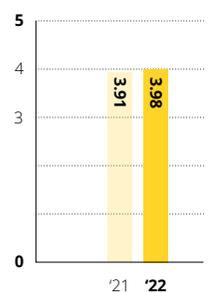
Opinion of active students — Five-point scale, National Student Survey

- About teachers
- About content of the degree programme

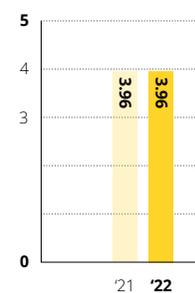


Degree of satisfaction with student counselling

- Options
- Quality of counselling

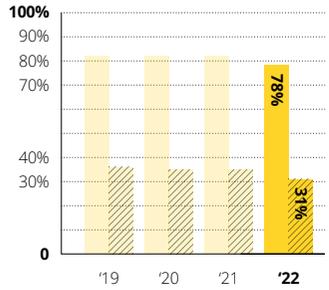


Dutch students: 'I feel at home in my degree programme' — National Student Survey



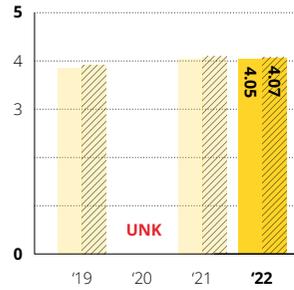
Overall satisfaction of Dutch students — National Student Survey

A FUTURE-PROOF EDUCATIONAL CULTURE



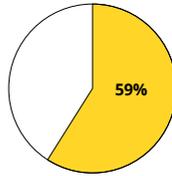
Number of teachers with a university teaching qualification (UTQ) and senior university teaching qualification (STQ) — excluding Medicine

● UTQ
▨ STQ

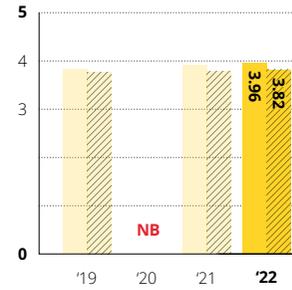


Opinion of active students — Five-point scale, National Student Survey

● About teachers
▨ About content of the degree programme



Alumni; job market preparation satisfaction. Answer: very/extremely satisfied — National Alumni Survey 2021



Degree of satisfaction with student counselling

● Options
▨ Quality of counselling



U-COLLABORATE IN EDUCATION

The U-Collaborate in Education programme was officially launched during the university's Dies Natalis. This programme focuses on promoting transdisciplinary education. The starting point in transdisciplinary education is an actual problem or challenge brought in by a non-academic partner, and worked on jointly. With their disciplinary background, students learn to forge connections with the outside world and become aware of different principles and interests, learn to connect ideas and see and bridge gaps between different groups. The university demonstrates its social added value by working with businesses and other external organisations in its degree programmes to find solutions to complex issues.

INNOVATION AWARD FOR DIALOGUETRAINER

DialogueTrainer, a start-up in online conversation training and spin-off of Utrecht University, won the CES innovation award. This award is given annually to companies that stand out in the field of design and technology.

CES is a major international technology trade show for innovative companies ranging from promising start-ups to established brands. DialogueTrainer simulates conversational situations to help people feel more confident and comfortable in work situations in particular. This involves using digital techniques such as VR, and working with online actors. The virtual conversation partners assume the role of customer, colleague, candidate, client or patient. The conversation partner responds to each choice made in conversation with speech, intonation, emotion, facial expressions and body language. DialogueTrainer measures what the participant does, and provides instant feedback on the choices they make. This reveals to an employer or trainer what the learning needs of a group are, how the individuals in that group are developing and what can be improved.



FINANCIAL SUPPORT FOR EUROPEAN UNIVERSITY CHARM-EU

The Minister of Education, Culture and Science made a decision with respect to follow-up funding for the European Universities Initiative. European universities are transnational alliances of higher education institutions in the European Union. CHARM-EU is one such alliance, and Utrecht University has been a partner since 2019. A sum of 250,000 euros will be allocated annually to participating institutions for four years starting in 2023. CHARM-EU was launched in 2019 by the University of Barcelona, Trinity College Dublin, University of Montpellier, Eötvös Loránd University Budapest and Utrecht University. The alliance brought about its first accredited Master's degree programme in 2021: Global Challenges for Sustainability.

CHARM-EU



CHallenge-driven
Accessible
Research-based
Mobile
European
University



PODCAST 'THE UU STAFF ROOM'

As a teacher, how do you find your way in this wonderful world? And how can you make a difference as a teacher, add a personal touch to teaching, do things differently and improve teaching? In the podcast series 'The UU Staff Room', Senior Fellow Vincent Crone and educators Annet van der Riet, Nienke van Keulen and Rik Vangangelt alternate in holding conversations with our lecturers and ask them about all these topics and their vision for the future of the university. We tell you all about what teachers are also sure to discuss with each other on a regular basis.



Quality agreements

uring 2022, the faculties, the Graduate School of Teaching, University College Roosevelt and University College Utrecht took up the plans for quality agreements in close interaction with the decentralised employee and student representation, and realisation is largely on track. To the extent that delays in planning have occurred, they have mostly been caused by COVID-19 and its aftermath. Student loan funding that could not be used in 2022 has been carried forward to 2023 in consultation with and with the consent of the employee and student representation. This chapter successively discusses the implementation and monitoring of the quality agreements, the involvement of faculty employee and student representation and other stakeholders, and the realisation of the 2019 Utrecht University Quality Agreements Plan.

As explained in the annual reports since 2019, the 2022 reporting on the quality agreements is part of a series of five annual reports. The Utrecht University Quality Agreements Plan extends over the period 2019–2024, and consequently, so does the reporting on its progress. The Utrecht University Quality Agreements Plan is characterised by a framework at the university level and detailed plans at the faculty level. This approach enables the university to do justice to the differences between faculties, allows faculties to effectively align with respect to their own priorities and programmes, and allows all contributions from the university community – students, staff and alumni – to count as well. At the same time, the university framework guarantees uniformity in the goals. The student loan funding that is allocated to the institution is earmarked for faculties in proportion to the number of students.

As stated in the Utrecht University Quality Agreements Plan 2019, the university has chosen together with the University Council to prioritise the six themes through which the student loan funding will be deployed, as specified by the Minister of Education, Culture and Science:

1. More intensive and small-scale education (teaching intensity);
2. Educational differentiation, including talent development within and outside of the degree programme;
3. Further professionalisation of teachers (quality of teaching staff);
4. Appropriate and good quality educational facilities;
5. More frequent and better supervision for students;
6. Study success including progression, accessibility and equal opportunities.

These are explicitly about additional investment; as also stated in the Quality Agreements Plan, the university continues to invest in all six themes mentioned by the Minister of Education, Culture and Science. Indeed, the six themes all fit explicitly within the ambitions articulated in the university's 2020–2025 Strategic Plan.

Implementation and monitoring

In line with the centralised–decentralised approach, the university has established a central monitoring framework for implementing and monitoring the faculty quality agreements. Under the responsibility of the deans, the faculties then developed this university framework to create faculty implementation and monitoring plans. An essential part of the faculty implementation and monitoring plans is the means by which faculty employee and student representation – both the Faculty Council and the curriculum committees – will be involved in achieving the intended quality agreement goals. Some examples are listed later in this chapter. Since 2021 and in consultation with both university employee and student representation and the faculties, the faculties' method for reporting on the progress of quality agreements has been refined and made more uniform. The purpose was to get a better picture at the university level of the progress of the quality agreements in a given calendar year.

Monitoring achievement of quality agreements

To enable the institution's management to take ultimate responsibility for the realisation of the quality agreements, these have been incorporated into the university's planning and control cycle. In the bilateral consultations in autumn with respect to that cycle, the Faculty Board accounts to the Executive Board for the progress of the quality agreements based on the NVAO's assessment criteria.

In the autumn of 2022, all deans reported to the Executive Board on the progress of the faculty plans quality agreements up to that point. Deans indicated whether or not it was necessary to change plans and/or advance funds to 2023. The method by which and extent to which employee and student representation is involved in the realisation and monitoring of the faculty quality agreements plans is the responsibility of the faculty dean and therefore an important topic of discussion at the bilateral consultation.

Furthermore, in the spring and autumn of 2022, the Executive Board informed the University Council about the process and overall progress of the quality agreements at the university level. In addition, staff of the University Corporate Offices informed the University Council in a number of so-called imaging sessions about the progress and possible issues surrounding the quality agreements. The University Council received all faculty reports for 2022 for their perusal.

In addition, the Board informed the Supervisory Board of the progress on the quality agreements in the semi-annual quality assurance report. Both the University Council and the Supervisory Board responded positively to the reports.

Based on both the faculty reports received for 2022, including the views of the employee and student representation, and the discussion with the University Council, the Executive Board, as the body ultimately responsible for the quality agreements, concludes that the institution is on track with respect to the 2019 Utrecht University Quality Agreements Plan.

INVOLVING EMPLOYEE AND STUDENT REPRESENTATION AND OTHER STAKEHOLDERS

In accordance with the university framework for monitoring quality agreements and in line with the internal quality assurance system, faculties involve relevant stakeholders and the employee and student representation in the drafting and monitoring of quality agreements. The university framework does not dictate how faculties should do this. The idea behind this stems from the philosophy of Utrecht's system of internal quality assurance, namely customisation. The university believes that the faculty system of monitoring the quality agreements works better if it fits the quality culture of the faculty. As a result, the university framework for monitoring quality agreements does not describe what the faculty system of monitoring quality agreements should look like, but rather what its minimum conditions are. Utrecht's approach to customisation has proven effective in recent decades. This was also the experience of the two successive NVAO panels that ascertained during the Institutional Quality Assurance Test that Utrecht University has an unmistakable culture of quality focused on the continuous improvement of education.

Appendix 3 of the annual report includes a schematic overview of progress within the faculties. The overview includes links to the integrated faculty annual reports on the progress of quality agreements. The faculty annual reports also contain examples of how faculties are involving employee and student representation and other stakeholders in the quality agreements. Just a few of these examples are highlighted below.

EXAMPLES 2022

Veterinary Medicine

- The faculty started organising accessible drop-in mornings for students in 2022 to solicit their ideas, wishes and needs with respect to spending the funds from both the quality agreements and the National Education Programme. The faculty student assessor, student council and student associations are closely involved.

Humanities

- The Faculty Council and the thirty-three curriculum committees in the Faculty of Humanities play a central role in the interpretation and monitoring of the quality agreements. For this reason, the faculty provides a separate session on this topic in training sessions and on induction days and evenings. As part of monitoring the progress of faculty plans, the curriculum committees highlight programme-specific concerns during the teaching evaluation meetings with the Director of Education. The Faculty Board annually surveys students and academic advisers to determine how satisfied students are. Boards of Examiners monitor the intended effect of the measures. Following the scaling down of COVID restrictions in early 2022, Boards of Examiners and curriculum committees were asked to report on the effects of the student loan funding that was deployed. Input was also sought from the faculty study advice team. The Faculty Council then reflected on the progress based on the reports. This reflection is appended to the faculty report on progress in 2022 (see Appendix 3 of this annual report).

Social and Behavioural Sciences

- The directors of education reviewed and reported on the implementation of the subplans of the faculty plan for quality agreements with the curriculum committees and/or programme advisory committees. These reports were presented to the student members of the faculty preparation group on funding for educational quality. The student members also made their own inquiries in the chambers of the curriculum committee to ascertain the extent to which the student consultative body was involved in the preparation and implementation of the programme plans.
- The Clinical Health Sciences degree programme at the Faculty of **Medicine** engages teachers and students in curriculum innovation and invites them to share their ideas and wishes.

- For example, a teachers' day was organised, teachers were involved in 'living labs' where they gained experience in themes to be strengthened in anticipation of the final curriculum innovation, a digital assessment was circulated among students, and panel discussions were held with students and recent graduates.
- The **Law, Economics and Governance** Faculty Council writes in the reflection that the employee and student representation will be closely involved in the student loan funding. All information is shared, plans are discussed, and the recommendations of the Faculty Council are appreciated and incorporated. There is transparency in assessing the use of resources. The directors of education have structural consultations with the curriculum committees. In addition, the Faculty Council's Education, Research and Impact Committee discusses the plans with the directors of education.

THE UTRECHT UNIVERSITY QUALITY AGREEMENTS PLAN – PROGRESS IN 2022

Despite the aftermath of the COVID-19 pandemic, achievement of faculty quality agreement plans was also largely back on track in 2022. The faculties continue to demonstrate that they are creative and solution-oriented, and have taken action in close consultation with faculty employee and student representation, both curriculum committees and faculty councils, and have adjusted plans where necessary. COVID-19 is not the only factor causing delay. Sometimes delays are caused by recruitment problems, staff attrition, change of focus and the like. The faculty reports reveal that in the event of any delays relating to faculty divisions, the Faculty Board consulted with the employee and student representation to either move the implementation and associated resources to the next calendar year, or adjust the original plan.

EXAMPLES 2022

- The **Veterinary Medicine** Faculty Board and Faculty Council decided in spring 2022 to change the original 2019 plan. The change included carrying forward remaining funds from previous years to 2023, partly for the purpose of hiring additional junior lecturers, with the goal of increasing lecturer time, expanding tutor and thesis supervision, and improving the quality of teaching.

- At the Faculty of **Geosciences**, the implementation of skills workshops in the Energy Science degree programme has been delayed due to a curriculum change that is still underway. The skills workshops in Sustainable Development did not take place because the new course coordinator started too late to facilitate this. The remaining skills training did go ahead.
- At the Faculty of **Medicine**, the curriculum review for the Medicine degree programme is taking longer than previously estimated. Due to a change in schedule, there was less commitment from committee members than planned. The reserved hours not yet spent will be carried over to next year.
- As part of its plans to increase student resilience and well-being, **University College Roosevelt** is creating a separate wellness space for students. Its development was somewhat delayed in 2022 due to an internal relocation. The final work has therefore been shifted to 2023. The 'wellness space' will include sleeping cabins and a place to meditate. The wellness space initiative was received with great enthusiasm by the college community.

Below is a general overview of the three prioritised themes from the Utrecht University Quality Agreements Plan, with some examples. In Appendix 3 of this annual report there is also a schematic overview of the process of realising the faculty plans quality agreements.

1. MORE INTENSIVE AND SMALL-SCALE EDUCATION (TEACHING INTENSITY)

Regular feedback and close contact between teacher and student are essential for good education. Lecturers must have the time and experience the freedom to supervise students in their studies. This is why the university used the pre-investment of the student loan funding at the time to hire additional teachers, the student loan funding is being used for this purpose, and why the university continues to invest in hiring additional teachers.

As indicated above, the faculty reports show that despite the pandemic, the faculties were able to create space and thus free up hours for teachers. This includes, for example, the hiring of additional teachers, student assistants, teaching assistants, academic advisers, coordinators and extra administrative staff for digital or blended education. Instructors can use the extra space created to give students more substantive feedback, to give more attention to the individual supervision of students, the supervision of students in tutor groups, to supervising students in writing a bachelor's or master's thesis, to learning from and with each other (interprofessional learning), to developing or renewing

education, to implementing more active teaching formats, and to developing (together with Educate-it) digital or blended education, et cetera.

EXAMPLES 2022

- Several faculties continued to invest in skills education during the reporting year, in the form of 'skills labs' or a 'skills academy'. For example, the skills lab in the Pharmacy Master's programme (**Sciences**) offers additional hands-on practical pharmaceuticals instruction. Students have responded with enthusiasm. For example, **Veterinary Medicine** has had a skills lab technician since January 2022, who facilitates the activities and accessibility of the skills lab for students and lecturers, among other things. Similarly, the Faculty of **Law, Economics and Governance** has used quality resources together with faculty resources from the Utrechts Stimuleringsfonds Onderwijs (for teacher professionalisation and educational innovation) to develop the REBO Skills Academy. In the Skills Academy, students can develop skills not offered within their own curriculum. In addition, Economics has established the USE Skills Academy at which students can develop additional and deeper skills in preparation for a Master's degree or a job.
- The **Graduate School of Teaching** taught the new elective course Communication twice during the academic period. The elective courses Citizenship and Pedagogy and Tailored Education, both also new, were both offered an additional time. The number of hours for courses in Subject Didactics has been expanded and the content has been further developed where necessary. Two additional trainers have been appointed within the Pedagogy and Professional in Practice courses.
- The Faculty of **Humanities** has continued to create more time for tutorial instructors in the Bachelor's programme in accordance with the 2019 faculty plan. For each degree programme, curriculum committees and directors of education identified areas of concern for the use of these additional hours. As in 2021, 2022 saw a faculty-wide focus on feedforward and feedback. The overall picture is that students are satisfied with the feedforward and feedback they receive, although some degree programmes are still searching for the most effective form for this. For example, some curriculum committees indicate that students are often less positive about peer feedback.

- As in previous years, **University College Utrecht** has continued to use quality resources in 2022 to further increase the flexibility of the curriculum. The education and examination regulations have been amended to allow students the option of either writing a research thesis worth 15 EC (credits) or taking an alternative path with a smaller thesis worth 7.5 EC combined with a capstone course. Quality resources were used to develop and implement the courses.

2. FURTHER PROFESSIONALISATION OF TEACHERS (QUALITY OF TEACHING STAFF)

Good education depends on the quality and capacity of the lecturers who provide it. To provide good teaching, adequate support for teachers is essential, especially in times of increasing workloads.

Faculties have spent student loan funding over the past year on a variety of opportunities for the professionalisation of lecturers. Examples vary from peer and professional review and coaching, skills training in guiding students in their theses, training in didactic and technical skills, to allocating earmarked time for course-related research by teachers with teaching appointments only.

Faculty reports suggest that the COVID-19 pandemic has had a major impact on both the actual time teachers could free up for education and the scope for the type of education.

EXAMPLES 2022

- In the Faculty of **Science** Physics degree programme, the work of the teacher who has been working there since 2021 in secondary education (also as a Physics teacher) has continued to take shape. For example, first-year tutorial-teaching instruction has been dramatically improved. The instructor serves as an important sounding board for teachers with respect to the level of knowledge of students entering the Physics degree programme after secondary education.

Veterinary Medicine

- During the reporting year, the Faculty Board, with the consent of the Faculty Council, decided to change a part of the 2019 Faculty Plan and spend part of the budget for the 'Professionalisation of Teachers' theme on organising the Teaching Day on 1 September 2022. In addition, the faculty organises ongoing

activities where course coordinators and lecturers work together in an inspiring environment to improve the bachelor's degree and revise the master's degree. A survey of tutors revealed the need to strengthen coaching skills. As a result, a customised pathway was developed together with an external party, and launched in early 2023.

Social and Behavioural Sciences

- In order to improve teaching, the faculty invested in supervision of young lecturers during the reporting year. Additional teachers were also appointed so that time could be invested in development or additional time spent with a senior to improve supervision from the departments. More teaching hours have also been allocated to teachers for providing and reinforcing instruction, allowing them to pay more attention to feedback, individual contact and better supervision of students during instruction.
- In the Faculty of **Geosciences**, an additional policy adviser was appointed during the reporting year for the professionalisation of teachers and the embedding of skills education. This is partly because of the revised policy around educational qualifications (basic and senior qualifications). An 'Education Week' was organised. Additional teaching hours have been implemented in all of the faculty's degree programmes, and these will be used for developing new teaching methods and field trips, strengthening learning tracks, further developing the academic skills manual and deploying a reflection tool, among other things.
- Within the Faculty of **Medicine**, the Biomedical Sciences degree programmes have invested exploring new developments to improve the quality of education. A brainstorming session identified the various desires, needs and ideas for educational innovation and the empowering role that technology can play in this regard. The degree programme will follow up on this in 2023. The Medicine degree programme is developing ways to integrate current issues such as sustainability, prevention and lifestyle, medical technology and internationalisation into the curriculum. With respect to the sustainability aspect, the game 'Utrecht 2040' was implemented in orientation week and draft intended learning outcomes were formulated. The development of a 'Planetary Health' teacher pool has begun and a teacher toolkit has been posted on the teacher site.

- In 2022, in response to the request of the Faculty Council and in addition to the funds allocated from the Utrechts Stimuleringsfonds Onderwijs (for the professionalisation of teachers and educational innovation), the Faculty of **Law, Economics and Governance** once again established a 'faculty innovation fund' for which individual lecturers and/or teams of lecturers could apply. The Faculty also funded the development of the 'REBO Skills Academy' from these funds. In the REBO Skills Academy, students can develop skills not offered within their own curriculum.

3. MORE FREQUENT AND BETTER SUPERVISION FOR STUDENTS

As explained in the Institutional Quality Assurance Test and the Quality Agreements Plan, Utrecht University's Bachelor's programme is characterised by great flexibility and freedom of choice. This requires adequate supervision. In the Quality Agreements Plan, the university combined the theme of better student supervision with that of accessibility and equal opportunity.

Faculties once again encountered the impact of the pandemic on teaching and student life in 2022, specifically on lectures, tutorial groups, internships and examinations that could not take place in person, as well as students who could not have contact with each other and their instructor in class, and whose freedom of movement and recreation was significantly curtailed. All in all, the pandemic had a huge impact on students' well-being and their chance of successfully completing their studies. During the reporting year, the Task Forces on Student Welfare and Diversity sought solutions to the increased problems experienced by students. This is reported upon in this annual report. The various faculty reports demonstrate that there is increasing pressure on students and a greater need for support and supervision from the university. This ranges from individual supervision of students, training, workshops and the like, to financial support.

EXAMPLES 2022

Faculty of Science

- Additional academic advisers were appointed to the Faculty of Science during the reporting year. In addition, the faculty invested in student well-being and labour market orientation and increased the range of training and support available.

The faculty also created a student wellness manifesto (including quality resources) that will be rolled out in 2023. In addition, the tutoring/advising programme work plan was completed, professionalising tutoring and differentiating it by stage of study, and better aligning it with student needs. In coordination with university psychologists, study support groups were launched in 2022 for students with traits on the autism spectrum. Also, a super teaching assistant (PhD candidate with extensive teaching duties) has revived the 'hidden talents group' in the Mathematics degree programme that supports students with study delays.

Social and Behavioural Sciences

- The faculty has invested in student supervision and the tutoring/advising programme, including by hiring new lecturers. Students across the board are positive about these additional investments. The faculty was also able to keep the size of the tutorial groups small. It has also invested in a mentoring system for the supervision of young teachers. This benefits the quality of education. The Graduate School of Teaching has appointed special student assistants for the students in the two-year teacher training programmes, who serve as buddies and resource persons and organise social activities for students.
- Extra teaching hours are being implemented at the Faculty of **Geosciences**. This not only contributes to the professionalisation of teachers, but also benefits students by means of extra supervision for tutorials and theses, extra feedback moments for students, reducing group sizes, more one-on-one supervision of students, workshops and trainings to strengthen English language skills and labour market orientation.
- The Faculty of **Humanities** has started group supervision under the name of 'Well-being Trainers Humanities'. The group supervision consists of preventive training and workshops for students on dealing with stress and performance pressure, learning to study, making choices, setting priorities, dealing with procrastination, effective study, and similar topics. In addition, two recurring event weeks have been launched, during which more training is offered, namely 'The Week of Good Intentions' at the start of the new calendar year and the 'Block booster' at the start of the fourth teaching term. Students and teachers alike appreciated the training and workshops.
- During the reporting year, **University College Utrecht** provided funds to students who requested financial aid for a variety of reasons, ranging from acute financial

need to scholarships for students from outside the European Union. The college is experiencing tangible effects of the COVID-19 pandemic on the financial situation of a particular group of students.

- **University College Roosevelt** began offering an extra-curricular and optional programme focused on student resilience in 2022. This programme aims to help students with questions relating to diversity, identity, cross-cultural awareness, personal growth, career prospects and more. To support a more diverse student population, the college has established a scholarship fund for students from diverse cultural and socioeconomic backgrounds who lack adequate financial resources. The fund is open to Dutch students and students from inside and outside the EU.

As previously, faculties have their own plans for how to spend the student loan funding they receive. Appendix 3 of the annual report provides a schematic overview of progress by faculty, and there is a link to the faculty reports.

NOTES ON THE DIAGRAM

Investment themes of quality agreements Utrecht University:

1. More intensive and small-scale education
2. Professionalisation of teachers
3. Supervision of students and accessibility and equal opportunities

In all faculties, the faculty employee and student representation (faculty council and curriculum committees) is involved, and has agreed to the faculty plans and their monitoring. In consultation with faculty employee and student representation, unspent funds (e.g., due to COVID-19) from 2022 have been carried forward to 2023.

EXPENDITURE OF QUALITY AGREEMENT FUNDS 2019-2022

<i>(amounts x €1,000)</i>	B2019	R2019	B2020	R2020	B2021	R2021	B2022	R2022	B2023	B2024
Government grant	9,235	9,235	11,033	11,033	18,798	18,798	23,403	23,511	24,754	27,940
Total income	9,235	9,235	11,033	11,033	18,798	18,798	23,403	23,511	24,754	27,940
1. More intensive and small-scale education (teaching intensity)	5,854	5,854	7,016	7,016	14,153	14,518	18,121	17,425	20,380	23,021
2. Further professionalisation of lecturers (quality of teaching staff)	981	981	1,173	1,173	1,436	968	1,494	1,881	1,352	1,524
3. More and better supervision for students (including diversity and equal opportunity)	2,401	2,401	2,845	2,845	3,163	3,299	3,789	3,434	3,286	3,371
Total expenditure	9,235	9,235	11,034	11,034	18,753	18,784	23,403	22,740	25,018	27,916
Result	-0	-0	-0	-0	45	14	-0	771	-264	23
Earmarked reserve (cumulative)	-	-	-	-	-	14	13	785	521	545



Collaboration beyond borders

ROUNDBREAKING RESEARCH

Social impact is one of Utrecht University's main drivers. Achieving that impact involves collaboration beyond academic disciplines. Only then can complex societal questions be answered. The lifting of restrictive measures relating to COVID-19 has led to a further flourishing of multidisciplinary collaboration. Online collaboration offers many opportunities, but it has now also become clear how important it is for researchers from different fields to come together and discuss complex social issues in person.

MULTIDISCIPLINARY COLLABORATION

STRATEGIC THEMES

During 2022, the scientists associated with the multidisciplinary strategic themes Dynamics of Youth, Institutions for Open Societies, Life Sciences and Pathways to Sustainability started work on implementing the long-term plans established in 2021. Scientific innovation, agility and impact are paramount in this. The themes focus not only on multidisciplinary research, but gradually and increasingly on the development of multidisciplinary education. The scientists have also been given a greater advisory role in strategic decisions made in faculties. The latter is important for the institutional embedding and monitoring of activities within the strategic themes. The advisory role may also be important in identifying opportunities for further connection between the theme and the regular activities of faculties, and in possible joint investments.

Strategic theme Dynamics of Youth

Within the Dynamics of Youth (DoY) strategic theme, making science relevant to professionals and policymakers is considered critical. At the national level, for example, DoY researchers have been involved in advising the National Education Programme. They conducted the Science Review for this programme and participated in a scientific expert group established to monitor and evaluate the programme. Another example is the Ministry of Education's invitation to DoY to conduct a quick scan and, based on that, advise on which out-of-school initiatives to invest in to support equal opportunities for all children.

In addition, collaboration with the University Medical Center Utrecht (UMCU) was strengthened in the area of Child Health, one of the hospital's focal points. Visions and missions have been more closely aligned and plans have been developed that make collaboration specific and visible. In this way, the diversity of expertise is better utilised.

At the international level, DoY facilitates the Global Learning Community for education. This is done in collaboration with UUGlobe – the Utrecht University Centre for Global Challenges, for research, education and impact on major global issues. Within this Global Learning Community, about eighty international organisations work to improve the quality of primary and secondary education to promote children's learning and life skills. In addition, DoY was invited to speak at the European Development Days in Brussels, where the important message was spread that Europe needs to invest more in children and youth worldwide. DoY is also an active member of EuroChild and has had fruitful meetings with the OECD's Centre for Educational Research and Innovation. Experiences were also exchanged with the Child and Youth Institute at KU Leuven. DoY participated in a number of strong consortia under national and international funding instruments, such as Horizon Europe, NWA, the Netherlands Organization for Scientific Research (NWO) and the Lego Foundation.

Research impact highlight

Research has been conducted within DoY on the impact of the COVID-19 pandemic on children, youth and families. For example, it looked at the effect of the pandemic on general well-being, mental well-being, the future outlook of young people, and work and income. Ongoing longitudinal cohorts such as the YOUth cohort, Youth Got Talent and InTransition were used to examine changes in well-being and in youth development during and after the pandemic. DoY researchers wrote on this topic for several special issues in international journals and presented their findings in the media and at several meetings for professionals and policymakers. Together with the Netherlands Youth Institute, they also participated in a national initiative to integrate research in the Netherlands, with the goal of being able to influence policy during future pandemics.

Societal impact highlight

DoY launched the Dutch-language podcast series JongGeleerd in January 2022. Each month it highlights a particular theme from DoY's interdisciplinary youth research. This is to share evidence-based knowledge from researchers and information from community partners with youth professionals. The podcast series is closely aligned with Utrecht University's Open Science Programme and its focus on public engagement. Six episodes of the series reached a total of three thousand listeners. In addition, Dynamics of Youth contributed to the symposium 'Young in the 21st Century', which focused on twenty years of research on adolescent well-being and health: the study 'Health and Behaviour in School-aged Children'. This research is a joint initiative of Utrecht University, the Trimbos Institute and the Netherlands Institute for Social

Research, commissioned by the Ministry of Health, Welfare and Sport. The research report was received during the symposium by Her Majesty Queen Máxima. Then there were dialogue sessions with youth professionals, policymakers and scientists to interpret the results and reflect on possible solution directions.

Impact on capacity building highlight

Within DoY, the initiative has been taken to transform an existing Master's programme into an interdisciplinary Master's fed from different faculties of the university. The Youth Development and Social Change (YDSC) Master's degree teaches students to analyse youth issues from a variety of perspectives and collaborate on addressing societal challenges. The YDSC Master's programme will train academic youth professionals who can build bridges between professionals from different disciplines and connect research with practice. The Master's programme is the result of close collaboration between researchers from the faculties of Social and Behavioural Sciences, Law, Economics and Governance, Geosciences and Medicine, along with administrative staff who have expertise in interdisciplinary education.

Sustainability highlight

DoY's ambition is to make all projects within the strategic theme as FAIR (Findable, Accessible, Interoperable, Reusable) as possible. In this way, the projects and cohorts within DoY gain much greater visibility, allowing researchers to find and reuse data to answer a wider range of research questions. Datasets can be exchanged or combined to create new partnerships. Despite the benefits, the process of making data FAIR can be quite complicated. It is sometimes difficult to determine what data can be safely shared, with whom and under what circumstances. The FAIR data project was therefore established in collaboration with Research Data Management (RDM) Support. The YOUth cohort, a long-term study of child development, and the PROactive cohort consisting of children with chronic diseases at Wilhelmina Children's Hospital, were a first test case. A 'FAIRification workflow' was developed and can now be applied to other projects within DoY. In addition, a 'FAIR handbook' is being developed with guidelines for making data and related RDM topics FAIR. Finally, the intent is to create an overview of research projects and associated data within DoY. This overview will take the form of a searchable and informative catalogue, useful for data sharing and collaborations.

Strategic theme Pathways to Sustainability

The sustainability crisis is one of the greatest challenges of our time. The warming of our atmosphere and oceans, the overexploitation of natural resources, the loss of biodiversity and the pollution and degradation of our soil, water and air are pressing issues that require an integrated approach. For the university, that means not just zooming in, but zooming out. Systems are highly interrelated, and only an analysis of these interrelated issues can ensure that solutions to one issue will not come at the expense of others. Understanding the natural system must be combined with issues of justice and

equity. Only then will paths to a sustainable world be possible for all. The Pathways to Sustainability strategic theme aims to accelerate collaboration between partners inside and outside the university and generate impact. That collaboration occurs through nine thematic networks, events and funding of interdisciplinary projects.

In these thematic networks, researchers with different areas of expertise connect with each other around socially relevant and recognisable sustainability issues such as the energy transition, circular economy, sustainable cities, healthy ocean, food of the future and living in deltas. It is precisely by uniting expertise and facilitating cross-pollination that answers and solutions can be found.

The scholars in the Education and Engagement network aim to integrate sustainability knowledge and skills into education at Utrecht University. In addition, they want to get the general public more involved in science and thus spread knowledge more widely. Within the Pathways to Sustainability strategic theme, the Sustainable Futures minor was developed in recent years and launched in 2022. This minor introduces students to sustainability from a broad, interdisciplinary perspective.

Several series of events have led to expansion of the community, interdisciplinary debate and transdisciplinary exchange. The annual Sustainability Dialogues conference and the Pathways Cafés have brought together scholars and stakeholders from different areas of expertise around current sustainability issues.

Funded projects were always interfaculty and interdisciplinary. In 2022, projects were launched in the areas of social impact and sustainability, future-oriented commercial perspectives in secondary education, the relationship between climate communication, sustainable behaviour and well-being, the integration of legal knowledge in interdisciplinary climate scenarios, public-private collaboration for a sustainable living environment and the potential positive contribution of the sharing economy to increasing sustainability. In addition, Pathways to Sustainability provided funding to develop large consortia around the following ten themes: plastics, ecocide, ocean and governance, energy and system transition, nature in the city, sustainable future of the Dutch peat meadow landscape, hydrogen, local energy initiatives, future-proof proteins and environmental justice in the agribusiness sector. The goal is for projects relating to these issues to start in 2023.

Strategic theme Institutions for Open Societies

The ideal of the 'open society' is one of the most inspiring social concepts of our time. The promise of a constitutional state, democracy and justice has led to great social change and is the foundation of our university and its current focus on open science. This is reflected in the themes of the Start of the Academic Year 2022-2023 on arrangements around social safety and well-being, and of the upcoming Utrecht University Foundation Day, on

our handling of the climate crisis. The open society and its institutions cannot be taken for granted. Major global crises such as the COVID pandemic, climate change, refugee migration and digitalisation are challenging the established institutions of open society.

The strategic theme **Institutions for Open Societies** seeks answers on how to successfully deal with these challenges and how to apply the principles of open society to policy issues that go far beyond national borders. It focuses on issues under the headings of 'Democracy and Good Governance', 'Transitions and Well-being' and 'Equity and Diversity'.

In a bottom-up process, there was room for new initiatives, with fifteen working communities being created. The result is a good blend of more fundamental-academic networks, and networks that are more focused on social impact. Since September 2022, all initiatives have organised meetings ranging from a launch with the theme 'The Transactional State as an Institution for Good', a dialogue by 'Futures of Democracy', to a study day by 'In/Equality'. In 2022, these meetings focused primarily on the existing university community, with a special focus on attracting young talent.

In 2022, the university also began research on a possible 'Rapid Response Team' to bring bundled scientific expertise to bear more quickly on solving social issues and to become more visible in the public debate.

The university believes it is important for scientists to be involved with relevant social parties so that the university actively contributes to the development of institutions for an open future. For example, 'Future of Work' is conducting research on how digitalisation, innovation and globalisation are affecting the labour market, and the group has published nine new podcasts in collaboration with People Power; including the podcast on various aspects of labour market inequality and sustainable employability, which reached a large audience.

'Openness challenged: the university at risk?' is a new initiative - participants consider how open universities can be in the changing geopolitical context. Scholars from the platform facilitated several dialogues, including with LERU Chair Kurt Deketelaere, and spoke in Hamburg (The New Institute), Vienna (Vienna University of Economics and Business) and Brussels (LERU Stakeholders Conference). Scholars from the 'Contesting Governance' platform published the first book on the Dutch bombing of Hawija; the book takes a multidisciplinary approach.

In addition, several experts advised politicians on issues such as academic integrity, long-term strategy for the coronavirus crisis, and fraud in public service. The university cooperated in the growing attention to the impact of heritage and the Dutch slavery past on our current conventions, for example in Studium Generale: What we know and don't know about our slavery past. In addition, the Broad Prosperity Indicator has been developed another step further, also by using it to monitor prosperity trends within the Food Valley Region.

In 2022, several interdisciplinary projects were funded, including on collective entrepreneurship, women's economic resilience and the role of philanthropy in governance around global sustainability. International cooperation was also further strengthened with two projects in collaboration with KU Leuven being honoured: 'Recognition and Acknowledgment of Injustice to Strengthen Equality' and 'Realising Girls' and Women's Inclusion, Representation and Empowerment'. In 2023, Institutions for Open Society continues to work on international collaboration and the development of interdisciplinary education around social issues, a focal point for the coming period.

Life Sciences Strategic Theme

The Life Sciences Strategic Theme (STLS) focuses on interdisciplinary research and technology development and its translation into innovative solutions for societal challenges in health and care. Maintaining health, predicting and treating disease, and improving accessibility and manageability of the healthcare system are at the forefront of this. The aim is excellent science in the service of a healthier society.

In 2022, the contours were laid out for a structure that will further shape the vision and mission of this strategic theme. Six thematic communities link the more than 3,500 life science researchers within the three faculties involved: Veterinary Medicine, Science and Medicine. In addition, the Utrecht Science Park is home to many other scientists with whom there is increasing collaboration. Important steps were taken in 2022 with the National Growth Fund (NGF) Onco-PACT programme, in which the university plays a central role together with UMC Utrecht, the Princess Máxima Center for Pediatric Oncology (PMC) and the Hubrecht Institute. For the next round of the NGF, the STLS has positioned Utrecht as the centre for innovations in non-animal biomedical translation. Also for the 'Imagine' gravitation programme awarded in 2022, a big step has been taken in connecting fundamental researchers at the science park around imaging cellular processes. It is also investing in a similar programme that focuses on image-driven medical treatments. Other partners include the University of Applied Sciences Utrecht, the RIVM and several companies and spin-offs at the Utrecht Science Park. In the field of education, there is a close connection with the Graduate School of Life Sciences in which the university Master's and graduate/post-graduate degree programmes are shaped.

Six thematic communities constitute the face of Utrecht Life Sciences. The Science for Life community, one of six communities and the scientific foundation of Utrecht Life Sciences, held a conference in 2022 with more than five hundred participants. 'Planetary Health' is the Utrecht community for excellent science aimed at understanding and maintaining health and the influence of environmental factors in the broadest sense (Exposome). Research into crop improvement (Utrecht is part of the national growth fund proposal CROP-XR), One Health and pandemic preparedness are also part of this community. Several connections were also made from this community to the Pathways to Sustainability strategic theme.

‘Regenerative Medicine’ is a close-knit and world-leading community within Utrecht science. In 2022, the first steps were taken to shape the Innovation Center for Advanced Therapies. The basis is an awarded grant from the National Growth Fund. This enables treatments with biofabricated tissues and cell therapies. The ‘Immunology’ community grew out of the STLS and the collaboration between UMC Utrecht and the Princes Máxima Center in the field of tumour immunology. This laid the foundation for Utrecht’s success within the aforementioned Oncode-PACT programme.

Furthermore, the STLS is committed to two entirely new communities. ‘Data Science & Cohorts’ makes the connection between big data scientists and new developments in artificial intelligence. Utrecht occupies a strong position in the field of bioinformatics (Utrecht Bioinformatics Center) and with respect to patient cohorts (for example, the PLCRC, Prospective national colorectal cancer cohort) that have also formed the foundation of the Oncode-PACT programme. This community has connected with the alliance between Eindhoven University of Technology (TU/e) and Wageningen University & Research. The connection to the national Health-RI initiative was also well established in 2022. Within the framework of the national AI coalition, Utrecht University still has important steps to take in the field of life sciences, including the establishment of a number of new AI labs.

The sixth community, ‘Image Sciences’, arises from the worldwide leadership position that Utrecht has long held in the field of molecular, cellular and medical imaging. The imaging techniques used in this are often very different, and thus the quantity of data increasingly exposes researchers to scientific challenges for which they can seek common solutions.

It is these communities that will face important societal challenges in health and care in the coming years. Focus areas in the field of health, profiling in particular disease areas, but always inspired by an important societal question: reducing social disparities in maintaining health and access to care, diseases for which treatment is still inadequate or non-existent (‘unmet clinical needs’), preventing health care failure by keeping costs down and reducing dependence on scarce human resources, better living conditions and nutrition.

EWUU Strategic Alliance

In 2020, Utrecht University started a collaboration with Eindhoven University of Technology (TU/e), Wageningen University & Research (WUR) and University Medical Center Utrecht (UMCU). During 2022, the focus was on consolidating the collaboration as well as developing the substantive and practical implementation for the 2024-2027 period, bearing in mind the expiration of the first funding period at the end of 2023. The steering committees of the existing pillars Education, Circular Society & Preventive Health, Unusual Collaborations, Living Technologies and AI for Health got to work on

a first version of roadmaps. In these, they set out how they plan to organise and use resources from 2024, their objectives and how these will lead to relevant and impactful results that contribute to society, economy and professional practice. Plans must be finalised and approved by mid-2023.

In the field of education, more than three hundred joint educational programmes are available to students of EWUU partners after the launch of the EduXchange platform. One hundred and fifty students participated in one of the student challenges. In the field of research, 337 researchers are active in 59 seed fund projects.

In 2022, the annual conference was held in Eindhoven, with 325 participants. In addition, there were over forty other events for staff and students, twelve lunch lectures took place, and three hundred and fifty participants came to the AI Predictive Health Conferences. EWUU also has a wider reach through other channels. There are eleven hundred subscribers to the newsletter, a total of over 1650 people are involved on LinkedIn, and there are 500 people actively following EWUU on Twitter. The EWUU.com website has 1,800 unique visitors per month.

The university anchored in the region

For Utrecht University, contributing to society also means playing an active role in the neighbourhood, city and region. Knowledge is used in numerous regional collaborations to make an impact on society together with governments, companies, other knowledge institutions and residents. This is done together with researchers, students and administrative staff. In a number of long-term programmes such as the Regiodeal Foodvalley, this is really beginning to take shape. For example, research is underway with restaurants in the region on how to entice guests to make sustainable and healthy menu choices. The Healthy Urban Living Data and Knowledge Hub is a network of regional partners who want to contribute to healthy urban living. This is where residents make an important contribution to collecting the necessary data. By 2022, the citizen measurement network to measure air quality has been further expanded. The data generated by those measurements is then used together with other concepts developed to promote healthy area development. This can also have a very local impact. For example, this knowledge is being used to redesign the centre area of the Utrecht Science Park in a healthier way. Similarly, knowledge from Utrecht University finds its way to the region through the Health Hub Utrecht. Within the Health Hub Utrecht, work is being done along three pathways: neighbourhood-focused prevention, digital transformation and a vital labour market. For example, coalitions are working toward creating healthy living and working environments, a promising start for young children in the first thousand days of their lives, and longer independent living at home for the elderly.

Together with Landschap Erfgoed Utrecht and a number of private partners, a study on the impact of production and biodiversity on drought was launched in 2022. For this purpose, experimental fields have been set up on a farmer’s property in Groenekan.

Utrecht University is also working with Landschap Erfgoed Utrecht around the Utrecht Science Park by connecting the natural areas around the science park in order to preserve and restore biodiversity. The collaboration with FC Utrecht continued to take form in 2022 in the areas of talent development, health and inclusion in Utrecht. Following the formation of the cooperation agreement, the ‘Team Spirit & Team Performance’ and ‘Community Building’ projects were launched. Social impact in the city and neighbourhood is paramount in these. For example, the projects will explore how FC Utrecht can contribute to the development of a sustainable and vital local community in which everyone can participate and contribute.

Encouraging and facilitating innovation and entrepreneurship in the region is a joint responsibility of many partners in the region. To this end, Utrecht University maintains intensive contact with various organisations in the region. For example, the collaboration with the Utrecht Regional Development Agency contributed to initiatives such as the ‘AI Media Lab’, a collaboration between Utrecht University, the University of Applied Sciences Utrecht and Media Perspectives. The Earth Valley movement was also launched with the help of the Utrecht Regional Development Agency. This is where all the knowledge and expertise along the Amersfoort-Utrecht axis is united to solve issues around climate change, energy transition and mobility. The university also participates in the Utrecht Tech Community and the Utrecht Talent Alliance – regional platforms that focus on establishing a healthy regional labour market that aligns with the regional economic agenda and seeks to solve pressing and future labour market issues in vital sectors, including IT, engineering, healthcare and education. Other local organisations in which Utrecht University participates, such as the Utrecht Science Park foundation and UtrechtInc, again proved their worth in 2022. UtrechtInc launched an online programme in the autumn for researchers to explore whether starting a scientific spin-off aligns with their ambitions. UtrechtInc’s student programme was also popular in 2022.

INTERNATIONAL COLLABORATION WITHIN THE PROFILE THEMES

Internationalisation

SP25 line of action: Together with our international strategic partners, we formulate projects on specific profile themes that strengthen our research content and give direction to new forms of international collaboration that are less dependent on physical mobility. Each of the four strategic themes delivered its vision by the end of 2021; in 2022, the themes further shaped their vision with international partners. 2022 was therefore also the time to shake off the constrictions that the coronavirus outbreak had imposed on all collaborations. The internationalisation programme provides funds for workshops and mobility annually.

The joint PhD programme established last year with KU Leuven is a successful example of an international partnership, as are the two honoured EU projects with KU Leuven on

the Institutions for Open Societies theme: ‘Recognition and Acknowledgment of Injustice to Strengthen Equality’ and ‘Realising Girls’ and Women’s Inclusion, Representation and Empowerment’ (see also elsewhere in the annual report under Institutions for Open Societies).

Another example is the Thriving Cities initiative from the Pathways to Sustainability theme in which the Utrecht University, the University of Toronto and the University of Sydney are researching the sustainable city of the future together from different disciplines. During a working visit to the University of Sydney, further agreements were made in this regard,

During 2022, Charm-EIGHT was honoured in the European Erasmus+ programme. This is a follow-up to the previously awarded funding for Charm-EU, one of more than 40 ‘European universities’ in Europe. In this respect, Utrecht University is working here with University of Barcelona (coordinator), Trinity College Dublin, University of Montpellier, Eötvös Loránd University Budapest, Åbo Akademi University, Julius-Maximilians-University Würzburg and the Ruhr West University of Applied Sciences.

The Charm-EU Master’s programme Global Challenges for Sustainability offers an international learning experience. Students take classes at one of the universities in the consortium and connect with the other campuses online. Mobility is an integrated part of the programme, so the programme combines several options: short-term and long-term mobility within the programme, and virtual mobility.

Building on Charm-EU, the TORCH project is developing a research programme for this purpose. In the Public Engagement work package, Utrecht University led a large empirical study investigating what reinforcing and impeding factors influence knowledge co-creation with social actors. The results underscore the importance of inclusion.

During 2022, the relationship with the global south also continued to take form, driven by the efforts of a Global Engagement committee created for this purpose. This always involves collaborations between UU and low and middle income countries. Renewed contacts and the working visits back and forth with the University of the Western Cape in South Africa and the Anton de Kom University in Suriname are now finding a good place in the existing programme of internationalisation.

SP25 line of action: We connect with a greater number of international networks. For each international network, we formulate a long-term strategy linked to our strategic ambitions. At the same time, we make carefully considered choices for a limited number of strategic partners with whom we establish intensive, long-term partnerships.

Through international networks such as LERU, the Coimbra Group and Science|Business, Utrecht University manages to make its case with partners on issues such as open science, educational innovation, knowledge security and recognition and appreciation. At the institutional level, UU maintains around 20 networks, which together cover almost all policy topics. Joint action, especially in the European context, is important for implementing policy issues that are important to the university.

By means of well-coordinated contributions in the form of position papers, editorials and opinions, Utrecht University presents itself on the international stage, both to an audience of higher educational institutions in Europe and to policymakers in Brussels.

Utrecht University aims to host important meetings and seminars of the networks in Utrecht. In July 2022, the university hosted the LERU Summer School 'The University of the Future', at which 60 PhD candidates from universities in and outside of Europe shared their ideas for an ideal university. A representation presented the results at the General Assembly of the International Association of Universities, reaching a large audience.

Knowledge Security

International collaboration and openness are of great importance to Utrecht University. At the same time, they can carry risks. Like other Dutch universities, the university is taking measures to counter undesirable knowledge transfer and influence. In 2022, Utrecht University worked with other Dutch universities to develop a set of basic tools for knowledge security policy. A Knowledge Security Advisory Team has been established to advise academic and administrative staff in the event of knowledge security dilemmas. In relation to this, Utrecht University regularly turns to the Contact Point for Knowledge Security. In addition, a risk analysis was conducted on all ongoing scientific collaborations with actors from countries with an elevated risk profile. In 2023, Utrecht University will work to refine appropriate knowledge security measures and educate its own academic community, with the aim of increasing awareness of potential risks in international collaboration.

SPACE FOR UNBOUND RESEARCH

Attractive employer for talented researchers

Utrecht University aims to remain an attractive employer for talented researchers from the Netherlands and abroad. To this end, investments are made in research teams, in which there is room for both 'unbound' and 'programmed' research. The research practice in Utrecht shows that different forms of research can not only coexist well, but also complement each other. Particularly in the four multidisciplinary strategic themes, the university seeks to bring together not only different disciplines, but also basic and applied research.

The university offers a variety of fundraising support, both for person-centred grants and for research infrastructure. For the latter, support was available in 2022, for example, for consortium applications for the NWO Gravitation Programme, and for the National Growth Fund. Specifically for strategic themes, the university has made funds available in recent years to prepare European consortium applications. In addition, individual researchers have been supervised and trained on individual research applications.

Novice researchers have also been given due consideration. Within the Graduate Schools, efforts have been made to further improve the quality of doctoral programmes. This was done in part through improved training offerings for PhD candidates and through investment in the quality of PhD candidate supervision.

The 2022 conversations on Recognition and Rewards matters and team spirit/team science revealed that the separation of academic staff from administrative and management staff is not always desirable – a confirmation that administrative staff in many cases contribute directly to the social impact of research.

Research evaluations

Faculties and the Executive Board pay continuous attention to evaluating the quality of research. This is done in consultations within faculties, between deans and the Executive Board, and in the assessments that take place once every six years. In 2022, the planned research evaluations were conducted according to the national Strategy Evaluation Protocol 2021-2027. It focuses less on the quantity of research output and more on research quality and aspects such as Open Science, PhD policy, scientific integrity and diversity. In 2022, evaluations were completed at the Institute of Computer and Information Science, at the Mathematics Institute and at the USE Research Institute. All listed SEP units received a positive final evaluation. The complete assessment reports are available for download on the UU website.

FORERUNNER IN OPEN SCIENCE – TRANSITION TO OPEN SCIENCE

To realise research results and their social impact faster and better, Utrecht University is working on the transition to Open Science. In doing so, the university is delivering on its promise to make science more open and reliable, more efficient and more relevant to society. The Open Science programme encourages and facilitates employees in putting open science into practice.

PERPETUATING THE IMPACT OF OPEN SCIENCE

While the university's initial focus in the transition to open science was on generating support and disseminating knowledge, the focus has now shifted to integrating open science into the existing organisation. The goal is to permanently and sustainably embed the impact of open science within the organisation.

The Faculty Open Science Teams (FOSTs) play an important role in this. These teams are chaired by the Dean and consist of an interdisciplinary group of researchers and other staff (e.g., HR staff) who work together to develop initiatives to embed open science within the faculty. For example, the Faculty of Science FOST developed an open access strategy, the Faculty of Law, Economics and Governance FOST organised several open science events, and the Faculty of Medicine FOST developed new senior lecturer profiles this year based on the principles of Recognition and Rewards. The Faculty of Social and Behavioural Sciences even hired their own policy adviser to promote open science within the faculty from their own FOST. Social impact has been a central focus for the strategic themes since their inception. The FOSTs work with external stakeholders, and because of the interdisciplinary approach, team science is integrated into the way the themes work. All strategic themes are affiliated with the Open Science Platform.

In 2022, a start was also made on engaging the university's various departments in Open Science. A workshop on open science was developed for all communications sections, and HR staff all attended the 'Recognition and Rewards for Managers' training.

Implementing Recognition and Rewards

The way in which academics and university staff are recognised and rewarded is key in the transition toward open science. Many concrete steps were taken in 2022 towards implementing recognition and rewards in the organisation, with the university taking a pragmatic approach. In 2022, the training course 'Recognition and Rewards for Managers' became a permanent part of the HR training offered to supervisors and was further developed. This is will be one specific way of putting recognition and rewards into practice in the organisation in the coming years.

In addition, in collaboration with the FOSTs and HR department, a review is underway of the university's vision of 'Recognition and Rewards' involving matters such as the distance between the academic staff and the administrative and support staff.

Another step toward Open Access

Utrecht University aims to create a publishing climate in which academic authors publish in a fully open access way (OA). To achieve this ambition, the Executive Board adopted a new OA policy in 2022. Increasing the availability of research results increases transparency, applicability and the likelihood of reusing these results. Moreover, this benefits the social impact of research.

Central to the open access policy is that researchers at Utrecht University are expected to make all of their publications (articles, book chapters and books) open access under an open licence, to the extent that the tools UU offers for open access publishing currently provide for it.

Impact through Public Engagement

Scientists need partners who benefit from the research they do. Anyone could be such a partner, even people for whom the relevance of science is not obvious. This is why Utrecht University invests in engaging a broad and diverse audience in science. Part of public engagement is stakeholder engagement. A course for academics was developed for this purpose in 2022. In it, scientists learn how to collaborate with nonprofit organisations, policymakers and businesses.

In addition, Utrecht University encourages scholars to involve themselves in the public debate in a safe and proper manner. For this reason, the pilot course 'Scientist in the Public Arena' has become part of the regular media training offerings. In this series, participants receive theoretical and practical tools on public interaction and the emphasis is on peer review and exchange of experiences. Public Engagement has built a very active fellow network with the aim of seeking each other out to exchange experiences. In 2022, members of the network also jointly published scholarly papers on the importance of public engagement to the university's social impact.

FAIR Data & Software: removing obstacles in practice

During 2022, the first steps were taken towards establishing data governance within UU. In doing so, the guiding principles and values for success, solutions and organisation were identified. This all took place in a session attended by around 30 university employees from different faculties and strategic themes. This exercise is used to arrive at an action-oriented agenda, for a sustainable governance structure for data, in which defining, implementing and monitoring can be continually safeguarded.

Launching Open Education

The transition to open science will only succeed if it includes students, academics and citizens of the future. Therefore, the OS programme was expanded to include a fifth theme in 2022: Open Education. Utrecht University chooses a broad definition of Open Education with a range of topics from an open and reflective attitude in education to offering education on open science. This also includes efforts to encourage open educational resources.

An Open Education Fellows Network and the sounding board group with members from all faculties are working on the major questions relating to Open Education. How do you ensure that making educational materials accessible pays off? What is a sustainable relationship between a degree programme and social partner? How do we prepare students and PhD candidates for an open science future?

We are not there yet: OS monitor keeps university on its toes

In 2022, the Open Science Programme conducted its second Open Science Monitor. This shows that despite all of the efforts, awareness of open science among employees has not yet increased significantly compared to the previous monitor. There is also still a discrepancy between attitude and behaviour. Employees who know what open science is are not yet acting accordingly. The survey was conducted among all employees of Utrecht University and UMC Utrecht. Employees were asked about their attitudes toward the principles of open science. A total of 634 scientists (14%) and 558 colleagues in other roles (16%) from UU and UMCU participated.

DEVELOPMENT OF YOUNG RESEARCHERS

In 2022, the Graduate Committee worked to implement the PhD agenda. The Graduate Committee is a consultative and advisory body that unites the Graduate Schools. The committee made proposals for improving the quality of doctoral programmes, including through better supervision and the development of a greater range of training courses for PhD candidates.

The Utrecht Young Academy

The Utrecht Young Academy (UYA) celebrated its fifth anniversary in 2022. UYA members come from a variety of backgrounds, from different fields and disciplines, and have a passion for science and humanities. A number of new members are elected each year. Many projects were implemented in 2022. The UYA draws a lot of attention to climate issues, including through debates and by means of the Climate Help Desk, through which citizens can ask questions about the climate. The UYA also pays close attention to interdisciplinary research and public engagement – ways to connect research with society.

A STRONG RESEARCH INFRASTRUCTURE

Fair Research IT

2022 saw the launch of the FAIR Research IT programme, a follow-up to the 2021 Research IT programme. The aim of the new programme is to provide every research team at Utrecht University with the right Research IT support. Repeatability is emphasised in this, enabling the developed knowledge and solutions to be easily reused by others. Therefore, solutions are developed according to the principles of FAIR (Findable, Accessible, Interoperable, Reusable) and Open Science. For this purpose, a fund was opened in 2022 to allow additional investment into the development of ICT solutions for research.

Collaboration in research infrastructure

In the field of research, there is increasingly intensive collaboration at the national and international levels. This is readily apparent in Dutch investments in large-scale research infrastructure. The Netherlands Organization for Scientific Research (NWO) now only invests in infrastructure that is nationally supported. Large-scale infrastructure must also be connected to European networks. In 2022, Utrecht University was involved in several consortia that applied for funding from the NWO to establish or strengthen their large-scale infrastructure. Utrecht University acts as a focal point in several of these networks.

The National Growth Fund is also an important incentive for collaboration among various parties at the national level. Utrecht University was involved in several second-round projects awarded in 2022, such as Biotech Booster, GroenvermogenII, Einstein Telescope, Oncode-PACT and LLO catalyst. Of the projects awarded in the second round, Utrecht University, together with alliance partner Wageningen University & Research, is initiator of the CROP-XR project that will research extra resilient agricultural crops over the next ten years.

Enabling opportunities

Various parts of the university assist researchers in their quest for impact. Taking advantage of opportunities regularly requires additional resources that cannot be found through regular means. Therefore, investments continued to be made through university funds for upper faculty entrepreneurship projects in 2022. These investments help strengthen the entire research innovation chain, from stimulating entrepreneurship and start-ups to appropriate business intelligence and business development support. In 2022, an investment of one million euros was made into ten different projects, including a proof of concept study to identify plastic pollution with the goal of establishing a nonprofit organisation, as well as support in developing applications for the National Growth Fund and business development to set up a research lab to make investments in social transitions actually have an impact. These projects also clearly show that Open

Science thinking is alive and well among our researchers. Data and software are usually offered through open licences, and services are often offered on a non-profit basis: impact is paramount. After a positive internal evaluation in the autumn, it was decided to allow such investments in future years as well.

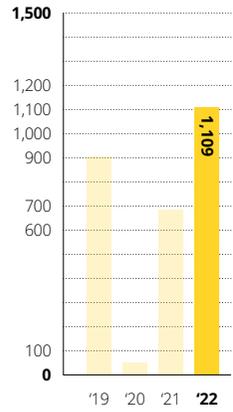
Indeed, the evaluation demonstrated that the funds not only meet an important need, but that they make an important contribution to entrepreneurship, attracting external funding and facilitating collaborations with third parties that would otherwise not have been possible. As a result, all funded projects are aimed at achieving social impact.

SDGs in groundbreaking research

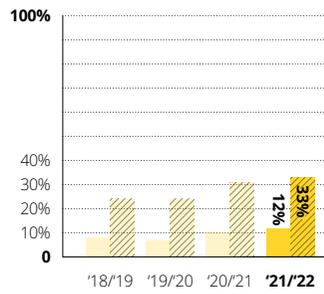
2021 examined the relationship between research taking place at Utrecht University and the UN Sustainable Development Goals (SDGs). That research by eight scientists led by Prof. Johan Schot showed strong growth over the past 20 years and covered all of the SDGs.

While the university covers all SDGs, the focus of research tends to be on health and well-being (SDG 3), climate change (SDG 13), and clean water and sanitation (SDG 6). Compared to the national trend, Utrecht University is particularly strong in research related to SDG 13, which focuses on the needs of developing countries in the transition to a low-carbon economy to mitigate the effects of climate change. The analyses show that there are many interactions between different research groups with their own SDG focus, and with internal or external groups doing other research. The Strategic Themes play an important role in this. The image of a collaborative and interdisciplinary-oriented Utrecht University is consistent with the results of a recent Centre for Science and Technology Studies (CWTS) investigation from Leiden showing that 89 percent of scientific publications involved collaboration with external researchers, mostly interdisciplinary.

COLLABORATION BEYOND BORDERS

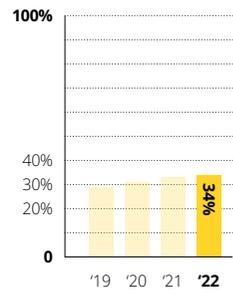


Exchange students international (outward bound)



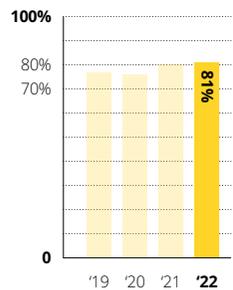
Percentage of international students

● BA
▨ MA



Percentage of international scientific employees

TRANSITION TO OPEN SCIENCE



Share of open access published articles



'YOUNG IN THE 21ST CENTURY': RESEARCH ON YOUTH

The new Master's programme, Global Challenges for Sustainability, is transdisciplinary in nature and focuses on concrete, societal issues about water, food and health. To address these issues, students from a variety of backgrounds were selected: social sciences, public administration, law, science, technology, humanities and education. The Master's programme is an initiative of CHARM-EU, an alliance of the University of Barcelona, Trinity College Dublin, Eötvös Loránd University in Budapest, the University of Montpellier and Utrecht University. This Master's programme gives students the opportunity for the first time in Europe to pursue a joint degree Master's, with the five universities awarding the degree together. In 2021, 73 students were admitted for the first phase of the Master's programme Global Challenges for Sustainability.

During the one-and-a-half-year Master's programme, students may change universities one or more times for the various courses of study. Niels Bovenschen, associate professor of medicine/University Medical Center Utrecht: "In this new master's, students can contribute to solving real-world challenges, such as infectious diseases and pandemics, chronic diseases, aging and cancer. In doing so, students will collaborate with students and professionals from other disciplines, from (bio)medical sciences to economics, communications and geosciences."

LARGE GROWTH FUND AWARDED FOR CANCER DRUGS

A total of 325 million euros was awarded to Oncode-PACT in 2022 to accelerate the preclinical development process for cancer drugs. This will bring candidate cancer drugs to patients faster, cheaper and thus earlier. By utilising patient data and tissues from patients early in the development process by means of organoid technology and artificial intelligence, the effectiveness and safety of a potential drug can be assessed much earlier in the process and with greater certainty. In addition, this will enable the reduction of animal testing. This supported way of working within Oncode-PACT ensures that patients can be helped as early as possible and more effectively. This new method of drug development will make it possible in the future to provide customised treatment at a much earlier stage in a person's disease process.



DUTCH DATA PRIZE FOR YOUTH RESEARCH

During the Fair Data Day at the Jaarbeurs, the Dutch Data Prize was awarded to the YOUth Cohort Study conducted by Utrecht University and the UMCU. The judges praised YOUth's dataset, which they found to be of great value to several areas of research. For nine years, researchers have been collecting and making the data FAIR (Findable, Accessible, Interoperable and Reusable), all in line with Open Science ambitions. This highly sensitive data, namely children's data, was still made accessible to other researchers in a secure manner. The YOUth study is the Utrecht investigation into child development. Coosje Veldkamp, project manager at YOUth, thinks the entire project can be a model for data collection and release. 'If we can do this with this kind of data, really almost everyone should be able to make their data FAIR.'



TOWARD 100% OPEN ACCESS

During 2021, Dutch universities published 82% of their peer reviewed scientific publications by means of Open Access. This is a nine percentage point increase from 2020. For Utrecht University, the percentage was 80.7%. Utrecht University's Open Access policy is explicitly embedded in the Open Science programme with other pillars in this programme, such as public engagement and Recognition and Rewards. Dutch universities continue to work toward 100% Open Access publishing. The nine percent increase in Open Access publications is stronger than previously expected. This is mainly due to a large growth in 'gold publishing' (journals with only open access publishing options) and better support in 'green publishing' (implementation of the Taverne amendment, where researchers deposit their work in an open repository).



A Close-knit Community

Utrecht University aims to be a good employer and educational institution, caring for all of its students and employees. A university where everyone feels at home and upon which alumni can reflect with warmth. At Utrecht University, people are involved with each other and feel part of a community. There is room for development, interaction, knowledge sharing and open conversation. The university values accessibility and inclusion and encourages students and staff to be considerate of each other.

A close-knit community is one of the five guiding principles of the Strategic Plan 2025 and forms a foundation for achieving the transition to Open Science.

ACADEMIC COMMUNITY FOR ALL

New framework for Recognition and Rewards

In February 2021, Utrecht University published the vision Recognition and Rewards. Recognition and Rewards is based on the TRIPLE model (Team, Research, Impact, Professional Performance, Leadership, Education). The Recognition and Rewards Working Group developed this model with input from the university community. At its core lies the re-framing of the 'why' and 'how' of work at the university. It revolves around the goals of the university as a whole, those of the specific faculties, departments, and of one's own team. This includes an ongoing conversation between managers and employees about their role, task and contribution to the team. That conversation is not limited to selection and promotion, but is also about development. Good leadership is essential for facilitating, coaching and encouraging teams and individuals. Leadership development is therefore one of the cornerstones of the new vision.

During 2022, the faculties further implemented Recognition and Rewards and the TRIPLE criteria in their own context. In order to give faculties a framework, steps have also been taken to further develop FLOW (Functies, Loopbanen en Waardering, or Jobs, Careers and Rewards).

This is no longer known as WP FLOW, because it is intended for all university staff). This includes, for example, assumptions regarding the career principle, as well as preconditions for the development of TRIPLE within the faculties, qualification requirements and basic principles for appointments.

In 2022, the university hosted four pilot workshops for managers on Recognition and Rewards. Based on this, a partner was chosen by means of a tender to conduct about 50 workshops for all managers over the next three years. The university deliberately chooses to apply Recognition and Rewards to all university staff and not just academic staff. In 2022, the university took a number of measures to extend the implementation of Recognition and Rewards and its extension in the form of TRIPLE criteria to administrative staff as well. The university will continue this in 2023. An updated Assessment & Development (B&O) form was implemented in 2022, with a cover sheet on Recognition and Rewards and reference to the TRIPLE criteria and the university's leadership profile. This was a very welcome change in some places, while in other work environments the implementation of Recognition and Rewards still requires attention.

Warm welcome

The onboarding programme for new employees was further rolled out during 2022. By means of online training and a physical meeting (switched to a live online session in some cases due to coronavirus measures), new employees get to know Utrecht University and build a broad network. An optional tour of the Utrecht Science Park enhances the opportunity to network and get to know the university more broadly. For international employees, there is an additional onboarding programme enabling them to get acquainted with other international employees, the university and Dutch culture. The university also offers the 'language buddy project' and the 'international neighbourhood group' for international employees.

The International Service Desk continues these services with a welcome reception and webinars on topics such as the financial market and health insurance. Fifteen 'dual career service' pathways were also launched in 2022 for the accompanying partners of international employees. Incoming international staff are also supported in finding housing.

With the advent of the new language policy, more attention is being paid to bilingualism within the organisation. Dutch & Dutch C1 reception courses are popular, and participation in English assessments is also growing.

Equality, Diversity & Inclusion programme

Utrecht University organises a diversity month twice a year to draw attention to various diversity and inclusion issues. In October 2022, the Equality, Diversity & Inclusion Office joined forces with the Centre for Academic Teaching to host the All Inclusive Symposium on inclusive education.

For the first time, the university organised the One Book One Campus project for all staff and students. More than twelve hundred students and staff read the book 'Girl, Woman, Other' by Booker Prize winner Bernadine Evaristo. The university organised a variety of events and discussions around this, culminating in an evening with the author herself.

The university developed a dilemma game, which was well received by employees. Using various theme cards about diversity and inclusion, employees engage in a conversation. This includes real case studies on issues such as identity, cultural differences and transgressive behaviour.

Each faculty established an Equality, Diversity & Inclusion committee in 2022 and is working on an activity plan. Both staff and students serve on these committees.

On the initiative of the Equality, Diversity & Inclusion Steering Committee, the university provided five additional doctoral fellowships under the Mosaic 2.0 programme of the Netherlands Organization for Scientific Research. This enabled seven PhD candidates with a migration background to start their PhD in 2022.

Eleven holders of a residence permit gained work experience at Utrecht University through an Inclusion traineeship in 2022. Seven trainees have since found jobs inside or outside the university, for example as financial controllers, laboratory analysts or event coordinators. This is a great number considering that nearly 60 percent of all holders of a residence permit nationally are still unemployed after five years.

There was widespread faculty interest in the 'Diversity in Recruitment and Selection for Managers' training. A total of 86 managers and 71 professors participated in this training. The training took place three times. In 2022, 300 participants attended the 'Active bystander' training, including 23 students.

Labour market tightness

As UU, we want to attract the best national and international employees and be an inclusive, diverse university. However, the tight labour market is putting pressure on this ambition. The number of vacancies has continued to rise in recent years. We also face a major recruitment challenge if we are to achieve the goals of the governance agreement. In recent years, our recruitment and selection organisation has been examined to see where any issues lie and what strategies are possible to strengthen our recruitment activities. The basis underlying all strategies is to move to more active recruiting methods. Active recruitment is also important from the point of view of internationalisation and EDI; if we do not repeatedly search for a good mix of candidates, there is a risk that we will regularly acquire our contacts from the same personal networks and eventually arrive at the same (not very diverse) result. We are now in the process of equipping our organisation to take an active approach, and this should be completed by 2023.

LEADERSHIP, ATTENTION TO WELL-BEING AND ROOM FOR DEVELOPMENT

New leadership programme

To strengthen leadership, Utrecht University organised five rounds of the UU Leadership Track for senior managers in 2022, as well as a separate round for administrators. This UU Leadership Track offers managers the opportunity to reflect on their role as managers within the university, and to work on their competencies in accordance with the UU Leadership Profile and on their skills. Moreover, the track promotes connection between the different roles and components of Utrecht University.

In 2022, the university also implemented the 360-degree reflection tool, which enables managers to gather feedback on their leadership competencies from their environment. The university also increasingly used selection and development assessments for leadership and other positions in 2022, and the Assessment & Development (B&O) form now includes a link to the leadership profile, and there are clear principles for administrative appointments.

Employee development

In 2022, the university established new training programmes such as 'Capitalise on your talent' for 55 Plus colleagues, 'Administrative and Support Staff Develop Together' for administrative and support staff in scale 5-9, a specific offering for postdocs and 'Personal Leadership' for all employees. In addition to the new training courses, the existing offerings on diversity, leadership, communication, career development, English and Dutch language skills, intercultural competencies, time management, et cetera continued. In addition to live training, workshops and learning paths, the university also offered online training through GoodHabitZ and encouraged other activities that promote personal development such as individual and team coaching, mentoring, participation in a temporary project or other work. In 2022, the university also hosted the DevelopMEvent again, which focused on the importance of personal development, and allowed employees from across the organisation to attend workshops.

Social safety

The social safety project was completed in 2022. The project consisted of four lines of action:

1. the redesign of the grievance procedure and arrangements;
2. awareness and prevention;
3. care for employees and students;
4. the 'relationships in the workplace' code.

Many initiatives in this area were realised during the project. For example, the complaints mechanism and procedure were revised and the new Interpersonal Integrity Committee was established and actively working. The code, regulations and procedures for the

confidential adviser and ombudspersons were also reviewed and adopted. An online selection tool has been developed to help students and staff find the right source of help. In addition, arrangements have been made within the support structure so that students or staff who do not immediately get to the right place are quickly referred. In addition, agreements were made for the exchange of signals and feedback to the Executive Board.

Active bystander training is offered to students and staff, and several leadership programmes and learning courses focus on inclusion and social safety. The 'Consent Matters' pilot module has been completed and evaluated. This module helps to generate awareness about stating your own boundaries, respecting others' boundaries and what you can do as a bystander when you see boundaries being crossed. The module will be available within the entire university. Further rollout will be done in collaboration with the degree programmes, because the added value of taking the module mainly lies in the subsequent conversations about it. This will be designed together with the degree programmes in order to customise it to suit specific needs.

To emphasise the importance of social safety, the opening of the academic year highlighted this, and extensive discussions were held on the Royal Netherlands Academy of Arts and Sciences (KNAW) report on social safety, which came about under the chairship of Naomi Ellemers.

The social safety portfolio is in the hands of Human Resources, where a policy adviser for social safety and well-being has been active since mid-2022. This policy adviser is working on a renewed approach to social safety for the period 2023-2024. The emphasis will be on prevention and the aim is to research the effectiveness of the resources so that we can establish an increasingly scientifically proven effective programme in the future. We will also examine how existing culture, structures and processes may be getting in the way of us arriving at the safe culture we seek.

Preconditions for a good work-life balance

To help contribute to a good work-life balance, Utrecht University is committed to increasing the employees' autonomy and the space they have to act. For this reason, the university instituted a meeting and email-free week in 2021, which also took place again in 2022. In addition, the vitality programme continued in 2022, including a newsletter on vitality and sports activities. Furthermore, organisation-wide attention was paid to the topics of vitality, happiness at work and work stress in the 'Vitality Week' and 'Work Stress Week', respectively. The university directed employees toward existing offerings in these areas and encouraged them to take advantage of them. The vitality programme is currently being revised so that the programme meets the needs of employees and the organisation in 2023.

SUSTAINABLE DEVELOPMENT IN THE UNIVERSITY

Programme for youth from practical or special education

For the second year, the TOP Academy Utrecht University started with seven young people from practical education and special education; all from the employment region of Utrecht. TOP stands for 'developing talent in practice' (talent ontwikkelen in de praktijk). The young people will do internships at various parts of the university and its partners Eurest, Asito, Embrace and Profi-Sec. Participation in the TOP Academy has also been included in a number of European tenders. During the course of the two-year internship, young people between the ages of fifteen and eighteen orient themselves to the labour market and gain experience. Developing social skills and employee skills is paramount. In addition, they can explore different fields of expertise such as maintenance and technical services, security, cleaning, hospitality, logistics and secretarial services. In addition to their internship, the young people attend classes one day a week at the University Science Park on topics they will encounter during their internship. The aim of the TOP Academy is to enable young people to leave for the labour market self-reliant and well prepared; in a job at Utrecht University, or with one of its partners or another employer.

Participation Act

Utrecht University's ambition is to meet the national jobs agreement within the Participation Act by creating additional, surplus to establishment jobs for people with occupational impairments who are unable to independently earn the legal minimum wage. In 2022, the university worked toward this ambition together with a university participation team and faculty ambassadors, and through public-private collaboration and participation in innovative projects, research and pilots.

On balance, the number of jobs in this framework increased by 24.4 FTE in 2022, with 1 FTE having a scope of 25.5 hours per week. The total number of these jobs thus increased from 128.9 FTE (in the fourth quarter of 2021) to 153.3 FTE in the fourth quarter of 2022. The number of secondments of participation employees remained the same and the number of permanent contracts increased. Although this places Utrecht University among the top five Dutch universities, it has not yet met the legal requirement. The jobs agreement is proving difficult to implement.

The university brought the university participation project team to full strength and professionalised it to support ambassadors and stakeholders with enough people and expertise. In addition, work was done to tender the recruitment, selection and posting of participation employees, which will be deployed in 2023. The university also conducted an evaluation study with respect to the realisation, financing and implementation to achieve a structural and sustainable implementation of the Participation Act (jobs agreement).

Living Lab 2022

The Springboard Living Lab (*Proeftuin Springplank*) focuses on labour participation and aims to help people with an occupational impairment find work within the grounds of Utrecht University. This project is a collaboration between the university and its facilities partners through which jobs are created by combining packages of tasks from different suppliers and the university into one job, for example a combination of cleaning and catering tasks. The goal is to provide employment participants with a full-fledged job in which they can gain as many different types of work experience as possible and take training courses to further develop themselves. During 2022, seven vacancies were opened in this collaboration.

STUDENT WELL-BEING

Student Well-being Task Force

In 2022, Utrecht University put together a new student well-being work programme (2022-2025) that was published in September 2022. The Student Well-being Task Force, made up of students, teachers and counsellors, is monitoring this new programme, with a first interim evaluation in 2024. In addition, the task force serves as a think tank on the topic of student well-being. The new work programme, following on from the first work programme, still focuses on prevention as well as on early detection of and help for mental health complaints, stress and loneliness. The programme was written with four focus areas in mind: 'Learn', 'Focus', 'Engage' and 'Support', within which associated goals and projects are formulated.

The 2021-2022 Student Well-being Task Force also took a closer look at all agencies involved for supervision of students, and made and discussed recommendations. In the last academic year, the university also paid close attention to accessible communication about the help available to students so that students know where to turn. Staff members were also involved again and informed in various ways about the various counselling and support options so that they can properly refer students.

The university is continuing the Student Well-being Task Force. This task force monitors workload and advises the Executive Board on measures to prevent high workloads.

Warm welcome for international students

The Warm Welcome for international students was further developed in 2022. Welcome Week (with an appropriate new name) was organised again this year. The event grew to accommodate 2,500 participants and lasted four days. The students got to know each other, the university and the city. The varied programme also focused on student life in Utrecht, for example through workshops organised by sports and cultural associations.

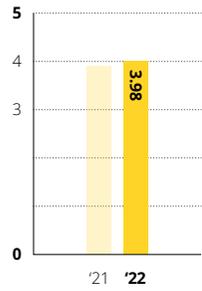
In addition, international students were offered the Academic Buddy programme. The programme pairs international students with a local student who will go on an exchange themselves six months later. Within the latter programme, the university organises workshops and events to help the buddies get to know each other's academic culture. In addition, the university also focused on providing information to all international students, especially around Dutch study culture.

At the end of 2022, the Warm Winter programme was organised for international students who stayed in Utrecht during the Christmas holidays. This programme included cooking a Christmas dinner together, a city walk and an activity where students could read and discuss a book together. A total of about sixty students participated in this programme.

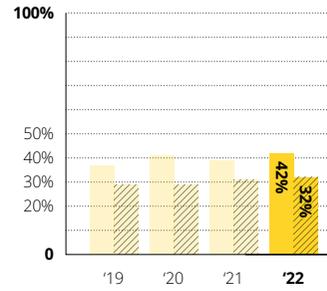
OPEN BUSINESS OPERATIONS FOR CHANGE AND INNOVATION

In 2022, the university advanced the open business operations programme for change and innovation, Asturias. The strategic plan, input from the 2021 round of interviews, information from other universities and general trends and developments have led to a vision that is a good guide for further shaping and implementing this programme. An Asturias Programme Manager was hired at the end of 2022 to implement this in 2023.

CLOSE-KNIT COMMUNITY



Dutch students:
‘I feel at home in my
degree programme’
— Nationale
Student Survey
**New theme
since 2021**



Percentage of female associate
professors (UHD), professors
UHD
HGL

MARION KOOPMANS IS ALUMNUS OF THE YEAR

On Coming Out Day, 11 October 2021, the world's longest rainbow bike path was festively opened in the Utrecht Science Park. With the rainbow bike path, which was an idea by Elias van Mourik, a University of Applied Sciences Utrecht student, Utrecht University, Hogeschool Utrecht and University Medical Center Utrecht hope to draw attention to the acceptance, equality and safety of all people from the LGBTIQIA+ community. Change starts with increasing visibility and awareness. Partly for this reason, Utrecht University has decided to embrace this initiative. Diversity dean Janneke Plantenga is convinced that the bike path is more than just symbolic politics. It is in line with the university's Equality, Diversity & Inclusion (EDI) programme which is about (policy) change within the university in the area of diversity and inclusion, and it is a visible reminder that the university is committed to diversity and inclusion, and that it can be held accountable by students and staff.



OUTREACH AWARD FOR IMAU RESEARCHER AND WEATHER FORECASTER PETER KUIPERS MUNNEKE

During this fifth edition of the Betweter Festival in October 2021, the audience explored the world of tomorrow together with scientists and artists. How do we restore the relationship between humans and nature? Where is the connection in times of polarisation? Do technological advances lead to a better future? The halls of a sold-out TivoliVredenburg were filled with a unique programme including lectures, music and live scientific research with, among others, historian Beatrice de Graaf and hydrologist Niko Wanders of Utrecht University. The Betweter Festival is organised by Utrecht University in collaboration with the Netherlands Organization for Scientific Research, Utrecht School of the Arts, the University for Humanistics and TivoliVredenburg.

MEET THE PROFESSOR

More than 100 professors visited Utrecht primary schools in March. True to tradition, they all donned their gowns and boarded bicycles that were equipped this year with a sensor to measure air quality along the way. This year, 109 school classes and professors participated. Beforehand, the school classes received golden envelopes containing hints. In turn, professors also received 'prof mail': questions and drawings from students about what they thought their professor would look like. This led to many drawings of a man in a lab coat doing experiments with Erlenmeyer flasks: one of the many stereotypes that 'Meet the Professor' aims to break.



STAIRWAY TO IMPACT AWARD FOR BIOLOGIST LONNEKE IJSSELDIIK

Researcher Lonneke IJsseldijk is one of three winners of the annual Netherlands Organization for Scientific Research (NWO) Stairway to Impact Award. With this award, research funding body NWO rewards scientists who effectively take important steps to apply their scientific results to a societal problem. NWO identifies Lonneke IJsseldijk as an expert on marine mammals who contributes to both science and society with her knowledge and research. According to NWO, she informs and inspires the public about marine mammals and their importance. For example, IJsseldijk has a group of whale fans who help her collect and secure stranded animals for scientific research. In return, her audience receives a wealth of interesting facts about these little-known animals. Her work is invaluable to various government agencies and community organisations. Dean of the Faculty of Veterinary Medicine Debbie Jaarsma: 'She has invested an enormous amount in stranding research in recent years. Her open attitude and enthusiasm for scientific research is contagious, both for her colleagues and for the outside world. Many scientists can take inspiration from the way Lonneke uses social and other media to make her research interesting and accessible to a wide audience.' Lonneke: 'I try to make this work visible through photo, video, social media and media interviews, to reach as many people as possible to share what is being researched "behind the scenes".'



Focus on Sustainable Development

Because of our public role as a university, we bear a great social responsibility. Sustainable development is therefore one of the guiding principles of Utrecht University. Using the United Nations' Sustainable Development Goals as a guide, the university has set a number of targeted sustainability goals in the 2025 Strategic Plan for 2030 and beyond. To achieve these goals, the university is undertaking several initiatives.

As Utrecht University, we want to be an example to other organisations in the field of sustainability. We are working on this by prioritising sustainability and working on it with our students, staff and stakeholders. For example, we are reducing the university's carbon footprint, restoring and enhancing biodiversity and setting a course for circular business operations. Making students part of a sustainable environment gives them the knowledge and skills to contribute sustainably to society. Research, education and business operations are actively connected in solving local sustainability issues that in turn can be used more broadly in society. In this way, we collaborate on our mission to conduct groundbreaking research that provides solutions to global issues.

EDUCATION

New generation of critical global citizens

At Utrecht University, almost every student comes into contact with sustainability, regardless of their field of study. Every year, about five thousand Master's students graduate from Utrecht University. The university is training this new generation to become leaders and drivers of the sustainable transition. The university does this by integrating sustainability into education, using the Sustainable Development Goals (SDGs) as a guide. There is also a focus on raising awareness among students.

Game Utrecht 2040

Utrecht University's goal is for every student to be exposed to sustainability in their education. One way to accomplish this is by playing the game Utrecht 2040. This is a serious game that introduces students to sustainability challenges based on the Sustainable Development Goals (SDGs). The solutions the students can propose focus on the ideal Utrecht in 2040. During 2022, 1001 students played the game.

RESEARCH

Research related to the SDGs

Utrecht University's ambition is to focus on the development towards a sustainable society in its multidisciplinary strategic themes. Research related to the Sustainable Development Goals (SDGs) has now grown significantly and covers all SDGs.

Pathways: Sustainability Education and Engagement community

The university encourages interdisciplinarity in the regular and free elective parts of the curriculum (UU Strategic Plan 2020–2025). This includes a visible focus on the strategic themes, including Pathways to Sustainability. This is expected to introduce more students to the topic of sustainability. Within the Pathways to Sustainability strategic theme, the Sustainability Education and Engagement community was established in 2022. The community aims to connect sustainability education initiatives within Utrecht University and develop new initiatives.

BUSINESS OPERATIONS

Business Operations and Sustainability

Utrecht University prioritises sustainability in its business operations, focusing on three Sustainable Development Goals (SDGs). These are: Responsible Consumption and Production (SDG 12), Climate Action (SDG 13) and Life on Land (SDG 15). In collaboration with stakeholders, the university is continuously working to reduce its carbon footprint, restore and enhance biodiversity, and achieve circular business operations.

Sustainability Office

With the introduction of the Sustainability Office (SO) in 2022, the university decided to strengthen the governance structure around sustainability. This decision supports good preparation for the upcoming Corporate Sustainability Reporting Directive (CSRD) legislation. The Sustainability Office also includes the Green Office (GO) and UULabs. The Green Office is the sustainability platform for and by staff and students. Living labs for sustainable development are initiated through UULabs. In this, research, education and operations work together to find solutions to local sustainability issues.

Living Labs innovation model solving local sustainability issues

At Utrecht University, we have the goal of creating living labs for sustainability in the buildings and grounds, where education, research and business operations can unite and collaborate (UU Strategic Plan 2025). Our own campus and its unique scenic location are ideally suited for living labs for sustainable development.

Green Office

The Green Office (GO) is a platform for and by employees and students of Utrecht University, where sustainable ideas are formed and awareness campaigns and sustainability projects are launched. The Green Teams actively contribute to the sustainability of a specific faculty. In 2022, the Green Office hosted six thematic sessions to strengthen the connection between the Corporate Offices and faculties on specific sustainability topics.

FOCUS ON THREE SUSTAINABLE DEVELOPMENT GOALS

SGG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION

SDG 12 focuses on the transition to a circular economy. Activities central to this include using resources more efficiently, increasing recycling and reducing waste. Businesses, government and consumers are urged to make mindful choices in this regard. This lowers the pressure on the environment and reduces dependence on raw materials, which in turn limits the negative impact of consumption on future generations.¹

Dutch context

The Dutch government is working with industry, knowledge institutes, nature and environmental organisations, governments, trade unions, financial institutions and other civil society organisations to use raw materials more economically and smartly. The goal is to achieve a fully circular economy in the Netherlands by 2050.

Utrecht University Ambitions 2030

Utrecht University aims to have zero waste business operations by 2030. This means responsible circular management aimed at avoiding or reducing waste wherever possible. Residual material streams are thereby used with as much value as possible in a new cycle. Tenders are made according to the highest possible conditions for circular procurement. Food waste is also minimised. At its catering locations, the university aims to reduce food waste by 50 percent by 2030, compared to 2022.

RESULTS SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 2022

Programmatic approach to waste reduction – Zero Waste programme

To achieve the goal of zero waste operations by 2030, the Zero Waste Programme was launched in 2022. This programme serves as purposeful management of a large volume of activities and their deliberate consideration and prioritisation. It also focuses on responding flexibly and effectively to ongoing waste-related developments.

¹ Sustainable Development Goals (SDGs) in the Dutch context – Monitor Brede Welvaart & the Sustainable Development Goals 2022 | CBS

In 2022, through UULabs, the university collaborated with University Medical Center Utrecht (UMCU) on six studies relating to medical waste.

Starting from 1 February 2022, the university has contractually committed to no longer purchasing new furniture, and to maximising the high-quality reuse of existing furniture by means of a 100% reuse approach.

Sustainability in catering

The university has been using data tool Winnow since 2022. As a result, relevant information on food waste is better monitored. This will lead to a reduction in food waste and CO₂ emissions, and will also save costs. University catering locations were registered with the Too Good To Go app during 2022. This app enables leftover food to be offered at a greatly reduced price. In 2022, the university also launched a pilot to replace disposable coffee cups from vending machines with ceramic tableware.

Sustainable disposal of IT equipment

In 2022, Utrecht University won the CO₂ Trophy at the AGRO360 and UW Social Sustainability Awards for the sustainable disposal of IT hardware. This trophy is awarded to companies that have saved the most CO₂ in kilograms by giving IT equipment a second life through ARGO360. For employees, the university organised private hardware return days for safe and sustainable disposal. The total proceeds of €2,000 were donated to Stichting Leergeld Utrecht.

Circularity of buildings

The university is also optimising circularity in real estate. A circular building is designed, built and managed in a demountable way, enabling products and materials to be reused in a high quality manner in the future. In dismantling buildings, high-quality repurposing of building materials is the guiding principle. The Earth Sciences Building was dismantled in 2022. The concrete frame has been retained and will be integrated into the new laboratory building still to be developed on the site of the Earth Sciences Building. For the Martinus de G. Bruin Building, preparatory work is underway for circular decommissioning. The office floors of the Prof. H. Jakob Building and the Willem C. Schimmel Building have been renovated in a circular manner. Interior demolition and asbestos removal in the Willem C. van Unnik Building began in 2022. This was an important and visible first step in the transformation into a sustainable education, research and office building.

Circular furniture

In all new European procurement processes, Utrecht University structurally addressed sustainability ambitions in 2022, including the reduction of residual waste. In two European tenders for hygiene, cleaning and waste collection products, circular and plastic-free products were deliberately chosen. Also, the university contractually committed that no new furniture will be purchased starting from 1 February 2022, and that the high-quality reuse of existing furniture will be maximised through a 100% reuse approach.

SDG 13 – CLIMATE ACTION

SDG 13 focuses on addressing the human-made climate crisis. The Paris Agreement was reached in 2015, with the aim of reducing climate change and its adverse effects. The effects of climate change threaten humans and nature.²

The European Union has set itself the goal of reducing emissions by 40% by 2030 and 60% by 2040. The European Commission is now setting a more ambitious goal, to reduce greenhouse gas emissions by at least 55% by 2030.³

Dutch context

The Dutch Climate Agreement (2019)⁴ includes more than six hundred agreements to curb greenhouse gas emissions. Targets have also been set locally by the city of Utrecht.

Utrecht University Ambitions 2030

Utrecht University aims to have climate-neutral business operations by 2030. By doing so, the university wants to contribute to compliance with the Paris Agreement, the Dutch climate agreement and local Utrecht ambitions. This will require a significant reduction in the university's CO₂ emissions. The main categories of CO₂ emissions in this respect include natural gas, heat and electricity consumption, commuting, agriculture and air travel.

RESULTS SDG 13 CLIMATE ACTION 2022

Utrecht University plans to incrementally comply with the CSRD's reporting requirements and move toward integrated reporting. As a first step to this end, sustainability reporting has already been included in this annual report. An additional Monitor will not be published. Those interested in more details regarding the carbon footprint are invited to visit the Utrecht University website.

In 2022, the university undertook several initiatives to further reduce carbon emissions. Since 2014, the university has published an annual summary of carbon emissions caused by the organisation's activities. In 2022, total CO₂ emissions amounted to 27,424 tons (energy-related).

Energy Strategy Review

The university uses the Trias Energetica as a framework in its energy policy. Energy saving, increased renewable energy generation and efficient use of fossil fuels are central to this.

² 13 Climate Action - SDG Netherlands

³ EU climate action and the European Green Deal (europa.eu)

⁴ The Agreement | Climate Agreement

Renewable energy and more efficient use of fossil energy

The university's natural gas consumption in 2022 is down from 2021 (-15%). In 2022, 7% of energy used was from locally generated renewables. To generate more renewable energy, the university installed an additional 150 solar panels on the university's City Centre Campus in 2022. These will be connected in 2023. In total, the university has now installed about 8,000 solar panels. The share of sustainably generated electricity in Utrecht Science Park is now nearly 3% of the university's total electricity use. Only renewable electricity was in 2022. In addition, the university purchased eight million m³ of green gas (Vertogas). As a result, the total share of renewable energy was 66% of the total energy mix. The feed-in of fossil electricity to Stedin's public grid was reduced in 2022. New initiatives have also been implemented to increase the efficiency of fossil fuel use. We are switching more intelligently between the use of gas motors and gas boilers, thus achieving an optimal balance between the use of natural gas, our own sustainable generation and both consumption from and feed-in to the electricity grid.

Energy Savings

In 2022, the university's energy demand was about 410,000 GJ. About 4,000 GJ less energy was used in 2022 than in 2021. This is 19% lower than the 2017 base year. This is due in part to a relatively mild winter, as well as internal initiatives, such as encouraging behavioural change and adjustments in equipment and facilities. To save energy, the university also decided in 2022 to set the heating to a maximum of 19°C from now on.

Furthermore, a special 2022 Energy Conservation Task Force identified opportunities within the university that could be utilised to reduce energy consumption. Examples included replacing old freezers and refrigerators, closing buildings partially or fully at quiet times of the day, and smarter control of pumping systems for heating and cooling. In 2023, the most promising measures will be implemented.

Collective CHP

In 2022, the University of Utrecht, University Medical Center Utrecht (UMCU), University of Applied Sciences Utrecht (HU), Stichting Studenten Huisvesting (SSH) and International School Utrecht (ISU) signed a cooperation agreement to jointly realise a new collective heat and cold storage (warmte- en koudeopslaginstallatie, WKO) system. It will be used to heat and cool buildings in Utrecht Science Park (USP) in an energy-efficient way in the future, resulting in a large CO₂ saving. The collaboration provides a synergistic advantage as the energy demand profiles of the users differ.

Increasing the sustainability of logistics

In 2022, the university's central goods receiving facility moved to a location outside Utrecht Science Park (USP). This will keep unnecessary truck traffic out of the science park. From this location, freight flows from the university and other USP and Rijnsweerd organisations will be integrated into collective trips using zero-emission vehicles.

Sustainable data centres and search engines

In 2022, the university again used sustainable NorthC data centres. These are among the most sustainable data centres in the Netherlands. They use 100% green energy and residual heat is used to heat nearby businesses.

The university uses Ecosia as its default search engine. Ecosia is a secure and privacy-friendly search engine, and the revenue from searches is used to plant trees. In 2022, more than 15,000 trees were planted by Utrecht University searches.

SDG 15 – LIFE ON LAND

SDG 15 focuses on protection, restoration and sustainable management of life on the land. Protection and restoration of ecosystems and biodiversity can strengthen resilience to increasing population pressure, land use intensification and climate change.

Dutch context

SDG 15 underlies the national Biodiversity Delta Plan. The ambition of the Delta Plan is to convert biodiversity loss in the Netherlands to biodiversity restoration by 2030.

Utrecht University Ambition

In the lead-up to 2035, the university will strengthen and restore biodiversity and promote sustainable use of biodiversity by:

- further reducing the university's carbon footprint;
- increasing the biodiversity of the area under their own management; and
- increasing impact, through increased support and knowledge sharing.

The university manages an area of 350 acres. The area plays a crucial role as a connecting element between the surrounding natural areas of the Utrecht Science Park (USP). However, nature in the area has become fragmented. By restoring biodiversity and reconnecting natural areas, different plant and animal species can spread more easily.

RESULTS SDG 15 LIFE ON LAND 2022

Restoring Biodiversity at USP

In 2022, the university drafted and implemented the Design and Management Plan for Biodiversity Restoration at Utrecht Science Park. This identifies concrete actions to increase the area's biodiversity under the university's own management during the period 2022-2025. This will improve habitat for 20 guide species and others. Since 2022, the university has been managing thirty-four acres of roadsides and lawns ecologically. This is 10% of the USP. Roadsides and lawns are now mowed twice a year instead of twenty-five times. This enables the grass to grow taller, new plant species to flourish, insects to find more food and a place to shelter, and they have more time to complete their life cycle.

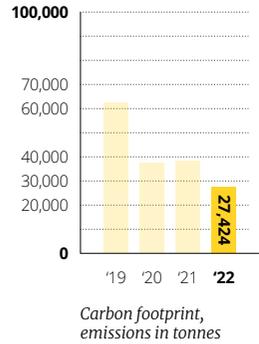
Intensifying stakeholder collaboration

Through the Biodiversity Council, the university was actively involved in area development processes and policymaking during 2022. Agreements have been signed with Landschap Erfgoed Utrecht and the Utrechtse Heuvelrug National Park, formalising and intensifying collaborations. In 2022, Utrecht Science Park (USP) also became a sister park to the Utrechtse Heuvelrug National Park.

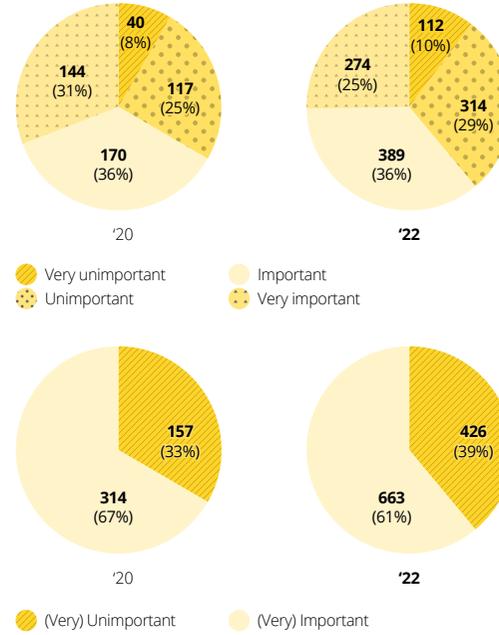
Utrecht Science Park area development

In 2022, the university worked with the University Medical Center Utrecht, Utrecht Science Park Foundation and Utrecht City Council on an environmental vision. This laid the planning foundations for the development of the USP until 2040.

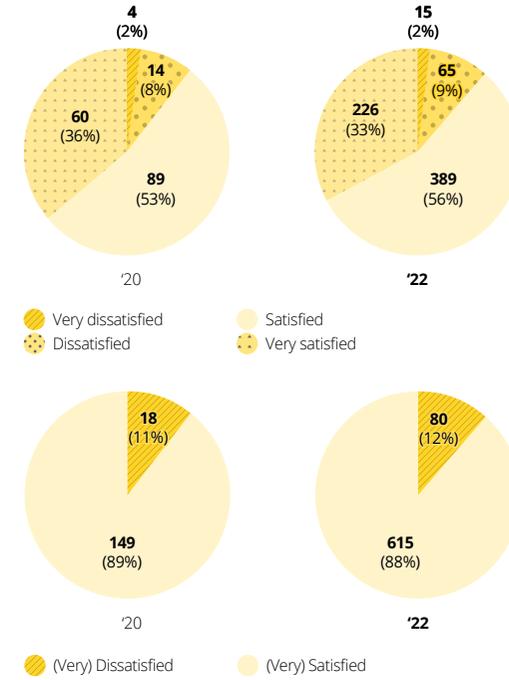
FOCUS ON SUSTAINABLE DEVELOPMENT



Decision Factors: The institution's position on the environmental issue



Living satisfaction: The institution's eco-friendly attitude to the environment



SAVING ENERGY THROUGH SERIOUS GAMING

Gamification can teach lasting, sustainable behaviour. This was revealed by Jan Dirk Fijnheer's doctoral research. Households that played his self-designed Powersaver Game saved up to 30 percent more energy than households that used an energy-saving app without game elements. PhD candidate Fijnheer: 'I am convinced that an average household can save a third on energy bills. But that doesn't just happen. You have to learn what to do, and it takes time. A game is an effective and fun way of doing so.' The Powersaver Game was at the heart of Fijnheer's research. This online game challenged households to save on energy consumption for several weeks with specific savings activities. The household's smart energy meter was linked to the game, so participants immediately saw the result achieved. The experiments demonstrated that the Powersaver Game enabled households to save up to 30 percent more energy than households using an energy-saving app. Moreover, after playing the game, they kept up the saving activities longer than the families in the control group.



45 MILLION YEARS OF TEMPERATURE CHANGE IN ANTARCTICA

An international team of scientists, including Utrecht researchers, used fossil molecules and machine learning to create the first overviews of temperatures in the Antarctic Ocean over the past 45 million years. The results suggest that the world is approaching a tipping point by which warming of the oceans by CO₂ in the atmosphere will cause substantial sea level rise through melting of the ice sheets. This study emphasised the importance of climatic and non-climatic factors and the fundamental role of ocean temperature for the long-term stability of the Antarctic ice sheet.



AIR QUALITY MEASURED DURING THE VUELTA

La Vuelta Holanda started in Utrecht in August. Researchers of Utrecht University mapped the annual average air quality of all stages of La Vuelta and showed that the air at the start in Utrecht and the finish in Madrid were the most polluted. In addition, they concluded that on many stretches the air quality did not meet the guidelines of the World Health Organisation WHO. 'A lot has been done to improve air quality, but there are still many places where the air is not healthy,' said researcher Roel Vermeulen. 'Part of the solution may lie in encouraging active transport such as cycling and walking, especially for short distances. We can encourage this, for example, by improving cycling infrastructure and designing our urban living environment in such a way that all basic daily needs are within a 15 minutes' walk or cycle from your home.'

HUMANITIES AND ENVIRONMENTAL ISSUES: THIS IS THE UTRECHT CENTRE FOR ENVIRONMENTAL HUMANITIES

The Utrecht Centre for Environmental Humanities investigates the intertwining of nature and culture from different perspectives, taking as its starting point questions and approaches that lie at the core of the humanities. In an open collaboration, the more than 50 scientists affiliated with the centre address questions of meaning, value, ethics, climate and racial justice, environmental politics and the politics of knowledge production in the environmental domain. The goal is to encourage interdisciplinary research and teaching, and connect with the world outside academia to better understand how to navigate and understand the Anthropocene. Liesbeth van de Grift is professor of International History in relation to the environment and co-founder of the Centre for Environmental Humanities. Liesbeth: 'My impression was that a lot of people within the Faculty of Humanities are working on themes related to sustainability, environment and human-animal relations, and therefore there is also a lot of expertise, but we didn't really know that about each other'. Van de Grift organised monthly reading meetings around the environmental humanities, and the network grew strongly in a short time. 'We quickly came to the conclusion that working together on big questions of today – the climate crisis and our role as humanities scholars in it – really energised us.' To increase visibility and recognition, those involved decided to establish the Centre for Environmental Humanities.





Governance Agreement 2022

On 14 July 2022, the Minister of Education, Culture and Science, the Universities of the Netherlands (UNL) and the Netherlands Association of Universities of Applied Sciences (VH) signed a governance agreement. This decision announced that universities would have funds available for sector plans and for start-up and incentive grants.

The sector plans were drawn up for each academic sector and the deans of the various faculties were closely involved in them. This means that the interpretation and implementation of the sector plans lies with the faculties. In many cases, the sector plans involve the appointment of new associate professors and PhD candidates, and research facilities, for example. For the start-up and incentive grants, a further elaboration was prepared in good consultation between the Executive Board and the deans in line with the conditions set forth in the Governance Agreement. The amounts allocated to UU for sector plans and start-up and incentive grants are as follows:

OVERVIEW OF UU FUNDS PER YEAR FOR THE NEXT 10 YEARS

	Per year
Sciences sector	8.3
plan Medical	5.1
sector plan SSH	7.0
Sector plan total	20.4
Start-up scholarships	11.9
Incentive grants	15.9
Scholarships	27.8
Total UU	48.2

There is a degree of complexity in the distribution of the start-up and incentive grants because certain conditions are defined for awarding a grant, and there are not enough grants for all new associate professors. Together with the deans and directors,

⁵ UU has previously allocated additional resources in the 2021 budget to reduce workloads in proportion to the number of enrolled students using the same method of calculation.

a development was sought that would suit the needs of the faculties and the goal of UU as well as possible. The central premise in spending the grants is that the spending contributes to the *original* goals of 'creating solid foundations' and 'creating peace and breathing space', so that there will be more permanent employment and lower workloads. In addition to this, team collaboration and strengthening strategic themes are of strategic importance to UU.

A distribution of the start-up and incentive grants among the faculties was made, as well as a framework and principles for awarding the grants and possible spending targets. This serves as the basis for the application of start-up and incentive grants at UU. The breakdown within faculties is the responsibility of the Dean and is explained in the faculty spending plans – with faculty councils assenting to the allocation of resources as part of their assent to the outline budget.

In the agreement, employee and student representation is included in the implementation of the grants. Discussions were held with the University Council about:

- The governance agreement in general terms
- The process and developments in relation to the governance agreement
- University agreements/frameworks, particularly for the incentive grants
- Consent to distribution of university funds

The method and distribution applicable to the start-up and incentive grants in a faculty was discussed with the faculty councils (see above).

DISTRIBUTION OF SCHOLARSHIPS WITHIN UU

At UU, funding for scholarships is distributed based on unweighted student numbers. In UU's view, this does most justice to primary needs, looking in particular at student-rich faculties because of the high teaching load, which is directly related to the number of enrolled students.⁵ This refers to the number of students paying the statutory tuition fees.

For start-up scholarships, this will involve rounding to whole numbers of scholarships because they determine the award in euros. For incentive grants, the amount is only in euros because the amount of a grant is not fixed in advance. At UCU and UCR, given their small size, we chose to allocate only funds for incentive grants. UCU and UCR count double in the distribution of those grants, and UCU and UCR do not count in the distribution of funds for start-up grants.

The governance agreement indicates that 20% of the grants can be used for indirect costs. In the allocation, 10% will be deducted in advance for the indirect costs of corporate support based on existing ratios in the UU support organisation.

Faculties can then deduct the remaining 10% for their own indirect costs so that the net grant comes out to a maximum of €240k.

It is desirable that the grants be used in conjunction with and complementary to the sector plans whenever possible. In this regard, the sector plan funds will be immediately structurally available. The scholarships are made available annually, with the start-up scholarships awarded on a structural basis (no end date is specified in the governance agreement) and the incentive scholarships for the period up until 31/12/2030.

2023	Start-up scholarships	Number	Incentive grants	Total (incl. 20% indirect costs)	Total including 10% indirect costs
SCI	2,400,000	8	3,040,223	5,440,223	4,896,201
BMS	300,000	1	543,409	843,409	759,068
VET	600,000	2	623,335	1,223,335	1,101,001
GEO	1,200,000	4	1,594,608	2,794,608	2,515,147
MED	900,000	3	1,069,443	1,969,443	1,772,498
GST	–	0	155,508	155,508	139,957
HUM	2,400,000	8	2,880,371	5,280,371	4,752,334
LEG	2,100,000	7	2,480,742	4,580,742	4,122,668
SBS	2,100,000	7	2,568,487	4,668,487	4,201,638
UCR	–	0	353,585	353,585	353,585
UCU	–	0	525,599	525,599	473,039
Total	12,000,000	40	15,835,309	27,835,309	25,087,137

UNIVERSITY FRAMEWORK

The university framework establishes a number of issues that apply when awarding start-up and incentive grants to faculties. In general, the following applies:

- Distribution and spending is consistent with the goals in the strategic plan. Areas of focus include multidisciplinary work, diversity, reduced workload and more permanent employment;
- We apply the principles of Recognition and Rewards, such as team collaboration and the combination of teaching/research as the basis for tenured positions;
- When investing research time and/or appointing PhD candidates, this is preferably used within the strategic themes.
- Extending research time can be up to a maximum of 50% of employment, and substitution of teaching time can only be done with a scientist who has a combination of teaching/research duties. This may be an associate professor or a lecturer-PhD candidate;
- In principle, the Executive Board proposes not to implement a top-up, as this would lead to a reduction in the budget for scholarships, but leaves this up to the faculties;
- It remains possible (for now) to submit a grant application to the Netherlands Organization for Scientific Research (NWO), even with an existing grant. UU imposes no restrictions in this regard.
- The Dean invites individual and groups of associate professors to propose spending within the given faculty frameworks. The Dean authorises the filling of awarded scholarships based on those proposals.

For the start-up scholarships in particular the following applies:

- As a matter of principle, the use of start-up grants should allow them to be used for the benefit of multiple associate professors. This also meets the objective of encouraging team science. As a consequence, according to the faculty strategy, a choice can be made to allocate the start-up grants on an individual or group basis. In both situations, it should benefit the advancement of UU's goals in accordance with the strategic plan; and the principles of peace and breathing space.
- Possibly, the distribution could specifically consider the beginning associate professor who is really at the start of their career. The possibility was mentioned of giving some more research time for three years to all new associate professors who become associate professors for the first time.
- One area of concern is when a start-up scholarship is awarded. The governance agreement states that the scholarship will be awarded to someone who receives permanent employment as an associate professor. Thus, the scholarship is awarded when permanent employment begins and not at the start of a new appointment as associate professor on a temporary contract who has the prospect of permanent employment. We will still coordinate this point with the other universities, as possible differences in interpretation in this could lead to competition between them.

In allocating Incentive funds, a number of principles were formulated that also apply to the allocation of start-up and incentive grants:

- The chosen solutions contribute to good employment practices and the objectives of the Strategic Plan.
- In particular, the solutions are aimed at helping to reduce workloads as well as increasing permanent employment.
- Strategic workforce planning is essential to achieve structural solutions.
- Solutions must be prevented from leading to an increase in the number of temporary teachers.
- We follow the collective bargaining agreement that structural work is in principle done by permanent employees. Also, at UU, permanent employment always involves a combination of teaching and research.
- When filling structural employment positions, the company looks as much as possible to its own temporary population.
- We realise that recruitment takes time and the job market may be tight in some areas.
- We aim for the percentage of temporary staff according to the CLA definition for the UU as a whole to be well below 22%, including at all faculties. We also determine what the necessary temporary workforce (temporary contracts) is for different organisational units, looking at programmes, department or faculty.
- Measuring reduction in perceived workload is important and will be done at least through the employee survey.

SPENDING TARGETS FOR START-UP AND INCENTIVE GRANTS

The options below (or a combination thereof) can be chosen as spending targets for the scholarships:

• Appointing a PhD candidate

It is hereby expressly stated that it is possible and desirable for several associate professors to jointly appoint a PhD candidate. In the case of a start-up scholarship, a newly appointed associate professor will be the person responsible and it will be under their name. If the PhD candidate is assigned to the strategic themes (as indicated), several scientists are always involved. This also benefits supervision (in accordance with the four-eye principle). This basically refers to PhD candidates who⁶:

- Are appointed for five years (1.0 FTE), with 0.2 FTE of teaching time within that (to be funded from educational resources) or
- Are appointed for six years as a teacher-PhD candidate (1.0 FTE) with 0.6 FTE of research and 0.4 FTE of teaching

⁶ A regular four-year doctoral programme is also an option.

- **Increase research time**

Increasing research time within an associate professor's employment contract. This is possible up to a maximum of 50% of the scope of employment. Consideration should be given to replacing teaching by persons with a combination of teaching/research duties (by another associate professor or PhD candidate with substantial teaching duties).

- **Support**

It is also possible to devote resources to supporting research, such as lab or technical assistance.

- **Infrastructure**

It is also possible to spend funds on infrastructure and/or other research supplies.

ACCOUNTABILITY AND MONITORING

The governance agreement stipulates the following regarding annual accountability:

The university and where applicable UMCU report in the annual report:

1. How many researchers received start-up or incentive grants, and in the latter case broken down by job category;
2. The amount of the incentive grants awarded;
3. How the start-up and incentive grants awarded are distributed across disciplines and what the gender distribution is;
4. What start-up and incentive grants were primarily used for, indicating how much of the grants were spent on the following three categories:
 - a. Staff employment including type (PhD candidate, postdoc, other academic staff and other administrative staff) and appointment (permanent, temporary and temporary with prospect of permanence),
 - b. Increasing research time for the scholarship holder or
 - c. Research facilities;
5. The system used in the indirect costs associated with the research, such as secretarial services, staff, management and workplace, which are a maximum of 20% per start-up grant. The allowance for overhead included in the annual award for Start-up and Incentive Grants is recognised in full as annual income.

An initial qualitative evaluation by an independent committee will take place after two years. This will examine how the grants have been spent; to what extent the use of research facilities and workplaces, among other things, is increasing; and whether the goals of the start-up and incentive grants will be achieved. It also reviews whether the distribution of funds among the start-up and incentive grants, respectively, is still appropriate in view of staffing trends in the system. A full evaluation will follow after five years. The minister will establish this committee.

UU has established a working group with involvement from FCA, HR and the faculties and made agreements for monitoring the use of scholarship funds. Also, following on from the Incentive funds, a guide/format is being provided for strategic staffing plans.

ALLOCATION 2022

By 2022, 30% of annualised amounts have been allocated. In 2022, spending plans were made and recruitment actions were initiated for associate professors resulting from the sector plans, among others. The process of awarding start-up and incentive grants was also started. In 2022, 11 start-up and 4 incentive grants were awarded. These were mainly used to appoint PhD candidates (11) and one postdoc. See the table below.

START-UP AND INCENTIVE GRANTS AWARDED IN 2022

1. Number of researchers who received grants

- Lecturer
- Associate Professor
- Professor

Total

2. Total amount of grants awarded (in €)

3a. Number of men/women who received the grant

- Female
- Male

Total

3b. Distribution of grants among departments

- LEG: USG Department
- LEG: USL Department
- LEG: USE Department
- SCI: Biology
- SCI: Information and Computing Sciences
- SCI: Chemistry
- SCI: Pharmacy
- SCI: Physics
- SCI: Mathematics
- GEO: Department of Earth Sciences
- GEO: Department of Sustainable Development
- GEO: Department of Physical Geography

Total

4. What is the grant used for (in €)

i. Appointment of an employee, broken down by type

Type of appointment (number of people)

- Permanent appointment
- Temporary appointment
- Temporary with a view to permanent

Type of appointment (number of people)

- PhD candidate
- Postdoctoral fellow
- Other academic staff
- Other administrative and support staff

ii. Increase in research time for grant holder

iii. Research facilities

Total (i+ii+iii)

Start-up scholarship	% of total	Incentive grant	% of total
<i>Number</i>		<i>Number</i>	
11	100%	1	25%
0	0%	0	0%
0	0%	3	75%
11	100%	4	100%
€ 2,640,000		€ 953,334	
<i>Number</i>		<i>Number</i>	
6	55%	1	25%
5	45%	3	75%
11	100%	4	100%
0		0	
<i>Number</i>		<i>Number</i>	
1	9%	0	0%
4	36%	0	0%
2	18%	0	0%
1	9%	0	0%
1	9%	0	0%
1	9%	0	0%
0	0%	1	17%
0	0%	1	17%
0	0%	1	17%
1	9%	0	0%
0	0%	1	17%
0	0%	2	33%
11	100%	6	100%
€ 2,640,000		€ 953,334	
€ 2,640,000	100%	€ 903,477	95%
<i>Number</i>		<i>Number</i>	
1	-	0	-
10	-	4	-
0	-	0	-
<i>Number</i>		<i>Number</i>	
8	-	3	-
0	-	1	-
3	-	0	-
0	-	0	-
€ 0	0%	€ 0	0%
€ 0	0%	€ 49,857	5%
€ 2,640,000	100%	€ 953,334	100%

Coronavirus paragraph (NPO)

SPENDING PLAN FOR CORONAVIRUS ENVELOPE, REALISATION AND OUTLOOK

Because the coronavirus pandemic has a major impact on the development and study progress of pupils and students, the Dutch government created the National Education Programme (NPO) in 2021. The main goal of the NPO is to repair the delays caused by the pandemic in pupils and students in terms of cognitive, social-emotional and well-being. In addition, it is intended for the recovery and prospects of researchers on temporary contracts whose research has been delayed due to the coronavirus crisis.

The NPO included temporary support measures for the entire education sector totalling 8.5 billion euros for a period of 2.5 years. In 2022, the minister decided to extend this period by two years so that the funds would not only have to be spent in academic years 2021-2022 and 2022-2023, but could also be spent in 2023-2024 and 2024-2025. For Higher Education, the money can be spent through calendar year 2024

NATIONAL EDUCATION PROGRAMME

A. SPENDING PLAN AND THEMES

In 2021, Utrecht University's spending plan was adopted by the central employee and student representation and laid the foundation for implementing the various programme components within five themes:

1. Smooth intake and transfer
2. Student well-being and social connection to the degree programme
3. Support and supervision in the area of medical school internships
4. Reducing delays in completing the degree programme and dropouts in teacher training programmes due to internship shortages
5. NPO research

The achievements for each theme in 2022 are described below.

B. THEME 1 AND THEME 2

Implementation

The coordination of the first two themes for the programme lies with the Student & Academic Affairs Office (SO&O). Within this directorate, a separate team has been appointed to manage central projects and to collect, coordinate and test faculty initiatives against established conditions. The central team is responsible for the financial management of the programme and some lines of action. In addition, the team puts out Calls for Proposals among the academic community to initiate projects that can help repair or remedy problems created or exacerbated among students by the coronavirus pandemic. Conversations with employee and student representation and faculty networks, as well as student evaluations and national coverage, play an important role in the emergence of these new initiatives.

Three Calls for Proposals were issued in 2022 after which approximately €3.5 million was requested through approximately 280 different project applications ranging in size. Most of the applications were submitted by students or students with staff. More than two hundred applications were for students from a specific degree programme or faculty.

The bulk of the projects received financial support, sometimes after the content had been adjusted. Of these projects, the larger initiatives in particular have not yet been completed. Therefore, many costs will not be amortised until 2023. Not every application was granted. Usually the reason was that the application did not meet the content requirements of the programme, or the investment per student was disproportionate to the intended outcome.

Most project proposals submitted during a Call for Proposals were reviewed by a spending committee consisting of representatives from all seven faculties plus University College Utrecht, the student-assessor from the Executive Board, an IT specialist, and a programme manager from the central team chairing the meetings. An initial assessment of faculty or programme-specific project applications took place at a faculty spending committee, which mostly includes students.

In addition to the Call for Proposals, recognised student organisations could apply for a separate allowance for activities for their constituencies in both 2021-2022 and 2022-2023. There were 140 applications submitted in 2022. The vast majority of these were granted. Applications were rejected if the proposal did not meet content requirements or served too few students.

RESULTS

a. Smooth intake and transfer (theme 1)

For this theme, the spending plan included a budget of a total of €550k per 12 months, based on the original schedule of two years. In implementation practice, the theme is divided into two sub-themes:

1a. Intake and transfer of pupils

Most of this budget had already been allocated in the spending plan to some specific projects aimed at the study and academic skills of scholars, and at the accessibility of Honours Pathways. These projects were largely completed in 2022. Financial completion and accountability will take place in 2023. There is basically no more budget available within this sub-theme in 2023.

1b. Intake and transfer of students

This budget was earmarked in the spending plan for projects aimed at catching up on education-related backlogs, such as student study and academic skills, academic advising, statistics support, and thesis groups. Half of this budget was reserved for cross-faculty initiatives. The remainder was opened in 2022 through the Calls for Proposals. This has led to many new projects, such as tutoring, practical skills training, an international conference programme, alumni meetings and catch-up field trips. Much of the budget within this sub-theme has been spent or is reserved. The remainder will be made available through a new Call in 2023.

b. Student well-being and social connection to the degree programme (theme 2)

The budget for this theme totals €2,400k per 12 months, based on the original schedule of two years. In implementation practice, the theme is divided into two sub-themes:

2a. Community & connection to the degree programme

The focus of this action line is on catching up on introductory activities, stimulating Utrecht's student life for and with students and student organisations, and creating places for students to interact with each other in an accessible way.

Because the 2022 calendar year started with a lockdown imposed in December, after the society opened up, there appeared to be a great need among students to meet informally. This resulted in the focus of the NPO in the first two quarters of 2022 being on this sub-theme. Many smaller social activities were organised, and an extra orientation week for all Utrecht University students also took place in April. In addition, temporary and semi-permanent living rooms for students were established. As a result, after the first Call for Proposals, the entire earmarked budget for community had already been allocated to a project.

2b. Student well-being

The spending plan reserved the largest share of the original budget for this line of action. The focus of this action line is to facilitate and support students with additional supervisors, trainers, tests and coaches, among other things. Informing students about counselling and wellness offerings in the broadest sense also comes under this.

In 2022, major investments were made from NPO to further strengthen and expand the supervision chain for students. For example, additional student psychologists, academic advisers and student deans were hired. In addition, talent tests were procured for students, a peer-to-peer coaching programme was established, a training programme for student administrators is underway, students can find peace in the Mindfulness, and investments have been made in sports and culture, such as through cheaper memberships.

Finding and hiring new staff took a long time in 2022. Because much of the spending in this sub-theme relates to personnel spending, the bulk of the earmarked spending will be in 2023. Nevertheless, there is still a relatively large budget left within this theme that can be used in 2023, for which a new Call has been launched.

Student engagement

Students and student organisations were actively involved in spending the money received by Utrecht University. Among other things, several brainstorming sessions were organised for students and student organisations in 2022. Also, a separate newsletter on the National Education Programme was initiated that informs students several times a year about the opportunities to provide input to NPO, as well as the facilities and amenities they can take advantage of thanks to NPO. In addition, suggestion boxes have been distributed across campus, and an extensive communications campaign has begun with infographics, social media channels, and attendance at board days and other meetings.

That students are aware of the NPO was evidenced in part by the attendance at and appreciation of several activities, and the high proportion of students who participated in the Call for Proposals and Allowance. About 70% of the applications involved a student.

Involvement of employee and student representation

NPO's central project team has kept the University Council informed of the programme's progress in several informal sessions. NPO teams also exist within faculties, and here, too, there is usually coordination with the employee and student representation, especially when it comes to new initiatives.

Finances

The original spending plan for NPO set aside €5.8 million for themes 1 and 2. In November 2022, the Executive Board decided to allocate an additional €1.2 million to these themes. This money came from the coronavirus envelope, but did not yet have a specific use. A total of about three million euros was spent through Theme 1 and Theme 2 up until 31 December 2022. Another three million is earmarked for projects whose costs are expected to be incurred in 2023. The remainder will be re-issued in a Call for Proposals and/or specifically invested with faculties or projects from the central project team.

Conclusion and outlook for themes 1 & 2

The year 2022 began with a harsh lockdown in which it was difficult for students to meet. The year ended with society being fully open. This meant that the focus of the programme also changed during the year. Whereas facilitating social interaction was the primary focus in the first two trimesters of the year, later in the year student well-being activities and catching up academically became more important. During the year, the long-term consequences of the pandemic also became increasingly clear. The flexible approach of the National Education Programme chosen by Utrecht University provided the space to actively respond to this. Finding solutions to these long-term consequences, however, requires a longer period, with even more careful preparation being necessary, and generally leading to longer project durations. This, and the fact that finding suitable and timely staff in 2022 was difficult, explains why many of the reserved costs could not yet be amortised in 2022. The NPO team is aware of this.

C. THEME 3: SUPPORT AND SUPERVISION IN THE AREA OF MEDICAL SCHOOL INTERNSHIPS

2021 plan intentions

In 2021, the Faculty of Medicine prepared a plan for spending the allocated NPO funds aimed at supporting and supervising the internships (Theme 3). By mid-2021, the amount of money to be awarded was known and the Faculty of Medicine's plan took its final form. The NPO Theme 3 spending plan was adopted in autumn 2021 as part of the University NPO plan. The adopted theme 3 plan for 2021 included:

- a. Provide training for new internship supervisors;
- b. Cost of expanding licence for surgical specialty digital education (one-off);
- c. Development costs of new internship spots;
- d. Appointment of new employees:
 1. five physicians for clinical education (AKOs);
 2. secretarial support per internship block;
 3. administrative staff for educational matters (timetabling, internship planning, academic advice).

Progress of implementation of plan 2021

All of the actions listed under '2021 plan intentions' have been carried out, except for the deployment of administrative staff for educational matters in the form of internship planning/timetabling. The reason is that a relatively large group of students decided to wait because of the effects of the coronavirus pandemic. As a result, additional efforts for timetabling/internship planning were not yet necessary. This commitment will therefore be carried forward to 2023. Part of the earmarked commitment for educational affairs was to hire an academic adviser. This was realised, but could be funded from another budget.

In addition, part of the budget set aside for developing new internship spots was spent on an additional AKO, as less budget was needed for development than budgeted. So a total of six AKOs were hired instead of five. The reason for this is that the deployment of an additional AKO was necessary for one of the internships, as due to circumstances beyond their control (more COVID-related dropouts in this internship) this internship had developed the largest backlog. To avoid this internship from becoming a bottleneck, this was anticipated and additional efforts were made accordingly.

Waiting times were fully resolved by the end of 2022. This was due both to investment and to a lower number of students who completed internships. The investments will therefore certainly still be needed in 2023.

Current intentions

As described above, it turned out that the costs of the additional commitment to recommendations on academic advancement could be met from another funding stream. Therefore, in 2022, the theme 3 NPO spending plan was adjusted. In 2023, Theme 3 will also focus on piloting a project called 'Learning Workplace Learning'. This is a long-term programme implemented in the Master's degree programme, and aims to guide students in learning to recognise and make the best use of workplace learning. The pilot specifically targets students in the Master of Medicine, who can still compensate for any learning deficits incurred due to the coronavirus pandemic and lockdowns through targeted workplace learning within and after the programme.

2023 schedule

The 2023 schedule is as follows:

- a. Clinic staffing: AKOs and secretarial support. All AKOs and support staff started in 2022 and received one-year contracts. The start date and month differs for each AKO. Personnel costs continue until the annual contract is terminated.
- b. Staffing for administration relating to educational matters: additional effort for internship planning.
- c. Deployment for the Learning Workplace Learning pilot.

Monitoring of progress

Once every three months, there is a meeting between the Medicine degree programme, the controllers and the Faculty of Medicine NPO coordination team. During this meeting, the status of the spending plan is discussed, as well as any need to adjust the spending plan. During 2022, this resulted in a minor adjustment to the theme 4 NPO spending plan, as described above.

Involvement of employee and student representation

The employee and student representation (Faculty Council, called the E&R Council) is formally updated once a year on the status of the implementation of the theme 3 NPO spending plan. The possibility of a minor adjustment to the spending plan was discussed with the E&R Council Education Committee in 2022. After a positive response, an updated plan was prepared and submitted to the Medicine Curriculum Committee for information and to the E&R Council for approval on 1 December 2022. The E&R Council approved the updated spending plan.

A. THEME 4: DELAYS IN COMPLETING THE DEGREE PROGRAMME AND DROPOUTS IN TEACHER TRAINING PROGRAMMES/INTERNSHIP SHORTAGES

The Graduate School of Teaching, in consultation with the Interuniversity Committee on Teacher Training, has developed a plan to reduce study delays and dropouts in teacher education programmes due to internship shortages. The focus of the plan is to create additional teaching and supervision capacity during the period from 2021 up to and including the first half of the 2023/2024 academic year.

Despite the fact that the period in 2021 was too limited to actually make progress, we did manage to achieve a number of goals. Thus, additional teaching capacity has been appointed for internship and other supervision and peer review, both for ALPO (Academic Teacher Training Programme for Primary Education) and the university teacher training programmes. For example, existing regional collaborations between schools and intensified by a number of additional teacher secondments from secondary education to the university. In 2021 a project started for intensifying thesis supervision including streamlining ethical testing of human-related research. These activities continued in 2022, and new initiatives were also launched.

Action 1: Extra supervision

Activities

Expanding/appointing additional staff capacity in the form of teacher educators for additional support in internships/practical learning: additional teacher capacity for internship supervision and peer review has been appointed, both for ALPO and GST programmes. As a result, the training groups were kept small so students received a lot of individual supervision.

Collaboration between schools and higher education institutions on creative solutions for more intensive supervision: within partnerships/training schools, supervision has been intensified, partly through the use of secondary education teachers as trainers in teacher education.

Intensification of existing regional partnerships between schools and teacher training programmes: in the framework of Samen Opleiden & Professionaliseren (Training & Professionalising Together), school-based training was further developed with schools during 2022. The seconded teacher educators also contributed significantly to this. These school-based training groups (also called learning networks) also tend to involve the young teachers who received their training during the coronavirus pandemic. This enables them to receive additional support in the induction phase.

Action 2: Additional education in the degree programme

Activities

Expanding/appointing additional staff capacity in the form of teacher educators to provide support within the degree programme in the event of delays: the additional teacher capacity for internship supervision and peer review appointed for ALPO and GST programmes continued in 2022.

Supporting teacher educators in supervision and teaching during the coronavirus pandemic: in 2022, the GST launched the Strengthening Student Supervision project. This project will further develop the ongoing supervision of students undertaking teacher training, from before the start of studies to graduation. The focus is on still further improving supervision and support for the various types of students (minors, full-time and part-time students, pre-Master's students, lateral entrants, etc.). For example, more and more students are already independently entering the classroom during their training; this trend has only intensified since the coronavirus pandemic, and due to mounting teacher shortages. Supervision requires more customisation and flexibility from the degree programme. Components of the project include a new intake procedure, clear communication and organisation (e.g. standardisation of course guide, Blackboard setup, etc.), facilitating more social activities to strengthen the connection between students themselves and with the degree programme.

Additional training for 'working with disadvantages' that students have experienced due to the coronavirus crisis: this has been and is already being addressed within the regular educational programme.

Other than that: Thesis coaching groups started in 2022, aimed at students who have been working on their thesis for some time and find it difficult to finish it, in addition to their teaching job. For this purpose, a format was developed consisting of eight hybrid meetings with different themes under the supervision of two teachers. Initial results have been very positive: students feel seen and supported, they have regained momentum and are forming an informal support group after the meetings. For the theses, the regulations

surrounding the ethical review of human-related research were also identified. Thesis writers and their supervisors now know better what steps to take.

Action 3: Expand opportunities for practical experience

Activities

- Use of ICT tools to practice classroom management: not applicable
- Provide students with additional opportunities (including digital) for practice in subject matter and subject matter teaching competence: not applicable

Other, such as: a first peer review group was organised in 2022 for alumni who were undertaking teacher training at the time of the coronavirus pandemic. These teachers were less able to gain traditional practical experience during their training. At the same time, as new teachers, they are encountering students who are disadvantaged, both cognitively and socially. These new teachers are fortunately often already well supported in the schools, but in some cases alumni still need support through the degree programme.

The spending of NPO contributions for education by theme over the years 2021–2024 is as follows:

(x €1,000)	Planned 2021	Spent 2021	Planned 2022	Spent 2022	Planned 2023	Planned 2024	Total
Smooth intake and transfer	150	–	600	434	600	100	1,134
Student well-being and social connection to the degree	654	123	2,616	2,630	2,330	900	5,983
Support and supervision in internships	–	–	–	–	–	–	–
Teacher training programmes	176	80	583	329	475	475	1,359
Internships	–	–	752	491	261	–	752
Other (outside the themes)	–	–	–	–	–	–	–
Nog te bestemmen NPO subsidie “Hulp in de klas”	–	–	–	43	622	600	1,265
Totaal	980	203	4,551	3,927	4,288	2,075	10,493

B. THEME 5: NPO RESEARCH

The university is using National Education Programme (NPO) research funds for an extension scheme for PhD candidates and postdocs whose research has been delayed due to the coronavirus crisis.

Even in 2022, researchers, especially PhD candidates, were still dealing with the consequences of the coronavirus pandemic. This led to delays in research projects and inability to complete doctoral programmes within the term. The delays experienced in 2020/21 continued through 2022 in many cases (for example, postponed experiments or collaborations). In addition, also in 2022, researchers were still facing constraints (such as travel restrictions) that meant plans had to be adjusted again, resulting in new delays. Research teams throughout the university were able to mitigate the delay with great creativity and adaptability. However, completely accommodating them within a doctoral programme or research project proved impossible in many cases. In 2022, therefore, researchers could also take advantage of the university's extension scheme for coronavirus-related delays.

Up to and including 2023, all PhD candidates and researchers with temporary employment at Utrecht University on 31 December 2020, may be eligible for the extension scheme under certain conditions. In some cases, this includes international scholarship PhDs (not funded by the resources from the National Education Programme), administrative staff directly associated with a research project and specialists in training. The main condition is that their delay was due to the restrictive measures related to the coronavirus crisis and that there was no other solution for this delay. They must be able to substantiate this at the time of application.

Half of the total cost of the extension scheme is borne by the Executive Board, the other half by the faculties (matching). This is partly to share the burden between the college and the faculties and partly to encourage faculties to critically evaluate each application before it is submitted.

Of the NPO funds, the Executive Board deploys €5.3 million directly for the purpose of the extension scheme (university-wide). The remainder (€2.9 million NPO funds plus €1.5 million from the Netherlands Organization for Scientific Research (NWO)) was distributed to faculties in 2021. The distribution between faculties is based on the total number of PhD candidates and temporary researchers per faculty.

The university uses the Executive Board portion to fund salary costs for researchers. PhD students and temporary researchers can submit individual extension requests for one to four months, on principle. Where necessary, PhD candidates can apply for up to 12 months of extension, the other groups up to six months.

Faculties will bear fifty percent of the cost of each application awarded from the extension programme. They can use their share of National Education Programme funds for this matching (salary costs for researchers). In addition, they can also use their share for the other purposes of the National Education Programme research, specifically:

Integral costs to pay for:

- a. the researcher;
- b. material items necessary for the completion of the researcher's research;
- c. facilities necessary for the completion of the researcher's research;
- d. to the extent applicable, the training and supervision associated with the researcher's doctoral programme;
- e. other costs necessary for the proper functioning of a researcher such as insurance costs or participation in scholarly meetings.

Depreciation costs are excluded from the costs referred to in paragraph 1.

DEPLOYMENT OF NPO FUNDS FOR DELAYED RESEARCH PROJECTS 2022 (EXCL. MED)

	NPO Funds	Own funds
Spent (<i>amounts x €1,000</i>)	4,397 *)	404
Number of researchers helped	298	40

Notes UU (excluding MED)

*) This includes faculty spending of €2,578,000 from the faculty portion.

The use of own funds relates to the support of scholarship PhDs who have claimed the 2022 extension scheme. No NPO funds may be used for this group.

DEPLOYMENT OF NPO FUNDS FOR DELAYED RESEARCH PROJECTS 2022 (MED)

	NPO Funds	Own funds
Spent (<i>amounts x €1,000</i>)	2,906	approx. 1,000
Number of researchers helped	336	80

Note

To contain the COVID-19 pandemic, mainstream care was scaled down, education was made completely digital, and laboratories were closed. These coronavirus measures delayed much scientific research starting from March 2020. In particular, researchers on temporary contracts such as postdocs and PhD candidates could find their careers in trouble as a result.

To prevent this, the Executive Board of UMC Utrecht provided impulse funding for the research. This funding of €2 million consisted of €1 million in Netherlands Organization for Scientific Research (NWO) funds, doubled by a contribution from the Executive Board. The funding was intended to partially compensate for the salary costs of PhD candidates and postdocs whose research was delayed by COVID-19 and whose appointments had to be extended as a result. The funding was not for other research-related costs. In 2022, in line with the adopted Spending Plan for Research NPO funds, UMC Utrecht made a decision on the distribution of allocated funds to compensate researchers with temporary appointments who experienced delays due to the COVID pandemic. The aforementioned decision was arrived at after a call-out to the divisions and was submitted to the six strategic focal points and also to the E&R Council for advice.

The allocation of funds supported a total of 336 (30% of UMC Utrecht researchers) in 2022. Most of the budget was spent on salary costs and a substantially smaller portion on other items (equipment/facilities/training). On average, it concerned compensation for 3 months' wages.



Finances

6.1 FINANCIAL RESULT 2022 KEY

FIGURES

(x €1 million)	2022	Budget 2022	2021
Government grant	643	619	601
Total income	1,067	990	1,026
Total expenditure	1,061	1,011	983
Operating result	6	-21	43
Equity	510	471	504
Cash at bank and in hand	310	198	268
Net working capital	-4	-67	+2

Analysis of the financial result 2022

Financially, the year 2022 was dominated by the Governance Agreement 2022 and unexpectedly high inflation and labour market shortages. The effects of the governance agreement do not become financially apparent until 2023. The increase in the government grant in 2022 is largely due to the wage and price adjustment. Total income again exceeded the €1 billion mark in 2022, and is expected to continue doing so in the coming years. Not only tuition fee revenues were significantly higher than budgeted in 2022. Revenues in the research project portfolio also increased considerably. Total expenditure increased in 2022 almost entirely due to growth in staffing and CLA wage trends. Purchasing price pressures and a resumption of activities following the lifting of coronavirus-related restrictions contributed to an increase in non-staff costs. In 2022, however, depreciation charges also remained behind budget and an incidental windfall in expenses was recorded (again) from a VAT refund.

The above developments resulted in the operating balance for 2022 reaching 6 million euros. A deficit of 21 million euros had been budgeted. Equity grew slightly and is unchanged within the signalling limits as set by the Ministry of ECS.

The liquidity position at 31 December 2022 is more than 40 million euros higher than a year earlier at that date. In addition to the trending growth in the scope of the operation, the receipt of the funds from the Governance Agreement, which will be more deliberately spent from 2023, also plays a role.

The table below lists the various incidental and more regular causes mentioned for the deviation between the budgeted and realised operating result for 2022.⁷ The items are briefly explained after the table.

amounts x million euros

Operating result achieved 2022		6.1
<i>Non-recurring result effects:</i>		
1. Review of pro rata VAT scheme	9.5	
2. Lower government grant compensation for halving	-4.5	
3. Non-recurring contribution European Research	1.5	
4. Patent proceeds Abbvie	0.8	
<i>Total non-recurring result effects</i>		7.3
Adjusted result 2022		-1.2
<i>Other effects:</i>		
5. Higher tuition fee revenue	10.9	
6. Government grant increases faster than staff costs	10.7	
7. Lower depreciation charges	6.6	
8. More positive results in indirect (2 nd) and contract (3 rd)	4.0	
9. Tangible costs higher due to inflation, catch-up after the coronavirus pandemic (after cost savings)	-3.2	
10. Addition to environmental provisions	-3.6	
11. Release of management adjustment	-10.0	
12. Discounting provisions	2.5	
Other effects on balance	1.7	
<i>Total other effects:</i>		19.6
Estimated operating result		-20.8

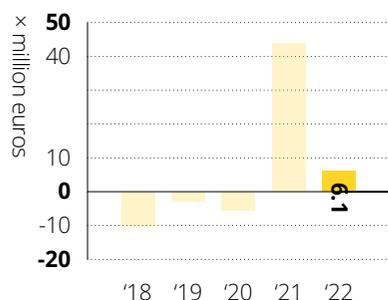
⁷ The Faculty of Medicine is administratively part of the University Medical Center Utrecht. Faculty results are at the expense and risk of the University Medical Center Utrecht. As per agreement, the figures of this faculty are treated in the consolidation with a zero result. Incidental deviations between budget and realisation of the Faculty of Medicine are therefore not considered in this table.

Explanatory notes on securities

1. This amount represents a VAT refund for the years 2017 through 2021 due to the adjustment in 2022 of an agreement made in 2021 with the tax authorities.
2. Due to an adjustment to the compensation for the halving of tuition fees for 2018 through 2021, the government grant in 2022 was revised downward.
3. Utrecht University received a residual contribution of European Research Incentive Scheme funds in 2022.
4. In 2022, a residual income from patent rights was received that was also realised as incidental income in 2021.
5. Substantially more tuition fees revenue was realised in 2022 than budgeted, primarily due to a higher proportion of students paying institutional tuition fees.
6. The government grant unexpectedly grew faster than budgeted. Due in part to labour market shortages, this additional income could not be fully spent in 2022.
7. The pace of real estate investment lags behind budget. This means that depreciation charges are also behind.
8. Personnel costs in particular could be paid for to a greater extent by revenues from the 2nd and 3rd flow of funds (indirect government funding and contract funding respectively). As a result, positive results were realised in the government funding.
9. Material expenses were higher due to price increases and the resumption of activities that had been dormant due to the coronavirus pandemic. The stated effect is after cost savings.
10. Additional allocations had to be made to the provisions for demolition and environmental clean-up costs due to price increases.
11. The 2022 budget includes a management adjustment to anticipate windfalls in operations. In the 2022 realisation, an amount of €10 million explains the difference with the budget.
12. In 2022, an increase in market interest rates increased the discounting of provisions, resulting in a positive earnings effect.

DEPLOYMENT OF RESERVES

Operating balances 2018 - 2022



The graph above shows that, on average, Utrecht University has managed to spend the available funds in a timely manner over the past few years.

The year 2021 was an exception to this due to several incidental windfalls. The commitment for the coming years is to reduce the reserve position in a controlled manner within the framework of solvency. Please refer to Section 6.6.3 below for how Utrecht University handles reserves.

Liquidity

As has been the case for several years, Utrecht University is in a strong position in terms of liquidity. The cash flow statement in the annual accounts shows the trend during the course of the year by type of cash flow.

Financial solvency

In line with the developments outlined above, and with a solvency ratio of around 50%, the university's financial position remains solid. The basic premise underlying the university's policy is prudent financial management, whereby any available financial leeway is used primarily for teaching and research. With its financial position as of 31 December 2022, Utrecht University is within the signalling limits set by the Ministry of ECS.

For a further explanation of Utrecht University's equity and liquidity position, please refer to section 6.6.6.2 below.

Financial policy

Utrecht University has set out its ambitions in its 2025 strategic plan. This plan serves as the guideline for the annual management agenda of the Executive Board and of the faculties and services. It also sets out how this is reflected in the budget.

The university's financial policy aims to maintain a structural balance between income and expenditure, while boosting resources for teaching and research. Utrecht University is financially sound and its operations are financially solid, which gives room to make additional investments in the future of the university using previously formed earmarked reserves.

Income from the second and third flow of funds (indirect government funding and contract funding respectively) will continue to play an important role in the university's research ambitions in the coming years. The EU's 'Horizon Europe' programme offers many opportunities for project-funded research. That said, the competition for these funds is stiff. For the coming years, the National Growth Fund will also play an important role for Utrecht University to raise its profile and make a significant social contribution through its research efforts. Incidentally, Utrecht University continues to critically

examine whether the necessary matching of various subsidies from the first flow (government funding of the university) will not put too much pressure on the financial scope for research that is funded from this government funding.

Given the consistent positive variance between realisation and budget in recent years, more risky budgeting has been done for several years. This is reflected in the budgeted deficit for 2023 and deficit projections for subsequent years as shown in the continuity section later in this chapter.

In addition, Utrecht University is also committed to accelerating the sustainability of its real estate portfolio by disposing of outdated energy-inefficient buildings. The urgency of this is heightened by the energy price trend in 2022.

For the management of the funds, Utrecht University has a treasury charter that has been drawn up in accordance with the ECS regulation 'investing, lending and derivatives'. The investment policy is risk averse. Implementation of the treasury management policy took place in accordance with the Statute. The university has no derivatives.

6.2 INCOME AND EXPENDITURE ACCOUNT

The following brief notes to Utrecht University's 2022 annual accounts relate to the consolidated financial statements. For a comprehensive balance sheet and income and expenditure account with notes, please refer to the 2022 annual accounts as included in this report.

OPERATING RESULT 2022

Condensed income and expenditure account 2022

In summary, the income and expenditure account is as follows:

<i>(x €1 million)</i>	2022	Budget 2022	2021
Income			
ECS government grant	644	619	601
Academic/tuition fees	64	53	68
Income from work commissioned by	299	254	297
Other income	59	65	54
Totaal baten	1,066	991	1,020
Expenditure			
Staff costs	751	698	705
Depreciation charges	66	72	65
Accommodation costs	70	71	65
Other expenditure	174	171	148
Total expenditure	1,061	1,012	983
Operating result	5	-21	37
Interest income	2		2
Interest expense	-2		-
Interest income and expenses	-	-	2
Other income and expenditure	1	-	4
Net result	6	-21	43

Notes to movements in income and expenditure

The 2022 operation closed with a surplus of 6 million euros. The budget had been set for a negative result of 21 million euros. The realisation of this result is outlined above.

- The government grant for 2022 is higher than budgeted, mainly due to the wage and price adjustment 2022 (€+16 million).
- Furthermore, the university received 11 million euros more in tuition fees than budgeted. This is primarily related to a higher proportion of students paying institutional tuition fees.
- Income from subsidised research (income from work commissioned by third parties) came in clearly higher than the budget in 2022. These incomes are generally budgeted conservatively. Realisation is in line with 2021.
- Staff costs increased significantly in 2022 compared to 2021 by 44 million euros. This is also substantially more than was budgeted for. In particular, the increase in staff capacity by 364 FTE is a cause of this. In addition, the increase in these costs in the amount of 12 million euros is caused by the general CLA wage increase and the increase in pension premiums.
- Other expenditure came in close to budget in 2022. On the one hand, expenditure increased due to resumption and partial catch-up of activities that had been halted due to coronavirus restrictions. On the other hand, a one-off refund could be processed under an agreement with the tax authorities relating to the offsetting of VAT for the period 2017-2021.

6.3 BALANCE SHEET AT 31-12-2022

ONDENSED BALANCE SHEET AS OF 31 DECEMBER 2022

The balance sheet as of 31 December 2022 can be summarised as follows:

(x €1 m)

	31-12-2022	31-12-2021
Assets		
Total fixed assets	637	621
Current assets		
• Stocks/Debtors and other receivables from third	79	61
• Cash at bank and in hand	310	268
Total current assets	389	329
Total assets	1,026	950
Equity and liabilities	31-12-2022	31-12-2021
Equity	510	504
Provisions	116	111
Long-term liabilities	7	7
Current liabilities	393	328
	516	446
Total liabilities	1,026	950

The value of fixed assets increased by 16 million euros in 2022. Investments in computer systems, remodelling and new construction, investments in equipment and inventory amounted to 73 million euros. Four million euros was invested in intangible assets. Depreciation charges for 2022 amounted to 61 million euros.

The cash flow pattern provided an increase in cash, mainly due to the additional (non-normative) government grants. Current liabilities increased mainly due to a higher sum of amounts received on account for research projects, higher taxes and contributions yet to be paid, an increase in the item of tuition fees received in advance, and amounts received from the Ministry of ECS under the governance agreement.

The movement of equity in 2022 can be shown as follows:

<i>(x €1 million)</i>	Balance as at 1-1-2022	Result 2022	Other movements	Balance as at 31-12-2022
General reserve	308	21	-50	279
General reserve (private)	-	-	5	5
Earmarked reserve	132	-16	50	166
Earmarked reserve – associates	38	2	-5	35
Restricted funds	14	-1		13
Legal reserve	12	-		12
Total equity	504	6	-	510

The general reserve serves for the most part to finance fixed assets and a small part is held as a buffer reserve to be able to absorb non-structural financial setbacks and risks and thus ensure the continuity of the faculties and that of university as a whole. The size of the general reserve also fits within the nationally applicable maximum and minimum signalling limits for educational institutions on 31 December 2022. For a more detailed explanation and analysis, please refer to Section 6.6.

The earmarked reserves item increased on balance due to the formation of the incentive funds earmarked reserve and the realisation of budgeted withdrawals.

Associate reserves grew in 2022 mainly due to proceeds from the sale of participating interests and from licences. A statutory reserve is maintained for investments in intangible assets.

Other movements show a dividend payment from Utrecht University Holding BV to Utrecht University. This is a direct equity movement and therefore does not affect the result.

Provisions increase in 2022 primarily due to the increase in unused excess leave.

6.4 OVERZICHT VERGOEDINGEN AAN EN DECLARATIES VAN BESTUURDERS VOOR INSTELLINGEN ALS BEDOELD IN ARTIKEL 4, DERDE LID RJO

Summary of directors' fees reporting year 2022

Below is an overview of the directors' fees 2022, specifically the directors' fees for the individual members of the Executive Board of Utrecht University as referred to in article 4, third paragraph RJO. The accounting for these governors' costs is based on the guidelines for reporting governors' costs and claims as set out in the letter from the Association of Universities in the Netherlands dated 7 September 2016 (reference VSNU 16/214 U). These costs are not part of the remuneration.

In this context, 'claims' are understood to be reimbursements for individually incurred costs or services rendered. For Utrecht University, this mainly concerns invoices and credit card payments paid directly by the university for travel and accommodation expenses. In this overview, collective invoices have been allocated pro rata to individual board members.

Domestic travel and accommodation expenses include business and commuting expenses by train and cab and have been allocated to the members of the Executive Board based on actual usage for 2022.

<i>(in €)</i>	Prof. A. Pijpers	Prof. H.R.B.M. Kummeling	M. van der Starre	Total
Entertainment expenses	768	619	651	2,038
Travel and accommodation expenses:				
· Domestic	6,942	9,429 *)	238	16,609
· Foreign	2,504	16,532	-	19,036
Other expenses	-	-	9,500 **)	9,500
Total	10,214	26,580	10,389	47,183

(Reporting in accordance with the Ministry of Education, Culture and Science prescribed model)

*) This includes a public transport pass

***) Refers to training costs

6.5 PRIVATE ACTIVITIES

In 2022, no funds from public funds were used by Utrecht University (and its associates) to invest in private activities that are not in line with the funded legal task. The private activities carried out by Utrecht University for which the government grant is not intended were charged to the customers at least cost recovery rates. The majority of the private activities are housed in separate legal entities, such as Universiteit Utrecht Holding BV and Stichting Incubator.

6.6 FINANCIAL OUTLOOK 2023 AND BEYOND

This section discusses the financial outlook for 2023 and beyond. The prescribed continuity paragraph forms part of this and relates to the financial expectations for the development of results and assets for the years 2023 to 2025.

6.6.1 GENERAL

Utrecht University is in good financial shape. This provides a solid foundation on which to build in the coming years. Student enrolment has been increasing for the past years and is expected to be fairly stable in the coming years. Study success remains unabatedly high. The university is successful in research and manages to generate more and more social impact with it. Such a solid foundation is necessary to meet the challenges ahead and to realise our ambitions.

In 2020, Utrecht University adopted the Strategic Plan 2025, in which ambitions for the coming years were formulated with the academic community and with input from stakeholders outside the university. The questions that will be key to this concern what society expects from us and what that means for Utrecht University. The starting point of the new strategy is continuity: in previous years Utrecht University has set a clear course, which will be built on.

6.6.2 EFFECT OF SOCIAL AND NATIONAL POLICY DEVELOPMENTS ON THE FINANCIAL POSITION OF UTRECHT UNIVERSITY

In 2022, it became clear that the impact of the coronavirus crisis on medium- and long-term developments at a global appear to be limited or in any case manageable.

The cabinet's announcement of the reintroduction of the basic student grant for students in the 2023/2024 academic year generated expectations that there might be a delay in the enrolment of new students. That does not appear to be the case. Similarly, it is difficult to predict the effect on Utrecht University of the nationwide agreement to stop recruiting international students. It continues to be difficult to make reliable predictions with respect to the development of student numbers.

Developments in Ukraine and the global response to them are a factor that Utrecht University must also take into account. Utrecht University offers support to students in need who are directly affected. However, the numbers are limited. Inflation and price increases, particularly in energy, are making themselves felt. The 2022 developments added impetus to the university's efforts to increase sustainability in its operations and reduce energy dependence. Housing uncertainties remain due to the difficult to predict trends in construction costs and the availability of building materials and qualified staff. It is estimated that the currently foreseeable effects on business operations in general are not so severe that they cannot be temporarily absorbed with the existing buffers or through cost savings.

An important development in 2022 was the Governance Agreement 2022, concluded between universities and the Ministry of ECS. The resulting additional financial space will help make the high workload in the sector more manageable. However, one social development that is becoming more acute as a result is the labour market shortages. This is precisely also because many additional resources are becoming available at the same time in a very wide circle within education. Utrecht University invests heavily in being an attractive employer and is optimistic about its relative chances of attracting and retaining staff.

Therefore, based on the above, the University does not expect any short-term effects on the continuity of the organisation. The university's liquidity position is also very solid. The financial projections in this section were prepared assuming a 'stable scenario'. For example, Utrecht University does not assume any unusual negative developments in the government grant, in turnover arising from the second and third flow of funds, and in real estate investments. With respect to student numbers, the assumption is that after a relatively large increase in 2021 due to the coronavirus outbreak, they will remain reasonably stable after 2022. This seems to be the most likely scenario as far as Utrecht University is concerned. However, the Ministry of ECS has revised the most recent reference estimate (2023) downward in terms of student growth until and including 2028. Based on that estimate, the budget for government funding of the university in 2024 could decrease by about 10%. Definitive figures in the reference estimate and budgeting are not yet known.

6.6.3 WORKLOAD

In connection with the continuing very high workload and the development in the financial situation, the Executive Board of Utrecht University decided at the end of 2021 to provide an additional financial boost to the faculties totalling 50 million euros for the period up to and including 2027. This boost is funded from reserves and is in addition to additional funding from the Ministry of ECS under the 2022 Governance Agreement.

6.6.4 HOUSING AND CYBERSECURITY

In 2021, Utrecht University's Strategic Accommodation Plan was reassessed. This plan is the basis for extensive investments in housing. Since it is necessary to make careful choices, the condition for the investment size is that the annual housing costs do not exceed, on average, 15% of the annual turnover. Within that financial framework, the university not only wants to put together a flexible real estate stock that optimally facilitates education and research, but also to realise its ambitions with regard to sustainable building. It is therefore necessary to dispose of several buildings, to work with tighter office standards and higher occupancy levels in teaching areas. The ultimate goal is to achieve future-proof accommodation that helps to achieve strategic ambitions in terms of teaching and research, community schooling and sustainability.

In the coming years, Utrecht University will also put extra effort into further improving cybersecurity. This fits in with the sector-wide ambition with regard to information security in higher education.

6.6.5 CONTINUITY SECTION

In accordance with the Annual Reporting Regulations for the Education Sector (RJO), this subsection provides insight into the expected operating result in the coming years (2023–2025) and the development of the capital position. The data, unless otherwise stated, are based on the 2023 budget of Utrecht University.

6.6.5.1 FORECAST FOR STUDENT NUMBERS AND STAFFING LEVELS

The number of students in the coming years is difficult to predict at the current juncture. Students are more uncertain about their future and their future plans. As a result, estimates of the numbers below are also more uncertain than before. The table below shows Utrecht University's estimates of student numbers as of 1 October each year. This is based on the preliminary registrations as known in the spring of 2023. A reasonably stable number of students is expected over the next several years.

Utrecht University	Realisation 2022	Forecast 2023	Forecast 2024	Forecast 2025
Bachelor's students	26,332	26,716	26,994	27,186
Master's students	13,627	13,976	14,314	14,562
Total	39,959	40,692	41,308	41,748

In the coming years, the university is committed to increasing staff strength in academic staff (WP) as well as in administrative staff (OBP). The development of the turnover from subsidised research has direct consequences for the deployment of academic staff at the university. The forecast below is related to matters such as the additional resources under the Governance Agreement 2022, as well as to the estimated development in student numbers. The aforementioned additional resource commitment is aimed at increasing permanent employment. In view of the fact that employment usually starts with a temporary (read: annual) contract, the shift from temporary to permanent is not yet immediately visible in the table below.

Utrecht University	Realisation 2022	Forecast 2023	Forecast 2024	Forecast 2025
Management	10	10	10	10
Academic Staff				
Permanent	3.110	3.261	3.312	3.353
Temporary	2.134	2.221	2.226	2.223
Total Academic Staff	5,244	5,482	5,538	5,576
Support & Management Staff				
Permanent	2,800	2,903	2,936	2,953
Temporary	691	654	636	631
Total Support & Management Staff	3,491	3,557	3,571	3,584
Total fte	8.745	9.050	9.120	9.170

The management category refers to the most senior managers of the organisation(s).

6.6.5.2 FORECAST FOR BALANCE SHEET DEVELOPMENTS

Explanatory notes on Utrecht University reserves

Utrecht University pursues a considered policy with regard to holding liquid assets, and creating and drawing down on reserves and provisions. There is no excess of reserves because funds are used for teaching and research in sufficient amounts and in a sufficiently timely manner. This is explained below.

Utrecht University's equity capital comprises the general reserve and the earmarked reserves.

The general reserve primarily has a historically accrued financing function from the University's own funds for the purpose of real estate investments and is therefore not freely disposable. The carrying amount of these funds has been factored into the value of the buildings acquired (fixed assets). This means that this part of the general reserve is 'blocked'. In addition, part of the general reserve serves as a buffer function (resilience) for operating risks.

The earmarked reserves are reserves from operating surpluses from previous years, and intended for a specific purpose. These resources are held temporarily and are often spent over a number of years on the intended objective. Faculties may maintain earmarked reserves in addition to a mandatory buffer reserve up to a total of 12.5% of their revenue. In addition, there are some specific earmarked reserves at group level.

In the coming years, substantial investments are planned for the realisation of Utrecht University's Strategic Accommodation Plan. The expectation is that new loans will be necessary for some of this in the longer term.

The level of public reserves is within the nationally set minimum and maximum signalling limits.

FORECAST FOR THE BALANCE SHEET POSITION FOR 2023-2025

The consolidated balance sheet forecast below was prepared based on the adopted multi-year operating and investment budget 2023-2025.

Utrecht University <i>(amounts x million euros)</i>	Realisation 2022	Budget 2023	Forecast 2024	Forecast 2025
Fixed assets				
· Intangible fixed assets	12	12	12	12
· Tangible fixed assets	611	622	649	701
· Financial fixed assets	14	15	15	15
Total fixed assets	637	649	676	728
Current assets				
· Stocks	1	1	1	1
· Debtors and other receivables	77	59	60	62
· Short-term securities and cash at bank and in hand	311	243	184	94
Total current assets	389	303	245	157
Total assets	1,026	952	921	885
Equity				
· General reserve	279	279	279	279
· General reserve (private)	5	5	5	5
· Earmarked reserves (public)	166	115	84	46
· Earmarked reserves (private)	35	35	35	35
· Restricted fund (public)	3	3	3	3
· Restricted fund (private)	10	10	10	10
· Legal reserve (public)	12	12	12	12
	510	459	428	390
Provisions	116	104	96	89
Long-term liabilities	7	7	7	7
Current liabilities	393	382	391	399
Total liabilities	1,026	952	921	885
Solvency ratio	50%	48%	46%	44%

Fixed assets

Utrecht University's investment budget reflects the investment scope for real estate investments, IT investments and other investments. The Strategic Accommodation Plan (SHP) is the guiding principle for investments in real estate.

The following overview shows a forecast of investments for the years 2023-2025.

Utrecht University <i>(amounts x million euros)</i>	Realisation 2022	Budget 2023	Forecast 2024	Forecast 2025
Real estate investments:				
· Investment expenditures	59.2	70.0	80.0	110.0
· Depreciation of accommodation	46.7	52.8	52.7	58.1
ICT investments (central):				
· Investment expenditures	4.1	6.0	6.0	6.0
· Depreciation of ICT	3.9	6.0	6.0	6.1
Other investments:				
· Investment expenditures	13.0	15.0	15.0	15.0
· Depreciation	10.1	15.2	15.2	14.8
Total investments - depreciation	15.6	17.0	27.1	52.0

Investments in real estate

The scope for investment in the university's real estate was determined in the Strategic Accommodation Plan, which was recalibrated in 2021. This plan includes both investments for renovation/new construction and investments for planned maintenance. This amount is indexed annually, based on the Netherlands Bureau for Economic Policy Analysis price (CPB) index. This is consistent with the index for trends in tangible costs included in the government grant that the Ministry of Education, Culture and Science applies. This index does not follow actual price movements in construction, and has been lower than these movements in recent years.

Nevertheless, the CPB index is the guiding principle, because if the index were higher, the portion of the government grant set aside for real estate investments would increase at the expense of the financial scope for teaching and research. This approach will be monitored in the years to come to see whether it leads to problems. For the time being, this does not appear to be the case because the implementation of the Strategic Accommodation Plan is behind schedule (see below).

The table below shows – in line with the planning horizon in this continuity section – the investment planning according to the Strategic Accommodation Plan at the price level of 2022.

SHP Investments (Amounts x million euros)	Realisation 2020	Realisation 2021	Realisation 2022	Schedule 2023	Schedule 2024	Schedule 2025
• Construction & renovation	43	37	39	50	60	90
• Maintenance & management	25	19	21	20	20	20
Total	68	56	60	70	80	110

Investments in ICT

An annual investment amount of 6 million euros is budgeted for 2023 and subsequent years. Scarcity in terms of both human resources and materials can greatly affect the feasibility of investment plans.

Other investments (including research equipment)

The item 'other investments' includes investments in research equipment. These investments depend in part on external financing.

Current assets

Current assets include inventories, billable subsidy contributions for research projects, accounts receivable and liquid assets.

The table below shows the expected movements in liquid assets. This statement is based on the projected operating results for the years 2023 through 2025 and the investments and depreciation projected for the same years.

Utrecht University (Amounts x million euros)	Realisation 2022	Budget 2023	Forecast 2024	Forecast 2025
Starting balance of short-term securities and cash at bank and in hand	268.5	310.6	242.7	183.8
Operating result	6.1	-50.8	-31.6	-37.5
Property investments	-59.2	-70.0	-80.0	-110.0
Investments in other assets (incl. ICT)	-17.1	-21.0	-21.0	-21.0
AProperty depreciation	46.7	52.8	52.7	58.1
Depreciation of other assets (incl. ICT)	14.0	21.2	21.2	20.9
Change in provisions, working capital	51.4	0.0	0.0	0.0
Net financing	0.2	-0.2	-0.2	-0.2
Final balance of short-term securities and cash at bank and in hand	310.6	242.7	183.8	94.1

Equity

In the coming years, equity as a fraction of total assets is expected to decline gradually from 49% in 2022 to around 44% in 2025. Utrecht University applies a lower limit of 40% for its solvency ratio. In the coming years, measures will be taken to ensure that the solvency ratio does not fall below this limit. The aim is to use the funds that are part of public earmarked reserves gradually. The expected reduction in the general reserve is related to the impulse as explained in 6.6.3. No specific multi-year expectations have been developed for the other categories of reserves.

Provisions

Provisions include employee benefits, mainly for unemployment benefits and leave of absence. Also included in this are provisions for demolition and environmental clean-up costs and other provisions. One of the reasons for the expected decrease in this item is that the demolition and asbestos removal costs incurred in the coming years due to the demolition will be charged to the provision.

Long-term liabilities

This item includes an amount received in advance in respect of ground rent income that will be credited to the result over the term of the contract. The table below gives the expected movements in long-term liabilities. The liquidity development does not give cause to take on new long-term debt until after 2025.

Utrecht University (<i>Amounts x million euros</i>)	Realisation 2022	Budget 2023	Forecast 2024	Forecast 2025
Starting balance long-term liabilities	6.8	7,0	6,8	6.7
Repayment of existing Ministry of Finance loans	-0.3	0.0	0.0	0.0
Amount drawn on loan	0.5	0.0	0.0	0.0
Subtotal	0.2	0.0	0.0	0.0
Other movements				
Movements in lease obligations/ground lease	0.0	-0.2	-0.2	-0.2
Subtotal	0.0	-0.2	-0.2	-0.2
Final balance long-term liabilities	7.0	6.8	6.7	6.5

Current liabilities

Current liabilities consist of obligations to creditors, instalments invoiced and received in advance for contract research and subsidised research, and tax obligations. In line with the expected reasonably stable sales and cost development, this item is not expected to change significantly in the coming years

6.6.5.3 FORECAST FOR INCOME AND EXPENDITURE ACCOUNT

The expected operating trend over the years 2023–2025 is based on the established 2023 budget, shown as follows:

Utrecht University <i>(Amounts x million euros)</i>	Realisation 2022	Budget 2023	Forecast 2024	Forecast 2025
Income				
· Government grant	771	775	778	786
· Academic/tuition fees	64	92	92	92
· Transfers	-107	-105	-105	-105
· Gravitation Programme funding / NPO funding	-6	-10	-7	-7
· Governance Agreement	-14	-20	-13	-10
Subtotal central income	708	732	745	756
Income from work commissioned by third parties	299	297	302	305
Other income	59	74	72	72
Total income	1,066	1,103	1,119	1,133
Expenditure				
· Staff costs	751	775	782	791
· Other expenditure	188	206	199	205
· Refund VAT	-14	-7	-7	-7
· Accommodation costs	70	106	103	103
· Depreciation charges	66	74	74	79
Total expenditure	1,061	1,154	1,151	1,171
Interest income and expenses	1	0	0	0
Operating balance	6	-51	-32	-38

The estimated negative operating balances for the years 2023 through 2025 will be charged partly to already formed earmarked reserves and partly to the general reserve.

Government grant

The development of the government grant is based on the formal information from the 2023 ECS budget. In the 2023 ECS budget, the distribution of the long-term macro framework among universities is given only for the year 2022. The estimate of the lump sum share for 2022 through 2025 is therefore based on extending into the future the Utrecht University's share of the macro budget realised in 2022.

Academic/tuition fees

Estimated income from the tuition fees will be significantly higher from 2023 than in 2022 due to the elimination of the halving of tuition fees.

Income from research and contracts

The forecast income from commissioning by third parties for the years 2023 through 2025 show modest growth. It should be noted that any deviation in the realisation of these revenues is usually reflected equally in the expenses. As a result, the effect on the operating balance is almost nil.

Other income

Income from staff secondment, parking fee income, the rental of real estate and the sale of equipment is recognised in the other income category. There is no specific expectation about the development of the level of this income.

Staff costs

The budgeted staff costs consist of salaries, social security costs, pension costs, hired personnel and other staff expenses. Section 6.6.5.1. shows an estimate for the development of the workforce.

Other expenditure

The item other expenses includes direct expenses for education and research (projects) and operations.

Accommodation costs

Accommodation costs include rent for premises, energy costs, daily maintenance and cleaning costs for the Utrecht University buildings. In line with the 2023 budget, no major changes in the level of these charges have been incorporated for the coming years. However, for energy costs in particular, highly fluctuating rates must be taken into account that may result in significantly lower or higher costs than presented here.

Depreciation

Depreciation charges mainly consist of charges for buildings. The remainder consists of depreciation charges for IT investments and investments in other infrastructure. The increase in these expenses is related to planned investments.

6.6.5.4 OPERATION OF INTERNAL RISK MANAGEMENT AND CONTROL SYSTEM

For a description of this, please refer to Chapter 7.

6.6.5.5 PRINCIPAL RISKS AND UNCERTAINTIES

For a description of this, please refer to Chapter 7.

6.6.5.6 SUPERVISORY BODY REPORTING

For this reporting, please refer to the Supervisory Board report in this annual report.



Internal risk management and control system

7.1 INTRODUCTION

In line with the Code for Good Governance in Dutch Universities (22 November 2019), the Executive Board is responsible for identifying and managing the risks associated with the strategy and implementation of the university's activities. The Executive Board is responsible for the presence, operation and monitoring of the functioning of internal risk management and control systems. Utrecht University applies the principles of integral management and the 'three lines' model.

The most important components of the internal control are as follows:

- In the Strategic Plan, the university sets the course for the coming years. The faculties made a pass on the university's direction for the coming years. In the faculty sections, the faculties describe the ambitions for their organisation, for education and research. The realisation of this plan will be monitored.
- A planning and control cycle. This cycle consists of a framework, an operating and investment budget with a multi-year perspective, quarterly reports, and the related administrative dialogue both within faculties and departments and between the Executive Board and those organisational units.
- Clearly invested roles, responsibilities and authority. The university has a well-organised set of internal rules, such as the Governance and Management Regulations, which regulate the powers of the management officials appointed by the Executive Board, including the delegation of personal and financial powers to each faculty or organisational unit, a regulation on scientific integrity and a code of conduct, the Regulation on Outside Activities, and a treasury charter.
- An internal-audit department conducts audits based on risk-driven priorities based on an annual plan. The department works on behalf of the Executive Board and also reports to the Audit Committee of the Supervisory Board.
- The University has an independent Data Protection Officer who advises on and monitors compliance with the General Data Protection Regulation. Several privacy officers support line management with training and expertise in GDPR compliance.
- At different levels of the organisation, students and staff think about policy and give advice to the various governing bodies by means of the employee and student representation bodies.

- Annually, the Executive Board identifies and weighs the most important strategic and fraud risks, respectively, based on probability and impact. Part of this is assessing whether the existing management measures are adequate or whether additional management measures need to be taken. A presentation of the main strategic risks and management measures taken is in section 7.2.
- For the purpose of procurement legality, the University operates a purchasing and procurement calendar and conducts periodic spend analyses.
- In the area of housing, there is a long-term investment agenda and financial frameworks have been established within which planning and realisation take place. The development of accommodation costs is reviewed annually against the established standard. The accommodation plan is reviewed biennially.
- The Executive Board also uses follow-up monitors to monitor and report on the follow-up to recommendations made by internal audit and the external auditor respectively for further improvement of internal control.
- Utrecht University has a policy of limiting post-redundancy benefits by providing internally organised job-to-job counselling to employees whose employment ends. This counselling applies by law to self-insured workers, but importantly, timely counselling is helpful in preventing and limiting duration of benefits. In accordance with the Collective Bargaining Agreement and the law, transitional allowances are paid as well as non-statutory benefits (in the case of more long-term employment). In some cases, a settlement agreement is reached in coordination with the staff member.
- Various control measures with respect to information security, including monitoring for potential threats.

The result of the operation of the above management measures is that the organisation is predominantly in good control. The quality of Utrecht University's teaching and research has been rated highly for many years. In some cases, there are still findings from internal and external audits. These are resolved more energetically and thus faster than before. During 2022, realised financial results were reasonably in line with the budget and staffing developed in line with increased opportunities for reinforcement. Some specific issues are highlighted in more detail in Section 7.3 below.

7.2 STRATEGIC RISK ANALYSIS FOR UTRECHT UNIVERSITY

The University conducts a strategic risk analysis annually. In the table and heat map below, the twelve most important risks and associated control measures are described and classified according to probability and impact.

Coronacrisis

The University conducts a strategic risk analysis annually. In the table and heat map below, the twelve most important risks and associated control measures are described and classified according to probability and impact.

Geopolitical relations

Geopolitical relations are constantly changing, with examples being Russia's war with Ukraine and the U.S. trade war with China. These relationships have a major impact on energy prices and construction commodity prices, among other things.

Sustainability

Sustainability is not only one of the guiding principles of UU's strategy but also an issue of great importance in the Netherlands and throughout Europe. Safety, social, mental and physical health, reuse and recycling, diversity and equality are all examples of issues that affect the university.

EXTERNAL FACTORS

RISICO DESCRIPTION

1 ICT security
The dependence on ICT has become even greater. There is a risk that the reliability of automated data processing could be compromised, for example, by a cyber attack. The impact on education, research and support can be significant. Also, business continuity may be at stake.

MANAGEMENT MEASURE

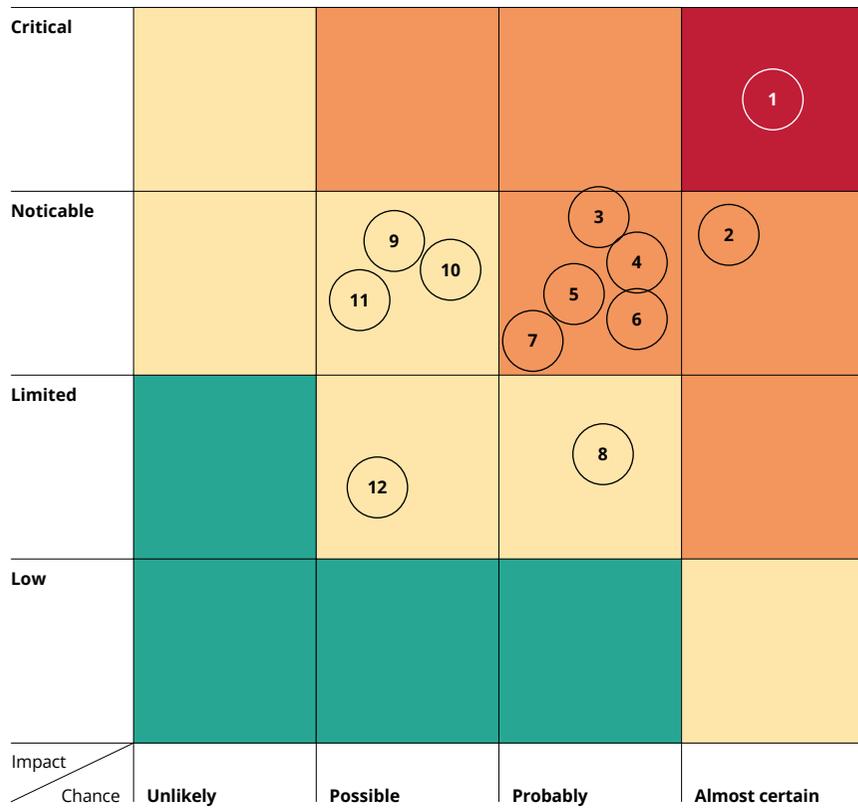
The University continuously invests in the reliability of computerised data processing. Together with SURF and the sector, the university works continuously to increase its resilience, including through a periodic audit of information security, in coordination with the Ministry of ECS. The recommendations of the most recent audit (conducted in 2022) are currently being implemented. The university also regularly educates employees about safe use of data and how to recognise attempts to gain unauthorised access to systems (awareness). The university has also initiated a project to ensure the continuity of its key processes (Business Continuity Management). In 2023, the university will participate in what is known as an OZON exercise on how to respond in a cyber crisis, to test its resilience.

RISICO	DESCRIPTION	MANAGEMENT MEASURE
2	<p>Social safety</p> <p>The University aims to provide a socially safe environment where all staff and students feel at home and enjoy working and studying. There is a risk that students and staff will feel unsafe as a result of unacceptable behaviour such as discrimination, bullying, and sexually transgressive behaviour and that they will not dare to speak up about it. The above increases the risk of sick leave and dropout due to symptoms such as stress, loneliness and depression. Reputational risk also plays a role.</p>	<p>The university is continually committed to managing social safety. The main management measures are:</p> <ul style="list-style-type: none"> • The improved complaint mechanism and procedure for inappropriate behaviour; • The Interpersonal Integrity Committee; • Expansion throughout the chain with dedicated staff such as ombudspersons and crisis psychologists; • Creating a master plan for organising cultural and behavioural change; • Various training courses and workshops for students and staff regarding social safety. <p><i>Social safety was also the theme of the opening of the 2022–2023 academic year.</i></p>
3	<p>Attracting and retaining talent and reducing workload</p> <p>Due to scarcity of talent and international competition for this talent, there is a risk that Utrecht University will not be able to recruit and retain top talent adequately.</p> <p>Also, the workload at the university is high. This can lead to risks such as increased absenteeism, employee and talent departures, and decreased motivation and performance. Talent retention can also become more difficult if the workload is perceived as too high.</p>	<p>Through an internationalisation programme and the tenure track programme, the university aims to increase its attractiveness to talent from home and abroad. Through start-up and incentive grants, investments are being made to hire additional people to reduce workloads. The university is also committing funds for attracting top talent. The university also focuses on talent development within the organisation. It also initiates various activities aimed at vitality and sustainable employability. The university is committed to reducing the workload. In doing so, it focuses on leadership development, working conditions and the release of additional financial resources, among other things. The 2021 boost of 50 million euros to relieve the workload in faculties is also still ongoing. Additional measures are being taken on this with extra effort by HR on recruiting, recruitment agencies, campaigns and labour market communication.</p>
4	<p>Investments in accommodation</p> <p>The University invests heavily in the maintenance, renovation and new construction of housing. External factors such as uncertainty related to obtaining contractors and production resources, inflation (especially rising energy prices) have a great impact on housing investments. There is a risk that real estate projects will cost more than has been budgeted and/or will take longer than planned and/or will not fully produce their deliverables. This can result in existing and intended users of the real estate not being supported optimally, putting pressure on the quality of education, research and innovation & impact. It may also mean an increase in the conservation costs of buildings that are at the end of their life cycle. Within the strategic housing plan, some projects have a high risk profile.</p>	<p>The university uses financial frameworks within which the planning and realisation around real estate takes place as well as a multi-year investment agenda. The basic principles here are to absorb setbacks within this multi-year investment agenda and to proceed on the basis of (future) value. In addition, projects are managed through the use of experienced and competent personnel (project coordinators) and the explicit prioritisation of work.</p>

RISICO	DESCRIPTION	MANAGEMENT MEASURE
5	<p>Privacy Failure to comply with privacy laws can result in fines and damage to reputation.</p>	<p>In recent years, all parts of the university have been working to further implement the GDPR legislation. The university has adopted a largely decentralised approach in which privacy is the responsibility of the line at all levels of the organisation. The Privacy Policy ensures that GDPR compliance is permanently embedded within UU. Within a Privacy Programme, measures have been or are being implemented that further strengthen the university in this regard.</p>
6	<p>Second (indirect funding) and third (contract funding) flow Due to the increase in funding from second and third money flows (indirect government funding and contract funding respectively, from growth funds, Netherlands Organization for Scientific Research, Gravitation Programme) there is a risk that people and resources are not sufficient to spend the funds. Attracting researchers for the purpose of second and third flow of funds creates additional pressure due to the labour market shortages.</p>	<p>Before applying for the second and third flow of funding, the university checks the availability of people and resources to ensure that expectations can be met. Also, the university is committing to additional efforts on recruitment and selection of staff and employs strategic human resource planning.</p>
7	<p>International partnerships and knowledge security As a result of collaborations/consortia with parties with which incidents occur or which go bankrupt, there is a risk that the university will suffer reputational damage with negative consequences for attracting students and researchers and the quality of research and innovation & impact. The risk in knowledge security concerns the unwanted transfer of sensitive knowledge or technology. This can be caused by the actions of individual university employees or through cyber attacks. The covert influence of teaching and research by other states also plays a role, posing a danger to academic freedom. In addition, there is a risk that other countries will misuse our knowledge against our interests. For the Netherlands, this may have the effect of damaging our innovation and competitiveness and that shared Dutch knowledge will later be used against us.</p>	<p>In partnerships, the university adheres to its own internal codes of conduct and regulations to minimise the risk of reputational damage. The university is in constant contact with various stakeholders. Input from these stakeholders is weighed by the university in the decision to enter or exit a partnership. Other key measures include the ‘partnering tools’ developed in the UNL context, which will mitigate risks in international collaboration at the front end as much as possible. This helps researchers identify risks (if any) with respect to knowledge security and decide whether collaboration is desirable. The tools include quick guides to minimum requirements in collaboration agreements, due diligence and scientific integrity. The Universities of the Netherlands (UNL) have drawn up a guideline for knowledge security which the university is implementing locally. When in doubt, the university always uses expertise from the Knowledge Security Service Desk.</p>
8	<p>Student numbers As a result of internationalisation and/or social and demographic developments, there is a risk that the intake of students will increase dramatically in a short period of time, resulting in capacity shortages such as insufficient teachers or a shortage of student housing.</p>	<p>The university controls student intake by not actively recruiting abroad and offering bachelor’s degree programmes predominantly in Dutch. The University also closely monitors the development of student numbers and is committed to adjusting staffing and facilities accordingly.</p>

RISICO	DESCRIPTION	MANAGEMENT MEASURE
9	<p>Scientific integrity As a result of incidents of scientific integrity, there is a risk that the university will suffer reputational and image damage, resulting in greater difficulty in attracting students, researchers, and financial resources.</p>	<p>The university's Research Quality Assurance System provides periodic monitoring of research quality, following the national research visitations. The university secures scientific integrity partly through a UU-wide policy for all faculties that includes guidelines for monitoring and reporting, with the national code of conduct for scientific integrity as a guiding principle. Also, directing/redirecting of internal agreements and external regulations has been strengthened.</p>
10	<p>Organisation-wide management environment There is a risk that the university will not be able to make sufficiently timely and effective organisation-wide adjustments to achieve its goals and mitigate risks. The PDCA cycle has a strong financial focus, while other subjects such as HR, but also safety and audit findings, for example, should be part of it in a structured way so that all aspects are visible to enable the steering of the organisation.</p>	<p>For the purpose of internal control and management, the university has adapted the governance structure. Tasks, responsibilities and information lines are organised and streamlined in such a way that they allow for more timely and effective adjustments. Aiming for horizontal and vertical integration of information is important here. The university also has checks and balances for university-affiliated parties. Work is underway to strengthen and update these.</p>
11	<p>First flow of funds (government funding of the university) The first flow of funds (government funding of the university) is under pressure because most second (indirect funding) and third (contract funding) flow projects also call on the first flow of funds, as funding from the second and third flows is often not fully covered. This so-called matching issue is magnified by increasing funding from the second and third flows of funds (see risk 7). As a result, there is a risk that the quality of education, research, innovation & impact will be put under pressure and the workload will increase.</p>	<p>The University maintains a multi-year financial strategy that incorporates expected developments in state revenues in a timely and prudent manner. The internal distribution model used by the university is transparent and allows for fluctuations in the state budget to be absorbed (to some extent). The matching issue is governed by the policy of charging intrinsic cost for third flow of funding projects whenever possible.</p>
12	<p>Research facilities As a result of changing regional policy priorities and opportunities, and due to collaborations between other universities, there is a risk that the university will not be able to adequately provide high quality research facilities. This can put pressure on the quality of research.</p>	<p>The university facilitates and encourages interdisciplinary collaboration and invests in bringing partners together in knowledge ecosystems through which it has a strong network of knowledge institutions. Together with partners such as University Medical Center Utrecht and others at Utrecht Science Park, the university has a strong presence in the region. Wherever possible, the university is pulling together to create high quality research facilities. The universities of Utrecht, Eindhoven, Wageningen and the University Medical Center Utrecht are working together intensively on this.</p>

The major strategic risks listed in the table above are incorporated into the heat map below.



The categories of impacts listed in the heat map are detailed in the matrix below.

Impact	Reputation	Human	Continuity of primary process	Information	Financial	(non)Compliance
Critical disruption 	Trust environment seriously damaged for a long time. International negative coverage, with high probability of future negative coverage.	Serious permanent injury.	Prolonged disruption of the primary process.	Far-reaching contractual obligations, exclusion of future grants, or life-threatening research.	Direct damage is greater than €1,500,000,-	Violations of a more structural nature and high impact.
Noticeable disruption 	Trust environment noticeably disrupted. Continued negative national coverage, major commotion on social media.	Injury with absence with treatment by doctor or hospital. Loss of Containment (LOC) notifiable and LOC of high concern or acute toxicity.	Short-term disruption of the primary process.	Publication restrictions, reputational damage to researcher or institution, patents or contractual agreements.	Direct damage between €250,000 and €1,500,000	Violations of a more structural nature but with little impact.
Limited, temporary effect can be accommodated 	Trust environment damaged. Negative national news coverage or continued negative local news coverage, commotion on social media.	Injury with absenteeism. LOC during logistics.	Prolonged disruption of part of the primary process.	Non-public research data, prolonged interruption or invalidation of research.	Direct damage between €50,000 and €250,000	Occasional violation with little impact.
Low, (almost) no effect 	Negative coverage in local media and individual expressions on social media.	Limited (no first aid). LOC lab scale.	Limited short term disruption of part of the primary process.	Short breaks in ongoing research, mainly already public or non-sensitive data.	Direct damage is between 0 and € 50,000	Fully compliant.

7.3 SPECIFIC TOPICS HIGHLIGHTED

A number of issues as listed in the table in Section 7.2 are highlighted below. This section also discusses policies on compliance with funding rules.

Privacy

Utrecht University considers it important to handle privacy-sensitive information processed in the context of education, research and business operations with care.

In 2022, further steps were taken in ensuring Utrecht University's compliance with the relevant obligations. An important development is the appointment of a Chief Privacy Officer (CPO).

ORGANISATION-WIDE MANAGEMENT ENVIRONMENT

Possible damage resulting from irregularities

In December 2022, the results were publicised of a forensic audit of Utrecht Holdings, the joint Knowledge Transfer Office of the university and UMCU. The investigation revealed suspicions of fraud and bribery in connection with share transactions by two former Utrecht Holdings subsidiaries from 2006-2018. The current and former employees involved in this did not act in the interests of Utrecht Holdings, causing the holdings to be financially disadvantaged. Following this, Utrecht Holdings filed fraud and bribery charges with the Public Prosecutor's Office against these current and former employees. A follow-up investigation was initiated and is currently ongoing in May 2023. The university is reflecting on the situation and, like Utrecht Holdings, has prepared a recovery plan. The Executive Board states that to the best of its knowledge, the figures in the 2022 annual accounts are not materially affected by this situation.

Policy on application of funding rules

The 2003 and 2004 Notices of Clarity included obligations for educational institutions related to funding rules. In that context, the following applies.

In accordance with the Annual Reporting Regulations for the Education Sector, the university reports that in 2022 no (parts of) CROHO-registered degree programmes have been outsourced to private organisations that are not funded by the government.

The granting of exemptions is possible within the University only at the request of the individual student. Exemptions may be granted by the Board of Examiners, and the grounds for the exemptions are stipulated in the Education and Examination Regulations. The documentation is included in the student file. The university is not committed to recruiting groups of students who can be awarded certificates without any effort on the part of the university for the purpose of increasing the government grant.

Within the University, foreign students are enrolled as students only if they fully meet the enrolment requirements. Enrolled students are eligible for funding only if they fully comply with laws and regulations. The university has foreign students who take part of the degree programme in the Netherlands as part of European programmes (*bidiplomering*) and are eligible for funding upon graduation. Exchange students and foreign students who only follow part of a programme at Utrecht University are registered as non-regular students. Their data is not passed on to DUO.

The enrolment procedures within the university are in accordance with the laws and regulations surrounding this topic. The University does not spend any state funding on tuition compensation, with the exception of benefits under the Student Financial Assistance Scheme (see chapter 1 - Profiling Fund). If tuition fees are paid by third parties on behalf of a student, this is indicated on the authorisation issued by the student. Students who take only a portion of a training programme at the university are enrolled as non-regular students. Their information will not be passed on to DUO. They pay, subject to statutory exceptions, a commercial rate for the module(s) they take.

Students indicate via Studielink themselves, without the intervention of the university, for which degree programme(s) they are enrolling. The University does not enrol students in degree programmes other than those for which students have applied.

The University does not develop third party funded customised programmes for degree programmes registered in the CROHO. However, customised programmes can be provided in the form of post-initial courses and seminars. The university does not fund arts education.



Executive Board Statement

The Executive Board hereby confirms (in accordance with the Annual Reporting Regulations for the Education Sector) that all information known to the Executive Board that is relevant to the independent auditor's report accompanying the annual accounts and the funding details have been made available to the certifying accountant. The Executive Board also declares that it has not been involved in any irregularities as referred to in the aforementioned regulations).

Utrecht, 26 May 2023

Annual accounts 2022

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Reader's Guide

The annual accounts provide insight into the development of Utrecht University's financial position for the reporting year 2022. This report contains the university's financial information as set out in the following documents:

	<i>Notes</i>		<i>Notes</i>
Annual accounts	The University's annual accounts are prepared in accordance with the incorporation requirements of the Annual Reporting Regulations for the Education Sector (RJO). This declares the BW rules for annual reporting together with the RJ guidelines (BW/RJ) applicable, supplemented by a number of education-specific matters, laid down in chapter RJ 660 of the RJ bundle. These guidelines indicate specifically which notes and disclosures must be included in the annual accounts. The consolidated annual accounts relate to the university together with its subsidiaries and associates that must be consolidated.	Cash flow statement	The cash flow statement provides an overview of the origin and expenditure of financial resources. The reconciliation with the movement in the financial resources is also given here.
Balance sheet	The financial position of the university is stated in the balance sheet . The assets side of the balance sheet indicates the composition of the university's financial and non-financial assets. The financing of these assets from equity and debt capital is shown on the liabilities side. The assets are broken down into fixed and current assets, according to the length of time that these assets can be used by the university. The fixed assets provide the university with many years of service. Stocks, debtors and other receivables and cash at bank and in hand make up the current assets.	Accounting policies and determination of profit/loss	The accounting policies indicate the method used and determination for the determination and valuation of each separate item in the balance sheet of profit/loss and the income and expenditure account.
Income and expenditure	The income and expenditure account provides insight into the amounts of the individual types of income and expenditure items for the 2021 financial year. The net result was determined according to the income and expenditure principle. All income and expenditure is attributed to the financial year to which it relates.	Notes to the items in the financial statements	The notes to the balance sheet and the income and expenditure account provide a further explanation of the separate items of the balance sheet and income and expenditure account. These notes consist mainly of prescribed (mandatory) statements of movements and itemisations so that it is possible to understand the composition of these items.
		Separate financial statement	The separate balance sheet and income and expenditure account contain the figures of the university, excluding subsidiaries and other associates which are included in the consolidation.
		Off-balance sheet liabilities	This includes the liabilities of Utrecht University which are not recognised in the balance sheet.

Consolidated balance sheet as of 31 December 2022

(After appropriation of result)

(x € 1,000)

1	ASSETS	31-12-2022	31-12-2021
	Fixed assets		
1.1.1	• Intangible fixed assets	11,910	12,084
1.1.2	• Tangible fixed assets	610,691	594,876
1.1.3	• Financial fixed assets	14,174	13,569
	Total fixed assets	<u>636,775</u>	<u>620,529</u>
	Current assets		
1.2.1	• Stocks	1,435	1,313
1.2.2	• Debtors and other receivables	77,336	59,499
1.2.3	• Securities	440	433
1.2.4	• Cash at bank and in hand	310,231	268,090
	Total current assets	<u>389,442</u>	<u>329,335</u>
		<u>1,026,217</u>	<u>949,864</u>
	2 EQUITY AND LIABILITIES	31-12-2022	31-12-2021
	Group capital		
2.1.1	• Equity	509,095	503,075
2.1.2	• Third-party minority interest	671	667
		<u>509,766</u>	<u>503,742</u>
2.2	Provisions	116,171	111,541
2.3	Long-term liabilities	6,995	6,801
2.4	Current liabilities	393,285	327,780
		<u>516,451</u>	<u>446,122</u>
		<u>1,026,217</u>	<u>949,864</u>

Ratios	2022	2021	2020	2019	2018
• Solvency	0.50	0.53	0.51	0.52	0.53
• Current ratio	0.99	1.00	0.86	0.91	0.90
• Net working capital	-3,843	+1,555	-48,902	-28,485	-31,655

The **solvency ratio** is the share of the equity in the total assets and indicates the extent to which the organisation is able to continue meeting its debts in the longer term.

The **current ratio** is the total of the current assets divided by the short-term debts and indicates the extent to which the organisation is able to meet its debts in the short term.

The **net working capital** indicates the balance of current assets less short-term debts.

Consolidated income and expenditure account 2022

(x €1,000)

3	INCOME	2022	Budget 2022	2021
3.1	Government grants	643,283	618,972	601,521
3.3	Academic/tuition fees	64,214	53,286	67,670
3.4	Income from research and contracts	299,384	253,523	297,171
3.5	Other income	59,114	64,914	54,063
	Total income	1,065,995	990,695	1,020,425
4	EXPENDITURE			
4.1	Staff costs	751,264	697,403	705,195
4.2	Depreciation	65,863	72,356	64,975
4.3	Accommodation costs	70,398	71,030	65,190
4.4	Other expenditure	173,368	170,740	148,235
	Total expenditure	1,060,893	1,011,529	983,595
	OPERATING RESULT	5,102	-20,834	36,830
6	Interest income and expenses	4	51	2,257
	Result	5,106	-20,783	39,087
7	Taxes	-16	-	25
8	Result from subsidiaries	983	-	4,599
		967	-	4,624
	RESULT AFTER TAXATION	6,073	-20,783	43,711
9	Minority interest	-53	-	-254
	NET RESULT	6,020	-20,783	43,457

Consolidated cash flow statement 2022

<i>(x €1 million)</i>		2022	2021
<i>Cash flow from (used in) operating activities:</i>			
	Operating result	5,1	36,8
	Adjusted for:		
4.2	Depreciation	60,7	59,7
2.2	Change in provisions	4,6	-2,9
<i>Changes in working capital:</i>			
1.2.1	Stocks	-0,1	-0,1
1.2.3	Securities	-	-
1.2.2	Debtors and other receivables	-17,8	7,3
2.4	Current liabilities	63,9	-2,1
	Cash flow from commercial operations	<u>116,4</u>	<u>98,7</u>
6.1	Interest received	1,4	2,0
6.2	Interest paid	-0,1	-0,2
6/7/8/9	Other income and expenditure	-0,4	6,0
		<u>0,9</u>	<u>7,8</u>
	Subtotal cash flow from (used in) operating activities	+117,3	+106,5
<i>Cash flow from (used in) investing activities:</i>			
1.1.1	Acquisition of intangible fixed assets	-3,7	-4,8
1.1.1	Proceeds from sale of intangible fixed assets	0,0	0,0
1.1.2	Acquisition of tangible fixed assets	-71,2	-63,7
1.1.2	Proceeds from sale of tangible fixed assets	0,1	0,0
1.1.3	Acquisition of financial fixed assets	-4,1	-2,5
1.1.3	Proceeds from financial fixed assets	3,5	1,0
	Subtotal cash flow from (used in) investing activities	-75,4	-70,0
<i>Cash flow from (used in) financing activities:</i>			
2.3	Repayment of long-term liabilities	-0,3	-0,3
2.3	New long-term liabilities	0,5	1,6
	Subtotal cash flow from (used in) financing activities	+0,2	+1,3
	Net increase (decrease) in cash at bank and in hand	+42,1	+37,8
1.2.4	Cash at bank and in hand at the beginning of the period	268,1	230,3
	Net increase (decrease) in cash at bank and in hand	<u>42,1</u>	<u>37,8</u>
1.2.4	Cash at bank and in hand	<u>310,2</u>	<u>268,1</u>

EXPLANATORY NOTES TO THE CONSOLIDATED ANNUAL ACCOUNTS 2022

In compliance with Article 2.9 of the Dutch Higher Education and Research Act, the Executive Board herewith reports on Utrecht University's financial management in 2022.

GENERAL

Utrecht University, with registered offices in Utrecht, is an organisation governed by public law. Founded in 1636, the university has grown to become a modern, trendsetting knowledge institution in the field of university education and research with a growing international reputation. The university conducts fundamental and applied research in a broad range of disciplines. Utrecht University is registered with the Chamber of Commerce under number 30275924.

Reporting period

These annual accounts have been drawn up on the basis of a reporting period that coincides with the calendar year.

Applied standards

The consolidated annual accounts have been prepared in accordance with the provisions of the Annual Reporting Regulations for the Education Sector (RJO) and the standards promulgated in the other chapters of the Guidelines for Annual Reporting issued by the Dutch Accounting Standards Board (Raad voor de Jaarverslaggeving) and with due observance of the provisions of the Senior Executives in the Public and Semi-Public Sector (Standards for Remuneration) Act ('WNT').

The accounting policies used in the preparation of the separate annual accounts are the same as those used in the preparation of the consolidated annual accounts. If no other policies are stated, reference is made to those described in the consolidated annual accounts.

Comparison with the previous year

The accounting policies used for valuation and determination of the profit and loss remained unchanged compared to the previous year.

Continuity

The annual accounts have been drawn up on a going-concern basis.

Other

All amounts in the annual accounts are stated in thousands of euros, unless otherwise indicated. The 'budget' in the annual accounts is taken to mean the budget for 2022. The 'Minister' is taken to mean the Minister for Education, Culture and Science.

Balance sheet and income and expenditure account

An asset is included in the balance sheet when it is likely that the future economic benefits will accrue to the university, and the value of these may be reliably determined. A liability is included in the balance sheet when it is likely that the settlement thereof will be accompanied by an outflow of resources which contain economic benefits, the amount of which may be reliably determined.

Income is included in the income and expenditure account when an increase in the economic potential, associated with an increase in the value of an asset or a decrease in the value of a liability, has occurred, the amount of which may be reliably determined. Expenditures are included in the income and expenditure account when a decrease in the economic potential, associated with a decrease in the value of an asset or an increase in the value of a liability, has occurred, the amount of which may be reliably determined.

If a transaction leads to all or practically all economic benefits and all or practically all risks with regard to an asset or liability being transferred to a third party, the asset or liability will no longer be included in the balance sheet. Furthermore, assets and liabilities will no longer be included in the balance sheet starting at the time the conditions of the likelihood of the future economic benefits and/or reliability of the determination of the value can no longer be satisfied.

ACCOUNTING POLICIES FOR THE VALUATION OF ASSETS AND LIABILITIES AND THE DETERMINATION OF PROFIT/LOSS

General

Unless otherwise stated, assets and liabilities are recognised at the acquisition or production cost or fair value.

The income and costs are allocated to the period to which they relate, unless otherwise stated. Income is accounted for if all the important risks relating to the services are transferred to the customer.

Use of estimates

The preparation of the annual accounts requires that the Executive Board forms opinions and makes estimates and assumptions that affect the application of accounting policies and the reported value of assets and liabilities, and of income and expenditures. The actual outcomes may deviate from these estimates. The estimates and underlying assumptions are evaluated on a continual basis. Adjustments to estimates are included for the period in which the estimate is adjusted, and for future periods for which the adjustment has consequences.

Basis of consolidation

The consolidated annual accounts comprise the financial information for Utrecht University, its group companies and other legal entities over which the institution can exercise dominant control or for which it conducts the central management. Utrecht University heads the group.

Group companies are subsidiaries in which the organisation has a majority interest, or over which a policy-determining influence may be exercised in another manner. In determining whether or not the policy-determining influence may be exercised, financial instruments which comprise potential voting rights which may be directly exercised are included. Participating interests which are acquired exclusively for the purpose of disposing of them again within a relatively short period are not consolidated.

Newly acquired participating interests are included in the consolidation starting at the time policy-determining influence may be exercised. Divested subsidiaries are included in the consolidation until such time as this influence terminates.

Intra-group debts, receivables and transactions are eliminated in the consolidated annual accounts, as well as profits earned and losses incurred within the group. The group companies are fully consolidated, whereby the minority interest held by third parties is expressed separately.

For a summary of the consolidated group companies, please refer to Financial Fixed Assets in the separate annual accounts.

The data of legal entities which are immaterial to the group as a whole is not included in the consolidated annual accounts.

Associates

Associates are all legal entities which are subject to decisive control, joint control or significant influence. Legal entities that can exercise predominant control are also designated as associates.

Significant transactions with associates are elucidated insofar as they were not concluded according to normal market terms and conditions. The nature and scope of the transaction and other information that is needed to provide insight are elucidated.

Acquisitions and disposals of group companies

The results and identifiable assets and liabilities of the acquired company are included in the consolidated annual accounts from the date of transfer. The date of transfer is the time at which dominant control of the relevant company can be exercised.

The purchase price consists of the sum of money or equivalent thereof which was agreed for the acquisition of the acquired company plus any directly attributable costs. If the purchase price exceeds the net amount of the fair value of the identified assets and liabilities, the excess is capitalised as goodwill under the intangible fixed assets. If the purchase price is lower than the net amount of the fair value of the identified assets and liabilities, the difference (negative goodwill) is noted as deferred income.

The companies in the consolidation will remain included in the consolidation until such time as they are sold; deconsolidation takes place at the time when effective control is transferred.

Foreign currency

Items in the annual accounts of Utrecht University are measured with due observance of the currency of the economic environment in which the university primarily conducts its business activities (the functional currency). The consolidated annual accounts are presented in euros, which is the functional currency and presentation currency of Utrecht University.

Transactions in foreign currencies during the reporting period are recognised in the annual accounts at the exchange rates prevailing on the transaction date. Assets and liabilities in foreign currencies are converted at the exchange rates prevailing as at the balance sheet date. Foreign exchange differences resulting from conversion and settlement are included in the income and expenditure account.

Monetary assets and liabilities in foreign currencies are converted into euros at the exchange rates prevailing as at the balance sheet date. Foreign exchange differences resulting from conversion and settlement are included in the income and expenditure account, unless hedge accounting is applied. Non-monetary assets that are measured at the purchase price in a foreign currency will be converted at the exchange rate prevailing as at the transaction date.

Foreign exchange differences resulting from settlement or conversion of monetary items are included in the income and expenditure account in the period in which they occur, unless hedge accounting is applied.

BALANCE

Intangible fixed assets

Intangible fixed assets are measured at cost less depreciation. The valuation will take any exceptional write-downs into account. This is the case if the carrying amount of the asset (or cash-flow generating unit to which the asset belongs) exceeds its realisable amount. The acquisition (licences) of the university's accounting and record-keeping systems including external training and implementation costs is accounted for at cost. Amortisation is calculated over a period of five years using the straight-line method based on an assumed residual value of nil.

Tangible fixed assets

Buildings and grounds

Land and buildings are measured at purchase price plus additional costs or production cost less linear depreciations during the expected future useful life. Land is not depreciated. Retired assets are measured at the lower of their carrying amount and the expected proceeds from their disposal.

If land is issued under a ground lease, the capitalised development costs are depreciated over the same term as the lease.

The valuation will take any exceptional write-downs into account which are expected on the balance sheet date. See the relevant section for the determination as to whether a tangible fixed asset is subject to an exceptional write-down.

Other fixed assets are measured at purchase price or production cost including directly attributable costs, deducting linear depreciations during the expected future duration of use and exceptional impairments.

Fixtures and fittings and equipment

Fixtures and fittings and equipment with a cost exceeding €12,500 are capitalised

Books and art objects

The cost of acquiring books and magazines is recognised directly in income or expenditure in their year of acquisition.

Depreciation methods

Depreciation is recognised in the income and expenditure account on a straight-line basis over the estimated useful lives of each part of a tangible fixed asset, based on a residual value of nil. Depreciation methods, useful lives and residual values are reviewed on a regular basis. Maintenance extending the useful life of an asset (> €25,000) is capitalised and depreciated. Book profits and losses are recognised in the operating accounts.

The estimated useful lives for tangible fixed assets are as follows:

- shell – 60 years
- finishing – 30 years
- fixtures and fittings – 15 years
- technical equipment – 15 years
- leasehold improvements – 10 years or shorter rental period
- structures – 30 years
- fixtures and fittings and equipment – five years, with some exceptions ranging from two to 20 years according to the expected future useful life

The component approach is applied from the moment the asset is activated.

Change in accounting estimate for valuation of tangible fixed assets

The useful life of the university's buildings is evaluated periodically. New insights can lead to an adjustment of the remaining depreciation period for the buildings. The effect of these changes in accounting estimate is taken into consideration from the accounting year during which the new useful life is determined.

Financial fixed assets

Subsidiaries

Subsidiaries in which the university has significant influence are measured according to the equity method (net asset value). If 20% or more of the votes can be cast, it is assumed that there is significant influence. The net asset value is calculated according to the accounting principles in effect in these annual accounts.

If a subsidiary's value is negative according to its net asset value, it will be measured at nil. If and to the extent that the university fully or partially covers the debts of the subsidiary in such a situation, or has the firm intent to make it possible for the subsidiary to pay its debts, a provision will be made accordingly.

Purchased subsidiaries are initially recognised based on the fair value of the identifiable assets and liabilities when the acquisition is made. Subsequent measurements are based on the accounting principles in effect for these annual accounts, based on the amounts from that initial valuation. The accounted result will be the sum with which the carrying amount of the subsidiary since the previous annual accounts has been changed as a consequence of the results achieved by the subsidiary.

Subsidiaries that cannot be subjected to significant influence are measured at the purchase price. The declared dividend of the subsidiary in the reporting year will be taken into account as a result, in which non-cash distributed dividends are stated at fair value. In the event of an exceptional write-down, valuation will take place at the realisable value

(see also the section on 'Exceptional write-downs of financial fixed assets'); depreciation is recognised and charged to the income and expenditure account.

Amounts owed by subsidiaries

The debtors and other receivables specified under financial fixed assets will initially be measured at the fair value less transaction costs. These debtors and other receivables will then be valued at amortised cost. The valuation will take any impairments into account.

Other securities

If the university has the positive intent and ability to hold securities (bonds) to maturity, then such financial assets are measured at amortised cost using the effective interest method, less any impairment losses.

The other debt securities that are quoted in an active market are measured at fair value. Changes in fair value are recognised in the income and expenditure account. Debt securities that are not quoted in an active market are measured at amortised cost using the effective interest method, less any impairment losses.

Exceptional write-downs of intangible and tangible fixed assets

The university evaluates on the balance sheet date whether there are indications that a fixed asset may be subject to an exceptional write-down. Should there be any such indications, then the realisable value of the asset is estimated. When the realisable value of the individual asset cannot be estimated, then the realisable value of the cash-flow generating unit to which the asset belongs is determined.

An exceptional write-down is when the carrying amount of an asset is higher than the realisable value; the realisable value is the greater of the market value and the business value. An impairment loss is recognised as a direct expenditure in the income and expenditure account while reducing the carrying amount of that asset.

The market value is initially derived from a binding sales contract; if no such agreement exists, the market value is determined by relying on the active market, in which the current bid price is normally considered the market price. The costs to be deducted in determining the market value are based on the estimated costs that could be directly attributed to the sale and are necessary to complete the sale.

To determine the business value, the future net cash flows in the event of continued use of the asset/cash-flow generating unit are estimated; the value of these cash flows is then discounted. The discount rate does not reflect any risks that have already been taken into account in the future cash flows.

If it becomes apparent that an exceptional write-down that had been recognised in the past no longer exists or has diminished, the increased carrying amount of that asset will not be elevated to an amount higher than the carrying amount that would have been

determined if no exceptional write-down had been recognised for the asset. An exceptional write-down of goodwill will not be reversed.

Exceptional write-downs of financial fixed assets

The value of a financial asset that is not measured at (1) fair value with changes of value included in the profit and loss account or (2) amortised cost or lower market value, will be evaluated on every reporting date to determine whether or not there are objective indications that the asset has undergone an exceptional write-down. A financial asset is deemed to be subject to an exceptional write-down if there are objective indications that subsequent to initial recognition of the asset, an event has occurred which has had a negative effect on the expected future cash flows for that asset, and for which a reliable estimate can be made. Objective indications that financial assets are subject to an exceptional write-down include debtors' failure to fulfil payment obligations and overdue payments, restructuring of one of the amounts owed to the company under conditions that the company would not have otherwise considered, indications that a debtor will go bankrupt, and the disappearance of an active market for a certain security.

An impairment loss relating to a financial asset valued at amortised cost is calculated as the difference between the carrying amount and the cash value of the expected future cash flows, discounted against the original effective interest rate for the asset.

Losses are recognised in the income and expenditure account. Interest on an asset subject to an exceptional write-down will remain recognised via the addition of interest to the asset of the original effective interest rate for the asset.

Impairment losses below the (amortised) cost price of the investments in securities which are measured at fair value, including changes in value in the equity, are recognised as being charged directly to the income and expenditure account.

If the cash value of the expected future cash flows from the assets, subject to an exceptional write-down, increases in a later period, and an objective connection may be made between the recovery and an event that occurred after the recognition of the exceptional write-down, the amount in respect of the recovery (up to a maximum of the original cost price) will be recognised in the income and expenditure account.

Stocks

Stocks are measured at purchase price or production price with application of the FIFO method ('first in, first out') or lower market value. The market value is the estimated sale price less directly attributable sales costs. The market value is the estimated sale price less directly attributable sales costs. The obsolescence of inventories is taken into account in determining net realisable value.

Services to be invoiced for research and contract work

The balance of projects from research and contracts results in a receivable or payable on the balance sheet. Research and contracts are valued at expensed costs, consisting of costs directly related to the project (direct staff costs and costs of equipment and inventory purchased specifically for the project), costs attributable to project activities in general and allocable to the project (including costs of technical assistance and overhead costs of project activities) and other costs to the extent that they are contractually reimbursed by the client, less the invoiced instalments or advances received that are related to the research and contracts and less an own contribution for foreseeable losses. The allocation of income, costs and revenue from third-party funded projects is recognised according to the percentage of completion method. Other receivables include projects where the prepaid costs exceed the invoiced instalments/advances received. Projects where the advance invoiced instalments/advances received exceed the prepaid costs are accounted for under current liabilities.

Debtors and prepayments and accrued income

Debtors and other receivables are valued at the fair value of the consideration. The fair value of the claims approximates the carrying amount of the loan. Current assets are recognised for debtors and other receivables falling due in less than one year, in principle. Provisions for bad debts are deducted from the carrying amount of these items.

Loans and other receivables are measured at amortised cost using the effective interest method, less any impairment losses.

Cash at bank and in hand

Cash at bank and in hand consists of cash, bank balances, and deposits with a term of less than twelve months. Bank overdrafts are recognised as liabilities to banks under current liabilities. Cash at bank and in hand is valued at its nominal value.

Equity

Equity capital comprises general reserves and earmarked reserves and funds. This also includes a segmentation by public and private resources. Earmarked reserves are reserves with a more limited spending option, where the restriction is applied by the institutional board. Restricted funds are reserves with a more limited spending option, where the restriction is applied by third parties.

Third-party minority interest

The third-party minority interest is valued at the share third parties hold in the net asset value, determined in accordance with the university's accounting policies.

Provisions

A provision is included in the balance sheet when:

- legally enforceable or actual obligations exist that arise from an event in the past; and
- it is possible to make a reliable estimate of the provision; and
- the settlement of obligations will probably require an outflow of funds.

Provisions are recognised for employee benefits, demolition and environmental clean-up costs, and other provisions.

Provisions are measured at nominal value, unless otherwise stated. Provisions are determined by discounting the expected future cash flows at a pre-tax rate that reflects current market assessments of the time value of money and, where necessary, the risks specific to the liability. Additions to provisions are charged to the income and expenditure account. Expenditure is charged directly against the provision.

PROVISIONS FOR EMPLOYEE BENEFITS

The *Provision for unemployment benefits* is determined on the basis of the maximum benefit entitlement (Utrecht University is a self-insurer for unemployment benefits at and exceeding statutory entitlement) for benefits in payment at year-end. A 20% reduction is deducted based on the estimate that employees will have found a new job before the end of the term of the benefit. This estimate is based on historical data on maximum benefit entitlements that were not fully utilised.

In addition, a liability is recognised for potential unemployment benefits for temporary contracts for PhD candidates and other staff. The calculation takes into account the term of the employment as well as an estimate of the expected inflow and expected duration of benefits. The inflow and duration of the benefit will be re-evaluated annually by determining the average inflow and usage over previous years. In calculating the provision, an average salary including expected salary increase is taken into account. The long-term portion (more than two years) of the liability is accounted for at its present value.

As a result of the Collective Labour Agreement for Dutch Universities (CAO-NU), employees with an employment contract are entitled to a transition allowance after involuntary dismissal, based on the Work and Security Act (*Wet werk en zekerheid*). The amount of this allowance depends on the duration of the employment. A provision has been created for allowances related to the expiration of temporary appointments for employees who qualify for a transition allowance based on the provisions of the CLA. The calculation of the provision is based on an estimate of the number of temporary contracts that are expected not to be renewed in 2022 (2022: 70.4%). This estimate is based on historical data and is reviewed annually. The estimate is set at 100% for PhD

candidates. The **Provision for transition payments** is recorded at nominal value because the time effect is not material.

A provision for **restructuring** is recognised for estimated amounts as at the balance sheet date when the university has approved a detailed and formal restructuring plan, for which the parties involved have a legitimate expectation that this plan will be implemented. As a result of the restructuring, the restructuring provision will include necessary costs that are not associated with the university's ongoing activities. These provisions are recognised in the provisions for employee benefits.

The **Provision for sabbatical leave** is recognised for days of sabbatical and similar long-term leave saved up and taken by individual staff as agreed. The calculation is based on the salary costs of the relevant employees, including a surcharge for social security contributions. This is stated at present value.

The **Provision for extra-statutory leave** relates to the hours of extra-statutory leave not yet taken as of the balance sheet date. These leave hours can be drawn upon in the period 2022-2026. The calculation is based on the average salary costs of relevant employees, including a surcharge for social security contributions. This is stated at present value.

The **Provision for long-term sickness** is recognised for salary expenses, including a discount for incapacity for work, in relation to the estimated remaining length of absence due to sickness for people who are sick for longer than three months as of the balance sheet date. Depending on the period of incapacity for work that has already elapsed, a provision is calculated based on an estimated benefit of six months up to a maximum of two years. This is stated at present value.

The **Provision for WGA disability benefits** under the Return to Work (Partially Disabled Persons) Scheme (WGA) is recognised for salary expenses in relation to the benefits paid to people who are partially disabled for a period longer than two years. The university has been a self-insurer for unemployment benefits since 2017. The provision is determined based on the benefit recipients at the end of 2022, in addition to an estimate of the expected influx of potential benefit recipients in 2023. The estimated average duration of the WGA disability benefits is based on five years. The liability is stated at present value.

The **Provision for anniversary benefits** is recognised for the collective labour agreement obligation to pay anniversary benefits for current employment contracts with employees for a payment based on 25 or 40 years of service. The calculation of the provision is based on employees' accrued years of service as well as an estimate of the future use of the anniversary benefits. Expected increase in salary is taken into account. This is stated at present value.

Provision based on claims, disputes and legal proceedings

A provision based on claims, disputes and legal proceedings is made if it is likely that the university will be ordered to pay compensation as the result of legal proceedings. The provision is the best estimate of the amount for which the obligation may be settled, and also includes the costs of the proceedings.

Long-term and short-term debt and other financial liabilities

Long-term liabilities are valued at the fair value. Transaction costs that can be attributed directly to the acquisition of the long-term liabilities will be included in the initial valuation. After that, long-term liabilities are valued at the amortised cost, which is the amount received, taking into account any premium or discount and deducting transaction costs. The difference between the carrying amount of the loan and the eventual value of the repayments based on the effective interest rate during the estimated duration of the long-term liabilities will be included in the income and expenditure account as an interest expense.

The fair value of the long-term and short-term debt approximates the carrying amount of the loan. The repayment obligations relating to the long-term debt for the coming year are included under short-term debt.

Short-term liabilities are valued at the fair value. After that, short-term liabilities are valued at the amortised cost, which is the amount received, taking into account any premium or discount and deducting transaction costs. This is generally the nominal value.

INCOME AND EXPENDITURE

ACCOUNT

Government block grant funding is recognised in the income and expenditure account on the basis of the annual allocation. If spending is less than the allocated funds earmarked by the government, the remainder is recognised in current liabilities.

The **academic/tuition fees** are credited to the result in proportion to the academic year. Course results relating to contract activities are recognised in proportion to the length of the course.

Income received from the provision of services in the context of projects financed by third parties (**Income from research and contracts**) is recognised in the income and expenditure account when the amount of the income may be determined in a reliable manner, it is likely that the payment will be received, the degree to which the services have been provided as at the balance date and may be reliably determined, and the costs already incurred, and the costs which may (possibly) still be incurred in order to complete the service may be determined in a reliable manner.

If the result of a certain assignment for services may not be reliably determined, the income will be recognised as the amount of the costs of the service that are covered by the income.

Income based on services provided will be recognised in the income and expenditure account in proportion to the stage of completion of the transaction as at the reporting date. Profits and losses on services rendered for third-party funded projects are recognised in the income and expenditure account according to the stage of completion method.

Other income consists of rental income, secondment, supply of goods and services, sponsorship and subsidies and other income. Revenue from other income is recognised in proportion to the services performed, based on the services performed up to the balance sheet date and in proportion to the total services to be performed, provided that the result can be reliably estimated. Expenditure related to other income is allocated to the period in which the income is recognised.

EXPENDITURE

Depreciation charges on intangible and tangible fixed assets

Depreciation charges are a separate line in the income and expenditure account. For more detailed itemisation, please see the relevant notes. Intangible fixed assets including goodwill and tangible fixed assets are depreciated from the time when they are ready for use, over the expected future useful life of the asset. Land is not depreciated.

Staff remuneration

Wages, salaries and social security contributions are included in the income and expenditure account on the basis of the terms of employment to the extent that they are owed to employees and/or the tax authorities. The contributions payable during the reporting year are recorded as an expense.

Pension premiums

The university has a pension scheme with Stichting Bedrijfspensioenfonds ABP. This pension scheme is subject to the provisions contained in the Dutch Pension Act; the institution pays the required or contractually determined premiums. ABP uses a provisionally indexed average salary scheme. The premium is calculated on the basis of the employee's pensionable income less the portion of the salary over which no pension entitlement is built up. The starting point is that pension charges to be processed in the reporting period are equal to the pension premiums owed to the pension fund during the same period. A liability will be recognised for any premiums owed that have not yet been paid as at the balance sheet date. If, as at the balance sheet date, premiums already paid exceed the premiums owed, an entry will be recognised for prepayments and accrued

income to the extent these amounts will be reimbursed by the pension fund or credited to pension premiums due in the future.

Housing and other expenditures

Housing and other expenditures are recognised in the income and expenditure account in the year to which they relate.

Interest income and expenses

Interest income and interest expenses are recognised averaged out over time, taking account of the effective interest rate for the assets and liabilities concerned. In accounting for interest expenses, the justified transaction costs for the loans received are taken into account. Changes in the value of securities (bonds) are directly recognised in the income and expenditure account.

Leasing

A lease contract for which the benefits and losses associated with the ownership of the leased asset are borne entirely (or nearly entirely) by the lessee are designated as a financial lease. All other lease contracts are classified as operational leases. In classifying the lease, it is the economic reality of the transaction that is determinative rather than the legal form.

Operational leases

If the university acts as lessee in an operational lease contract, the leased asset will not be capitalised. Lease payments involving the operational lease contract are charged to the income and expenditure account on a straight-line basis during the lease term, and the contractually determined obligations are recorded as off-balance sheet liabilities.

Taxes

Legal entities governed by public law are in principle taxable for corporation tax. Pursuant to Article 6b, paragraph 1, item b of the Corporation Tax Act, Utrecht University has a subject exemption for corporation tax. The scope and funding of the university's education and research activities determine this exemption. Associates of Utrecht University are independently taxable to the extent that they qualify as a company. Tax on the result is calculated on the result before taxation in the income and expenditure account, taking into account the tax-deductible losses available from previous financial years (unless they have been recognised in deferred tax assets) and tax-exempt profit items and after adding any non-deductible expenses.

Share in results for businesses in which a participating interest is held

The share in the results for businesses in which a participating interest is held is the share the group has in the results of these subsidiaries, determined on the basis of the group's accounting policies.

The results from participating interests that were acquired or disposed of during the financial year are recognised in the group's results from the time of acquisition up to the moment of disposal, respectively.

Faculty of Medicine

Based on the existing collaboration agreement between Utrecht University and the University Medical Center Utrecht (UMCU), the government grant for the Faculty of Medicine has been transferred to UMCU. Under these arrangements, the result for the Faculty of Medicine is assumed to be 'nil'. Their operation is inextricably connected to UMCU's total hospital operations.

In accordance with Article 603 of Dutch Accounting Standard 660, an allocation formula agreed between UMCU and UU is used to combine the income and expenditure from Education and Research activities (E&R funds) with Utrecht University's operations. The E&R funds comprise both the transferred government grant (first flow of funds) and the funds raised through contract research (second and third flows of funds, indirect government funding and contract funding respectively) as a result of matching the flows of funds in financing and accounting for contract research.

CASH FLOW STATEMENT

Cash flows are reported using the indirect method. Cash is taken to mean cash at bank and in hand. A distinction is drawn in the cash flow statement between cash flow from operating, investing and financing activities. Interest received and paid and dividends received are recognised in cash flow from (used in) operating activities. Investments in subsidiaries are recognised in cash flow from investing activities. The acquisition price for the group company is recognised in cash flow from investing activities, to the extent that payment took place in monetary form. The funds present in the acquired group company are deducted from the purchase price. Interest received and paid from closing and repayment of loans are recognised in cash flow from (used in) financing activities. Transactions that did not involve cash flow going in or out, including financial leasing, are not included in the cash flow overview. With regard to payment of the lease instalments arising from the financial lease contract, the repayment component is recognised as expenditure from financing activities and the interest component is recognised as expenditure from operational activities.

NOTES TO THE CONSOLIDATED BALANCE SHEET AS AT 31 DECEMBER 2022

1.1.1 INTANGIBLE FIXED ASSETS

Intangible fixed assets are recognised for the cost of purchasing (licences for) the university's accounting and record-keeping systems including external implementation costs less annual amortisation.

(x €1,000)	1.1.1
<hr/>	
As at 1 January 2022	
Acquisition value	39,028
Cumulative depreciation and impairments	<u>-26,944</u>
Carrying amount as at 1 January 2022	12,084
Movements in carrying amount:	
Investments	3,705
Disposals	
· Acquisition value	-1,024
· Cumulative depreciations	<u>1,024</u>
	-
Depreciation	<u>-3,879</u>
Balance	-174
As at 31 December 2022	
At cost	41,709
Cumulative depreciation and impairments	<u>-29,799</u>
Carrying amount as at 31 December 2022	<u>11,910</u>

Investments in 2022 included the NetApp Storage (€2,524,000).
The disposal relates to the replacement of the Solisnet application.

1.1.2 TANGIBLE FIXED ASSETS

Movements in tangible fixed assets can be presented as follows:

<i>(x €1,000)</i>	Buildings	Land	Fixtures and fittings and equipment	In production and prepayments	Total
	1.1.2.1	1.1.2.1	1.1.2.2	1.1.2.4	
As at 1 January 2022					
Acquisition value	1,520,124	22,339	118,512	72,091	1,733,066
Cumulative depreciation and impairments	-1,040,792	-	-97,398	-	-1,138,190
Carrying amount as at 1 January 2022	479,332	22,339	21,114	72,091	594.876
Movements in carrying amount:					
Investments	227	-	13,613	58,966	72,806
Disposals					
• Acquisition value	-26,650	-	-1,203	-	-27,853
• Cumulative depreciations	26,581	-	1,199	-	27,780
Depreciation	-69	-	-4	-	-73
Other movements	-46,739	-	-10,179	-	-56,918
	38,399	-	-	-38,399	-
Balance	-8,182	-	3,430	20,567	15,815
As at 31 December 2022					
Acquisition value	1,532,100	22,339	130.922	92,658	1,778,019
Cumulative depreciation and impairments	-1,060,950	-	-106.378	-	-1,167,328
Carrying amount as at 31 December 2022	471,150	22,339	24,544	92,658	610,691

Tangible fixed assets in production concern buildings under construction. Part of the tangible fixed assets is leased. The SRON building was acquired in 2022. In addition, preparations began in 2022 for the redevelopment of the Willem C. van Unnik building and the renovation of Achter Sint Pieter 200. To accommodate growth in student numbers, temporary educational facilities were created on Daltonlaan and Padualaan in 2022. The disposal relates to asbestos removal and demolition of the Earth Sciences Building down to the shell.

The effect of changes in accounting estimates of tangible fixed assets amounts to €-443,000 in 2022 (2021 €-1,689,000).

As an indication of the current value of the tangible fixed assets, their property value and insured value are given below.

PROPERTY VALUE AND INSURED VALUE OF LAND AND BUILDINGS	<i>Ref. date</i>	<i>x € 1,000</i>
Property value of land and buildings	1-1-2022	683,567
Insured value of buildings, fixtures and fittings	31-12-2022	2,471,148
Insured value of books and other collections	31-12-2022	134,844

Books and art objects

Possessions in the form of books and art objects, including a large number of historical works and unique items, are not included in the balance sheet. Their cost is recognised directly in the income and expenditure account upon acquisition. In 2022, books and periodicals were purchased for €4.3 million (2021: €3.2 million).

1.1.3 FINANCIAL FIXED ASSETS

This item accounts for investments in other subsidiaries and loans to associates.

(x €1,000)	Interest %	Code *	Carrying amount			Result from subsidiaries (dividend)	Other	Carrying amount 31 december 2022
			1 January 2022	Investments	Disposals			
1.1.3.2 Other subsidiaries								
Enceladus Pharma B.V., Utrecht	(19.65%)	4	-	-	-	-	-	-
Crossbeta Bioscience B.V., Utrecht	(13.73%)	4	-	152	-	-	-152	-
Rabo Pre-Seed Fonds, Utrecht	(18.18%)	4	400	-	-	-	-	400
Milabs B.V., Utrecht	(0%)	4	-	-	-	17	-17	-
Thuja Capital Healthcare B.V., Utrecht	(13.16%)	4	127	-	-	-	-	127
Crystal Delivery B.V., Utrecht	(7.15%)	4	-	-	-	-	-	-
Prothix B.V., Utrecht	(20.0%)	4	150	-	-	-	-	150
Brain Science Tool B.V., Utrecht	(24.5%)	4	31	-	-	-	-	31
Trajectum Pharma B.V., Utrecht	(36.24%)	4	-	-	-	-	-	-
Broteio Pharma B.V., Utrecht	(4.96%)	4	-	-	-	32	-32	-
Thuja Capital Healthcare II B.V., Utrecht	(5.16%)	4	505	153	-	-	-13	645
Gadeta Founders B.V., Utrecht	(16.99%)	4	2	-	-	-	-	2
Arthrosave B.V., Utrecht	(8.36%)	4	4	216	-	-	-	220
SkylineDX, Rotterdam	(0.02%)	4	-	-	-	-	-	-
AMT Medical B.V., Utrecht	(6.45%)	4	275	25	-	-	-	300
CT Holding B.V., Utrecht	(22.7%)	4	-	-	-	-	-	-
Synerkine Founders B.V., Utrecht	(21.25%)	4	206	-	-	-	-	206
TigaTx Founders B.V., Utrecht	(29.94%)	4	37	395	-	793	-990	235
Dialogue Trainer B.V.	(0%)	4	71	-	-142	71	-	-
Dialogue Trainer holding B.V.	(21.74%)	4	-	143	-93	70	-95	25
Laurentia Holding B.V.	(50.60%)	4	-	115	-	-	-115	-
Core Life Analytics B.V., Utrecht	(6.48%)	4	47	94	-	-	-47	94
Reg. Cooperation Regio Utrecht B.V., Utrecht	(2.0%)	4	-	-	-	-	-	-
ROM Regio Utrecht B.V.	(0.49%)	4	250	-	-	-	-	250
Thuja Capital Healthcare Fund III Co-op. UA, Utrecht	-	4	19	12	-	-	-3	28
TargED Biopharmaceuticals BV, Utrecht	(5.77%)	4	32	116	-	-	-87	61
Cresco Spine B.V., Utrecht	(26.31%)	4	11	58	-	-	-44	25
Ntrans Technologies Holding BV, Utrecht	(9.95%)	4	30	-	-	-	-	30
Moveshelf Labs B.V., Utrecht	(8.42%)	4	-	173	-	-	-130	43
SentryX B.V., Utrecht	(1.80%)	4	-	266	-	-	-200	66
Subtotal subsidiaries			2,197	1,918	-235	983	-1,925	2,938

* Key to codes: 1 = contract education; 2 = contract research; 3 = real property; 4 = other.

The subsidiaries relate to investments in participating interests of the Universiteit Utrecht Holding B.V. that arise from the valorisation activities of the university. For information about the consolidated associates, please refer to the notes on the financial fixed assets in the separate annual accounts (page 152 and following).

Various investments in existing and new holdings took place in 2022. Movements in the 'other' column relate to adjustments in the valuation of subsidiaries and the reversal of the result of subsidiaries.

<i>(x €1,000)</i>	Carrying amount 1 januari 2022	Loans	Repayment of loans	Result	Other	Carrying amount as at 31 december 2022
1.1.3.4 OTHER LOANS						
Loans to subsidiaries	327	228	-230	-267	-	58
Other loans	234	19	-	-	-	253
Subtotal loans	561	247	-230	-267	-	311

Other loans to subsidiaries include loans granted by Universiteit Utrecht Holding B.V. to business start-ups. The claims mature over a period longer than one year. The result on loans to subsidiaries relates to depreciation.

<i>(x € 1,000)</i>	Carrying amount 1 januari 2022	Investments	Disposals	Result	Other	Carrying amount as at 31 december 2022
1.1.3.7 SECURITIES (TERM > 1 YEAR)						
Bonds and equities	10,811	1,931	-523	-1,294	-	10,925
Subtotal securities	10,811	1,931	-523	-1,294	-	10,925
1.1.3 Total financial fixed assets	13,569	4,096	-988	-578	-1,925	14,174

About €1 million of the amount recognised for bonds relates to the investments in the context of the Qaboos restricted fund (see notes on equity). The other investments are held by associates (Universiteitsfonds). The changes in the securities item relate to the investments and disposals of securities through reinvestments in 2022 and due to price changes ('result' column).

CURRENT ASSETS

1.2.1 STOCKS

(x € 1,000)	31-12-2022	31-12-2021
Cost of durable goods	1,706	1,576
Provision for unmarketability	<u>-271</u>	<u>-263</u>
1.2.1.2 Durable goods	<u>1,435</u>	<u>1,313</u>

The following comprises stocks of laboratory animals and consumable goods, among other supplies.

1.2.2 DEBTORS AND OTHER RECEIVABLES

(x € 1,000)	31-12-2022	31-12-2021
1.2.2.1 Debtors	21,951	18,349
1.2.2.7 Students	924	742
Research and contract work to be invoiced	21,993	19,246
Turnover tax	9,969	3,392
Other	<u>10,746</u>	<u>5,419</u>
1.2.2.10 Other receivables	42,708	28,057
1.2.2.15 Prepayments and accrued	12,375	12,969
1.2.2.16 Provision for bad debts	-622	-618
Total debtors and other receivables	<u>77,336</u>	<u>59,499</u>

These debtors and other receivables fall due within one year.

The cumulative total of project revenues recognised up to the balance sheet date in the item 'Research and contract work to be invoiced' amounts to €146 million. Provisions for foreseeable losses have been deducted from this item as an own contribution (€8.4 million; 2021: €5.4 million). The increase in foreseeable losses compared to 2021 is related to research delays due to the coronavirus crisis. The university has no RJ 221 projects.

The current account position with UMCU of €1,193,000 regarding the Biomedical Sciences unit is included under other receivables. No special terms have been imposed on this position.

Movements in the provision for bad debts can be presented as follows:

(x € 1,000)	2022	2021
As at 1 January	618	687
Utilisation	-	-69
Addition resp. release	4	-
As at 31 December	<u>622</u>	<u>618</u>

1.2.3 SECURITIES

This includes the shares in IPA acquired on 31 December 2020 and listed on the Toronto Stock Exchange in Canada. The shares were acquired from a sale transaction of one of the participating interests of UU Holding BV. The shares are valued at the closing and conversion rates (Canadian dollars) as of 31 December 2022. The change in the securities item relates entirely to the unrealised exchange rate result of €7,000 as at 31 December 2022.

1.2.4 CASH AT BANK AND IN HAND

(x € 1,000)	31-12-2022	31-12-2021
1.2.4.1 Cash in hand	54	71
1.2.4.2 Credit balances in bank accounts	110,177	268,019
1.2.4.3 Deposit accounts	<u>200,000</u>	<u>-</u>
Total cash at bank and in hand	<u>310,231</u>	<u>268,090</u>

Balances in bank accounts include a savings account with no fixed maturity (bearing interest at 0%). Cash at bank and in hand are at the free disposal of the university.

Deposit accounts include a short-term deposit with the Ministry of Finance of €200 million with a term until 23 January 2023 and an interest rate of 0.99%.

Utrecht University has a current account loan of €36.5 million at ABN-AMRO bank on a daily basis in connection with balance regulation with the Ministry of Finance in the framework of its treasury banking activities.

Utrecht University has a current account agreement with the Ministry of Finance in the framework of its treasury banking activities. The university has a credit facility of €50 million based on this agreement.

2.1.1 GROUP CAPITAL

Movements in group capital can be presented as follows:

(x € 1,000)		Financial year 2021			Financial year 2022				
		Starting balance as at 1 January 2021	Result 2021	Other movements 2021	Final balance as at 31 december 2021	Starting balance as at 1 januari 2022	Result 2022	Other movements 2022	Final balance as at 31 december 2022
2.1.1.1	General reserve	277,795	30,009	-64	307,740	307,740	21,582	-50,000	279,322
	General reserve (private)	-	-	-	-	-	-	5,000	5,000
2.1.1.2	Earmarked reserve (public)								
	• Faculties/services	97,448	18,310	-1,046	114,712	114,712	-7,768	-267	106,677
	• Incentive funds	-	-	-	-	-	-3,686	50,000	46,314
	• Government grants (Business group)	11,893	-6,373	1,080	6,600	6,600	-4,410	267	2,457
	• Government grants (NIOZ)	12,000	-2,400	-	9,600	9,600	-2,400	-	7,200
	• Dynamic research funding	1,000	-1,000	-	-	-	-	-	-
	• Fund for recruiting top researchers	900	-269	-	631	631	-271	-	360
	• Additional education/training for UU	718	-	-	718	718	-95	-	623
	• ISD and housing on Israëliaan	145	-	-	145	145	-	-	145
	• Corona Fund	510	-540	30	-	-	-	-	-
	• Education support 2021	2,900	-2,900	-	-	-	-	-	-
	• Programme budget IvO/HO/OvP	-	-	-	-	-	1,911	-	1,911
		127,514	4,828	64	132,406	132,406	-16,719	50,000	165,687
2.1.1.3	Earmarked reserve (private)								
	Associate funds	29,502	8,145	-	37,647	37,647	2,024	-5,000	34,671
2.1.1.4	Restricted fund (public)								
	Terms of employment	4,568	-781	-	3,787	3,787	-812	-	2,975
2.1.1.5	Restricted fund (private)								
	Qaboos	2,500	-	-	2,500	2,500	-	-	2,500
	Universiteitsfonds	6,611	468	-	7,079	7,079	49	-	7,128
		9,111	468	-	9,579	9,579	49	-	9,628
2.1.1.7	Other legal reserves (public)								
	Intangible fixed assets	11,128	788	-	11,916	11,916	-104	-	11,812
	Equity	459,618	43,457	-	503,075	503,075	6,020	-	509,095
2.1.2	Third-party minority interest	413	254	-	667	667	53	-49	671
	Group capital	460,031	43,711	-	503,742	503,742	6,073	-49	509,766

In 2022, UU Holding B.V. paid a dividend of €5,000,000 to Utrecht University (see other movements). For further information on equity, please refer to the notes to the separate annual accounts.

There are no excess assets based on the signalling value of the ECS.

2.2 PROVISIONS

(x € 1,000)	Balance as at		Utilisation	Release	Other movements	Change in interest rate (present value)	Balance as at 31-12-2022	Current portion < 1 year	Long-term portion > 1 year
	1-1-2022	Addition							
2.2.1 Provisions for employee benefits	56,908	29,023	-18,821	-2,861	-	-1,373	62,876	24,670	38,206
2.2.3 Provision for demolition, and environmental risks	53,824	2,881	-3,428	-	-	-1,154	52,123	6,310	45,813
2.2.4 Other provisions	809	363	-	-	-	-	1,172	209	963
	111,541	32,267	-22,249	-2,861	-	-2,527	116,171	31,189	84,982

The composition and movement of provisions in 2022 are indicated in the table above. Further explanation of each provision follows.

All provisions are carried at present value unless the time effect is not material.

Applied present value assumptions:	2022 %	2021 %
Discount rate as at 31 December *)	3.1	0.4
Future wage increases **)	2.0	1.4
Future wage increases including social security contributions	2.5	1.7

*) Based on the average interest rate on Dutch government loans 5-15 years

**) Future wage increases are based on the 10-year average CLA increase

2.2.1 PROVISIONS FOR EMPLOYEE BENEFITS

The composition and movement of employee benefits in 2022 can be shown as follows:

(x € 1,000)	Balance as at 1-1-2022	Addition	Utilisation	Release	Other movements	Change in interest rate (present value)	Balance as at 31-12- 2022	Current portion < 1 year *)	Long-term portion > 1 year *)
Unemployment benefits	10,450	4,066	-3,789	-175	-	-	10,552	4,418	6,134
Transition payment	6,076	1,628	-2,120	-	-	-	5,584	3,236	2,348
Provision for restructuring	294	33	-107	-33	-	-	187	47	140
Sabbatical leave scheme	11,158	2,772	-3,525	-46	-	-534	9,825	5,173	4,652
Extra-statutory leave	18,517	13,510	-7,700	-	-	-576	23,751	6,082	17,669
Long-term sickness	4,178	5,125	-487	-2,607	-	-	6,209	4,598	1,611
WGA unemployment benefits	3,455	869	-827	-	-	-	3,497	850	2,647
Anniversary benefits	2,780	1,020	-266	-	-	-263	3,271	266	3,005
	56,908	29,023	-18,821	-2,861	-	-1,373	62,876	24,670	38,206

*) For the purpose of determining the short-term and long-term portions of the provision for unemployment benefits, a limited part of the obligation is based on average amounts and is not calculated per person.

The **Restructuring provision** is recognised for expenses in relation to the staff of faculties and service departments who are made redundant through a reorganisation. In determining the provision, assumptions comparable to those used for the provision for unemployment benefits are taken into account as far as appropriate for the specific situation. This includes assumptions relating to the likelihood that employees will find alternative employment and the average duration of benefits.

The increase in the size of the **Provision for extra-statutory leave** in 2022 is related, on the one hand, to the increasing size of the workforce and the collective labour agreement wage trend, and on the other hand, to the fact that, for several years now, unallocated leave entitlements have been legally allowed to be held for a longer period of time before they expire. This has had an upward effect on the amount of this provision for several years.

The allocation to the **Provision for long-term sickness** is higher than usual in 2022 and results from the increase in the number of long-term sick and the improvement in registration.

The allocation to the **Provision for anniversary benefits** is higher than usual in 2022. This is related to the use of the central government's 'expected retirement age' table that has been available and applied since this year. As a result, more employees are expected to be eligible for 25- and 40-year anniversary benefits.

2.2.3 PROVISION FOR DEMOLITION, ENVIRONMENTAL CLEAN-UP COSTS AND ENVIRONMENTAL RISKS

The **Provision for demolition, environmental clean-up costs and environmental risks** is recognised for both the control measures and the removal of asbestos from the university's buildings under the prevailing occupancy permits, as well as the actual commitments in the context of demolishing buildings, in line with the guiding principle of circular building practices and Utrecht University's Strategic Accommodation Plan. Here, the estimate of the expected cost of asbestos removal and demolition was largely determined based on a 2014 transaction and an appraisal report dated early 2022. The calculation of the provision is based on the intended demolition date of the buildings for which the Executive Board has taken a decision. Demolition is inseparable from asbestos at the properties for which both provisions are included. The costs are indexed annually in accordance with the construction cost index. The provision is measured at present value.

For the properties: Earth Sciences, H. Kruyt Building, Ornstein Laboratory, Willem C. van Unnik Building, and Caroline Bleeker Building, it is not possible to make a split between asbestos measures', 'asbestos removal', or 'demolition'.

2.2.4 OTHER PROVISIONS

Other provisions include the liability under the Utrecht University Vitality Pact (Vitaliteitspact). The arrangement stems from the Collective Labour Agreement. For the scheme participants, the liability includes a supplement to the salary resulting from the partial compensation for the salary reduction due to reduction of working hours in the period prior to the retirement date.

2.3 LONG-TERM LIABILITIES

	Balance		Balance		Term	Term	Interest
(x € 1,000)	as at	Loans	Re-	as at	> 1 year	> 5 years	rate %
	1-1-2022	raised	payments	31-12-2022			
2.3.7 Ground lease	4,964	-	-187	4,777	4,600	3,800	-
2.3.7 Other	1,837	525	-144	2,218	1,950	1,400	-
Total	6,801	525	-331	6,995	6,550	5,200	

Ground lease

Utrecht University owns part of the Utrecht Science Park site, and develops various plots for leasing out. To the extent that it relates to payments that have not yet been made, the ground lease payments owed by third parties, which are collected all at once in advance, are recognised under long-term liabilities. Each year, a portion of this debt with matching maturity is released to income or expenditure.

The University of Applied Sciences Utrecht rents 150 parking spaces from Utrecht University. The University of Applied Sciences Utrecht has bought off the rent for the first 12.5 years. The redemption of the rent was done in three instalments. The lease term of 12.5 years started on 1-1-2020. Each year, a portion of this debt with matching maturity is released to income or expenditure.

2.4 CURRENT LIABILITIES

Current liabilities can be presented as follows:

(x € 1,000)	31-12-2022	31-12-2021
2.4.7 Payments for current projects invoiced in advance and received	158,734	147,552
2.4.8 Creditors	25,325	19,924
Wage tax	28,219	19,999
Turnover tax	202	248
Corporate tax	14	105
National insurance contributions	10,158	5,892
2.4.9 Tax and social security contributions	38,593	26,244
2.4.10 Pension liabilities	8,096	7,561
2.4.12 Other current liabilities	57,478	53,297
2.4.13 Tuition fees received on account	45,693	26,773
2.4.14 ECS grants received on account	2,673	2,573
2.4.14 ECS grants received on account (other)	24,951	11,457
2.4.16 Amounts received on account	7,420	9,307
2.4.17 Holiday pay and days	24,322	23,092
Accruals and deferred income	105,059	73,202
Total current liabilities	393,285	327,780

Current liabilities fall due within one year.

The cumulative total of project revenues recognised up to the balance sheet date as included in the item '2.4.7 Payments for current projects invoiced in advance and received' amounts to €396 million. Provisions for foreseeable losses (own contribution) have been deducted from this item (€11.8 million; 2021: €9.9 million). The university has no RJ 221 projects.

Other current liabilities (item 2.4.12) will increase in 2022 due to, among other things, an increase in budget holder funding. Advance receipts of ECS grants (item 2.4.14) will increase in 2022 due to advance receipts of NPO funds, Governance Agreement 2022 funds and the teacher training and national Sustainable Humanities body budget holder funding.

EARMARKED ECS PROJECT GRANTS (MODEL G)

The items below are specific project grants from the Ministry of Education, Culture and Science; the movements in these grants over 2022 can be itemised as follows:

G1-Grants in which any unused portion of the grant, provided the activities have been fully carried out, may be spent on other activities for which funding is provided.

Description	Allocation		Y/N
	Reference	Date	
The Utrecht Companion to the Earth	OO19-07	30 April 2019	yes
Education of the Future	OO20-24	29 April 2020	yes
ACT: Action-oriented Assessment Model for Innovative Education	OO21-03	28 April 2021	no
Virtual international cooperation projects Higher Education	VIS21023	16 November 2021	no
NPO Grant Scheme "Extra Help in the Classroom"		2021	yes
Open and online Higher Education 2022	OO22-02	28 April 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 22024	3 May 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 22025	3 May 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 22026	3 May 2022	yes
Grant scheme for virtual international collaboration projects Higher Education	VIS 22044	3 May 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 22045	3 May 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 229012	8 November 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 229029	8 November 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 229030	8 November 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 229031	8 November 2022	no
Grant scheme for virtual international collaboration projects Higher Education	VIS 229032	8 November 2022	no

G2-A Grants to be used only for the purpose for which the grant was provided, ending at reporting year-end.

Description (x € 1,000)	Allocation		Amount of allocation	Received up to and including previous reporting year	Total eligible costs up to and including previous reporting year	Balance as at 1 January 2022	Received in 2022	Eligible costs in 2022	To be settled as at 31 December
	Reference	Date							
Supervision of new instructors BSL-2013 08	MUO/2013/54305U	2 December 2013	1,000	1,000	890	110	-	-	110
NPO Grant Corona Jobs	26378600	15 December 2020	852	-	139	713	-	-	713

EARMARKED ECS PROJECT GRANTS (MODEL G CONTINUED)

G2-B Grants to be used only for the purpose for which the grant was provided, continuing into a subsequent reporting year

Description	Allocation	Amount of allocation	Received up to and including previous reporting year	Total eligible costs up to and including previous reporting year	Balance as at 1 January 2022	Received in 2022	Eligible costs in 2022	Outstanding as at 31 December 2022
(x € 1,000)								
	Reference	Date						

FINANCIAL INSTRUMENTS

General

The university uses a variety of derivative financial instruments within the course of its normal business activities that expose the company to market, currency, interest, cash-flow, credit, and liquidity risk. To control these risks, the university has drawn up policy and procedures designed to limit the effects of the risks of unpredictable, unfavourable developments on the financial markets and thus on the financial performance of the university.

Credit risk

The university is exposed to credit risk on loans and receivables recognised under financial fixed assets, trade and other receivables, and cash at bank and in hand. The credit risk that the university runs is mostly concentrated on receivables and amounts as yet to be invoiced. The university has a long-standing relationship with most of the other parties; they have met their payment obligations on time.

The university's exposure to credit risk is mainly determined by the individual characteristics of the individual customers. The university has done business with the majority of the customers for many years, and there have only been losses incurred in a few incidental cases. Payment terms customary for the sector are agreed with debtors.

The vast majority of the university's cash at bank and in hand are deposited with the Ministry of Finance (treasury banking €222 million). The remainder of the cash is under management with ABN AMRO bank (credit rating A+).

Interest rate risk and cash flow risk

The company runs interest rate risk on the interest-bearing receivables and debts, and the refinancing of existing financing arrangements. For receivables and debt subject to floating rate interest agreements, the company runs a risk with regard to future cash flows and in relation to fixed interest loans, a fair value risk. UU does not use interest derivatives.

Currency risk

As a result of international activities, the university runs a limited currency risk based on the claims and debts recognised in the balance sheet.

Price risk

As a result of investments in bonds listed on the exchange, the company runs a price risk. Fluctuations in price have a limited impact on the result and on the university's equity.

Liquidity risk

The university monitors the liquidity position using successive liquidity forecasts and reports. Management ensures that there are always sufficient liquid assets available to the university so that it is able to meet its obligations and that the available facilities also offer sufficient financial capacity.

Fair value

The fair value of the financial instruments included in the balance sheet recognised under cash resources, short-term receivables and debts and so forth approximates the carrying amount of these.

OFF-BALANCE SHEET ASSETS AND LIABILITIES

Multi-year financial commitments

Investment commitments

Current off-balance sheet commitments for buildings under construction total €47.7 million as of the balance sheet date (average remaining term 1-2 years).

Energy obligations

In addition, as part of Utrecht University's energy supply in 2022, purchase commitments to the amount of €11.1 million have been established.

Rental, lease and other commitments

Utrecht University has concluded leases for buildings with an average remaining term of 6 years and a total rental amount of €20.8 million through 2028. €4.9 million of this falls due within less than one year. It has also entered into (operational) vehicle leases with an average remaining term of 2 years and lease payments of €21,000 per annum for 2023 and €14,000 for 2024/2025 and contracts for multifunctionals with a remaining term of 3 years and lease payments of €360,000 for 2023 and €600,000 for the years 2024-2025.

Financial compensation and student council members

Current commitments for financial compensation due to circumstances beyond one's control and student grants amount as at 31 December 2022 to €1 million.

Contingencies (guarantees)

BO-EX '91/ Stichting Sociale Huisvesting

On 29 October 1996, the university and the foundation BO-EX '91/Stichting Sociale Huisvesting signed a housing agreement in which the foundations undertook to build a complex with residential units in De Uithof and to rent these residential units initially to students of Utrecht University and the higher professional education institutions located in Utrecht. As part of the agreement, two thirds of the cost of vacant property exceeding one per cent of the total rent during 50 years, calculated as from the effective date of the first tenancy agreement, is to be borne by BO-EX/SSH each year, and one third by the university. The rent guarantee over the past three years amounted to approximately 400,000 euros per year. The remaining term of the agreement is 27 years.

Other

Credit facility from the Ministry of Finance

Utrecht University has signed a current account agreement with the Ministry of Finance in the framework of its treasury banking activities. The university has a credit facility of €50 million based on this agreement.

NIOZ

At the start of 2015, a partnership agreement for joint research was signed with the Royal Netherlands Institute for Sea Research (NIOZ). The agreement ends on 1 January 2025. Utrecht University makes an annual, conditional contribution to NIOZ in the amount of €2.4 million.

Bank guarantees

Utrecht University has issued two bank guarantees amounting to €25,000 for the Nederlands Taalunie (Dutch Language Union) and €53,000 for the US Department of Education.

Asbestos removal and demolition

Due to contingent, unrecognised financial obligations for asbestos removal and proposed demolition of downtown and USP properties, an earmarked reserve is included, amounting to €9.1 million as of 31 December 2022.

Possible damage resulting from irregularities

In December 2022, the results were publicised of a forensic audit of Utrecht Holdings, the joint Knowledge Transfer Office of the university and UMCU. The investigation revealed suspicions of fraud and bribery in connection with share transactions by two former Utrecht Holdings subsidiaries from 2006-2018. The current and former employees involved in this did not act in the interests of Utrecht Holdings, causing the holdings to be financially disadvantaged. Following this, Utrecht Holdings filed fraud and bribery charges with the Public Prosecutor's Office against these current and former employees. The employees in question no longer work for the holding companies. A follow-up investigation has been initiated and as of May 2023, is expected to continue for an extended period of time. It is possible that this follow-up investigation will lead to further findings. The total financial impact of the irregularities is not yet clear. The university is reflecting on the situation and, like Utrecht Holdings, has prepared a recovery plan. The Executive Board states that to the best of its knowledge, the figures in the 2022 annual accounts are not materially affected by this situation.

NOTES TO THE CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT 2022

3. INCOME

General

The items from the income and expenditure account presented below reflect the amounts in the budget for 2022 where available. As the budget for 2022 was not prepared at the same level of detail as the annual accounts for 2022, only the total amount per item from the income and expenditure account is presented.

In the income and expenditure account for 2022, the financial data of the Faculty of Medicine are included in the university's consolidated annual accounts on the basis of the statement of operating income and expenditure prepared by University Medical Center Utrecht.

3.1 GOVERNMENT GRANTS

(x € 1,000)	<u>2022</u>	<u>Budget 2022</u>	<u>2021</u>
3.1.1 ECS government grant	775,221	722,046	722,536
3.1.2 Other ECS grants	249	-	2,193
3.1.3.2 Academic Hospitals (HO) – workshop function	-99,694	-97,832	
Other disbursements	<u>-7,012</u>	<u>-6,649</u>	
3.1.3 Income transfers from government grants	-106,706	-103,074	-104,481
Movement in non-standard amounts received in advance:			
• NPO funds	-643	-7,214	
• Governance Agreement 2022	-13,509	-	
• Block grants received on account	-5,346	-7,151	
• Contribution for Gravitation Programme	<u>-5,983</u>	<u>-4,362</u>	
	-25,481	-	-18,727
Total	<u><u>643,283</u></u>	<u><u>618,972</u></u>	<u><u>601,521</u></u>

In accordance with Dutch Accounting Standard 660, Article 602, the transfer of the government grant for the workplace function is deducted from the income from government grants. The government grant for the workplace function is accounted for via the annual accounts (planning document) of the associated university hospital (UMCU).

The government grant for 2022 is higher than budgeted, mainly due to the allocation of funds from the Governance Agreement (€+16 million), funds for sector plans and gravitation (€+10 million) and the 2022 wage and price adjustment (€+16 million). The positive difference to the 2021 realised income is due to the same causes.

3.3 ACADEMIC/TUITION FEES

(x € 1,000)	2022	Budget 2022	2021
3.3.4 Tuition fees for university			
• Statutory tuition fees	47,736		53,819
• Institutional tuition fees			
– EER	1,584		1,935
– NNon-EEA	<u>14,894</u>		<u>11,916</u>
	16,478		13,851
Total	<u>64,214</u>	<u>53,286</u>	<u>67,670</u>

Tuition fees exceeded the budget in 2022 primarily due to strong growth in the number of non-EEA students and a lower proportion of students eligible for half-price tuition at the start of the 2022/2023 academic year.

3.4 INCOME FROM RESEARCH AND CONTRACTS

(x € 1,000)	2022	Budget 2022	2021
3.4.1 Contract education	11,387		9,295
International organisations	70,482		70,792
National governments	22,500		19,487
Netherlands Organization for Scientific Research	72,022		73,374
Royal Netherlands Academy of Arts and Sciences	417		773
Other non-profit organisations	63,054		61,266
Businesses	<u>36,527</u>		<u>38,818</u>
3.4.2 Contract research	265,002		264,510
3.4.3 Patient care veterinary Medicine	19,834		20,842
3.4.4 Licenses/royalties	931		2,176
3.4.5 Other	<u>2,230</u>		<u>348</u>
Total other	22,995		23,366
Total	<u>299,384</u>	<u>253,523</u>	<u>297,171</u>

The revenue from Veterinary medicine patient care was also recognised in the turnover of the subsidiary ULP B.V. The gross margin from the turnover of the consolidated subsidiaries of UU Holding B.V. has been included under the item 'Other'. The cost of sales for 2022 was €2,023,000 (2021: €1,836,000).

3.5 OTHER INCOME

(x € 1,000)		2022	Budget 2022	2021
3.5.1	Rental	10,501		11,091
3.5.2	Staff secondment	3,645		3,351
	Provision of goods and services	21,039	19,818	
	Literature	1,038	1,494	
	Conferences	800	418	
	Central animal lab revenue	2,258	2,249	
	Energy supply	3,138	2,922	
	Catering	115	23	
	Sports facilities	2,869	1,336	
	UCU campus fees	4,416	4,157	
	GDL/UMCU housing	1,700	2,002	
	UU Summerschool	2,173	959	
	Parking fees	1,324	1,022	
	Museum	317	218	
	Sale of goods	875	-	
	Fundraising	2,906	3,003	
3.5.10	Total other	44,968		39,621
	Total	59,114	64,914	54,063

In 2022, other income recovered further compared to 2021 due to reduction of the impact of the coronavirus crisis.

4. EXPENDITURE

4.1 STAFF COSTS

(x € 1,000)	2022	Budget 2022	2021
Gross wages and salaries	568,370	530,790	
Social insurance contributions	65,060	62,199	
Pension contributions	85,242	81,221	
4.1.1 Wages and salaries	718,672		674,210
Addition to provisions for employee benefits **)	10,691	16,116	
Temporary workers	21,137	18,291	
Other *)	3,976	75	
4.1.2 Other staff costs	35,804		34,482
4.1.3 Benefits	-3,212		-3,497
Total	751,264	697,403	705,195

*) 'Other' includes staff costs allocated to real estate projects €6,535,000 (2021: €6,765,000)

***) The addition to the provisions for employee benefits in 2022 includes the release (€-2,861,000) and discounting (€-1,373,000) from personnel provisions. In addition, withdrawals from the provisions for employee benefits that were not recorded through the provisions were deducted from the addition (€-14,098,000).

Staff costs were significantly higher in 2022 than in 2021. Not only has the workforce grown, but so have the collective labour agreement wages and pension contributions.

Pension scheme

Utrecht University is a member of Stichting Pensioenfonds ABP, the industry-wide pension fund for government and education. ABP is an industry-wide pension fund with a multi-employer defined benefit scheme. The multi-employer defined benefit scheme in the industry-wide pension fund is recognised by the university in the annual accounts on the basis of liabilities. In the event that the pension fund has a deficit, the university has no obligation to make additional payments (other than future contribution increases).

The university's employees fall under the Collective Labour Agreement for Dutch universities. The university's pensions are administered by Stichting Pensioenfonds ABP. The main elements of the pension scheme and the funding level of the industry-wide pension fund (market value of the assets expressed as a percentage of the technical provision on the basis of the Dutch central bank's calculation rules) are published on Stichting Pensioenfonds ABP's website (www.abp.nl). At year-end 2022, the funding ratio of Stichting Pensioenfonds ABP was 110.9%.

NUMBER OF FTES (AS AT 31 DECEMBER)	2022	2021
Utrecht University		
• Academic staff	3,779	3,622
• Administrative and support staff	3,345	3,162
	7,124	6,784
Faculty of Medicine		
• Academic staff	1,443	1,422
• Administrative and support staff	429	426
	1,872	1,848

There are three employees working outside the Netherlands.

WNT ACCOUNTABILITY 2022

On 1 January 2013, the Senior Executives in the Public and Semi-Public Sector (Standards for Remuneration) Act (WNT) entered into force. Based on the Regulation on standards for top salaries in the Education, Culture and Science (ECS) sectors, the class classification must be established annually to determine the maximum remuneration for top officials. For Utrecht University, the determination of the number of complexity points is based on class G (20 points). UU is in the highest category for all criteria. This sets the maximum individual remuneration for **2022 at €216,000**.

For Utrecht University, the complexity points per criterion are:

• Total income by calendar year 2020 (t-2)	10
• Total funded students 2020 (t-2)	5
• The weighted number of education types or sectors 2020 (t-2)	5
Total number of complexity points	20

The individual WNT maximum indicated has been calculated proportionate to the scope of employment (as well as the length of employment for top-ranking officials). The individual WNT maximum for the members of the Supervisory Board is 15% of the maximum remuneration for the chair and 10% of the maximum remuneration for the other members, proportionate to the length of employment. The remuneration is determined in accordance with the policy rules of the 'WNT remuneration components scheme' from February 2014.

The senior executives identified within our organisation with an appointment do not have employment with other WNT liable institution(s) as senior executives, entered into as of January 1, 2018.

REMUNERATION FOR TOP-RANKING MANAGEMENT

Top-ranking management with employment

<i>amounts x €1</i>	Prof. A. Pijpers	M. van der Starre	Prof. H.R.B.M. Kummeling
2022 information			
Job details	Chair of the Executive Board	Executive Board Member	Rector Magnificus
• Commencement and end of job tenure in 2022	1/1–31/12	1/1–31/12	1/1–31/12
• Length of employment (as part-time factor in FTE)	1,0	1,0	1,0
• Employment	Y	Y	Y
Remuneration			
• Compensation plus taxable reimbursement of expenses	191,197	191,197	191,197
• Remuneration payable at a future date	24,303	24,303	24,303
Subtotal	215,500	215,500	215,500
<i>Individual applicable remuneration ceiling</i>	<i>216,000</i>	<i>216,000</i>	<i>216,000</i>
Less: Amount unduly paid and not yet recovered	n/a	n/a	n/a
Remuneration	215,500	215,500	215,500
• Amount by which the maximum is exceeded and the reason for which this is allowed or not allowed	n/a	n/a	n/a
• Notes to the claim for undue payment	n/a	n/a	n/a

Top-ranking management with employment (cont.)

amounts x €1	prof. dr. A. Pijpers	drs. M. van der Starre	prof. dr. H.R.B.M. Kummeling
2021 information			
Job details	Chair of the Executive Board	Executive Board Member	Rector Magnificus
• Commencement and end of job tenure in 2021	1/1–31/12	15/3–31/12	1/1–31/12
• Scope of employment (as part-time factor in FTE)	1.0	1.0	1.0
• Employment	Y	Y	Y
Remuneration			
• Compensation plus taxable reimbursement of expenses	191,247	147,796	184,715
• Remuneration payable at a future date	24,098	18,904	23,783
Subtotal	215,345	166,700	208,498
<i>Individually applicable remuneration ceiling</i>	209,000	167,200	209,000
Remuneration	215,345	166,700	208,498

Top-ranking supervisory officers

amounts x €1	A.J. Kellermann	Dr. J. M. van der Eijk
2022 information		
Job details	Chair of the Supervisory Board	Member of the Supervisory Board
Commencement and end of job tenure in 2022	1/1–31/7	1/1–31/12
Remuneration		
Remuneration	15,120	17,280
<i>Individually applicable remuneration ceiling</i>	18,819	21,600
Less: Amount unduly paid and not yet recovered	n.v.t.	n.v.t.
Remuneration	15,120	15,120
• Amount by which the maximum is exceeded and the reason for which this is allowed or not allowed	n/a	n/a
• Notes to the claim for undue payment	n/a	n/a
2021 information		
Job details	Chair of the Supervisory Board	Member of the Supervisory Board
Commencement and end of job tenure in 2021	1/1–31/12	1/1–31/12
Remuneration		
Remuneration	25,080	16,720
<i>Individually applicable remuneration ceiling</i>	31,150	20,900

Top-ranking supervisory officers (cont.)

<i>amounts x €1</i>	Ir. K. Laglas	Ir. K. Laglas
2022 information		
Job details	Member of the Supervisory Board	Chair of the Supervisory Board
Commencement and end of job tenure in 2022	1/1–31/7	1/8–31/12
Remuneration		
Remuneration	10,080	10,800
<i>Individually applicable remuneration ceiling</i>	12,546	13,581
Less: Amount unduly paid and not yet recovered	n/a	n/a
Remuneration	10,080	10,800
• Amount by which the maximum is exceeded and the reason for which this is or not allowed	n/a	n/a
• Notes to the claim for undue payment	n/a	n/a
2021 information		
Job details	Member of the Supervisory Board	
Commencement and end of job tenure in 2021	1/1–31/12	
Remuneration		
Remuneration	16,720	
<i>Individually applicable</i>	20,900	

<i>amounts x €1</i>	dr. W.D. Bult-Spiering	B. Hendriks	dr. A. de Groot Ruiz
2022 information			
Job details	Member Supervisory Board	Member Supervisory Board	Member Supervisory Board
Commencement and end of job tenure in 2022	1/1–31/12	1/1–31/12	1/8–31/12
Remuneration			
Remuneration	17,280	17,280	7,243
<i>Individually applicable remuneration ceiling</i>	21,600	21,600	9,054
Less: Amount unduly paid and not yet recovered	n.v.t.	n.v.t.	n.v.t.
Remuneration	17,280	17,280	7,243
• Amount by which the maximum is exceeded and the reason for which this is allowed or not allowed	n/a	n/a	n/a
• Notes to the claim for undue payment	n/a	n/a	n/a
2021 information			
Job details			
Commencement and end of job tenure in 2021			
Remuneration			
Remuneration			
<i>Individually applicable remuneration ceiling</i>			

REMUNERATION FOR NON-TOP-RANKING MANAGEMENT

amounts x €1

2022 information

Job Details

Scope of employment (in FTE) UHD 1.0

Remuneration

• Compensation plus taxable reimbursement of expenses 852,168
 • Remuneration payable at a future date 16.,565

Total remuneration

868,733

Individually applicable remuneration threshold

216,000

Justification for exceeding the individually applicable remuneration threshold

Remuneration including inventor's salary

2021 information

Job information

Scope of employment (in FTE)

Remuneration

• Compensation plus taxable reimbursement of expenses
 • Remuneration payable at a future date

Total pay

4.2 DEPRECIATION

(x € 1,000)

	2022	Budget 2022	2021
4.2.1 Intangible fixed assets	3,879		3,973
4.2.2 Tangible fixed assets *)	61,984		61,002
Total	65,863	72,356	64,975

*) Including depreciation charges for equipment from UMCU €5,066,000 (2021: €5,238,000). In accordance with the reporting guidelines, these assets are not included in assets in the consolidated annual accounts of Utrecht University.

Realised depreciation charges are lower than budgeted in 2022 mainly due to delays in the realisation of real estate projects.

4.3 ACCOMMODATION COSTS

(x € 1,000)

	2022	Budget 2022	2021
4.3.1 Rent	13,672		11,960
4.3.2 Insurance	1,367		1,078
4.3.3 Maintenance	10,080		8,588
4.3.4 Energy and water	15,095		16,075
4.3.5 Cleaning costs	9,814		9,008
4.3.6 Levies	4,351		4,257
4.3.7 Additions to the provisions	1,727		-6
4.3.8 Other	14,292		14,230
Total	70,398	71,030	65,190

Accommodation costs were significantly higher in 2022 than in 2021. This was not only due to rising prices and growing student and staff numbers. There was also a one-time effect in 2021 in the Additions to the provisions line item. This item relates to provisions for demolition and environmental clean-up costs.

4.4 OTHER EXPENDITURE

(x € 1,000)	2022	Budget 2022	2021
4.4.1 Administrative and management expenses	14,258		10,360
4.4.2 Fixtures and fittings, equipment and teaching materials	35,305		37,640
4.4.5 Other	123,805		100,235
Total	173,368	170,740	148,235

The remaining other expenditure (item 4.4.5) can be further specified as follows:

	2022	2021
Grants and contributions	16,667	15,642
Direct E&R operating expenses	38,302	38,275
Library provisions	12,476	10,840
Financial aid	9,722	8,525
Other general expenses	46,638	26,953
Total	123,805	100,235

Other expenses in 2022 include a refund (negative cost) based on an adjustment to a 2021 agreement with the tax authorities on the settlement of VAT on purchases totalling €14.5 million. The comparable impact in 2021 of this agreement is €20.1 million negative. The effects in both years relate to financial years beginning in 2017. In 2022, the impact on 2017-2021 amounted to €7.0 million.

INDEPENDENT AUDITOR'S FEE

The following independent auditor's fees have been charged to the university, its subsidiaries and other consolidated companies in accordance with Section 2:382a of the Dutch Civil Code.

(x € 1,000)	EY Accountants LLP	2022	2021	PwC Accountants N.V.	2022	2021
Audit of the annual accounts						
• 2022	343		-	-		-
• 2021	30		302	-		-
• 2020	-		-	-		55
		373	302	-		55
Other audits	48		-	240		179
		421	302	240		234

No work was performed by the external auditors in 2021 and 2022 for other non-audit services and tax consulting. Independent auditor fees were higher in 2022 than in 2021. This is due to an incidental effect arising from additional work for the audit of the 2021 annual accounts.

6. INTEREST INCOME AND EXPENSES

(x € 1,000)	2022	Budget 2022	2021
6.1 Interest income	1,462		2,019
6.1.3 Change in value of financial fixed assets and securities	-1,379		473
6.2 Interest expense	-79		-235
Total	4	51	2,257

Interest income for 2022 consists mainly of interest received on balances with the Ministry of Finance. In the autumn of 2022, the interest rate was positive again for the first time. Incidentally, the high interest result in 2021 was due to tax interest received in connection with a settlement of VAT for previous years.

The change in value of financial fixed assets relates to the depreciation of investments in and loans to participating interests held by Universiteit Utrecht Holding B.V. and the securities portfolio of the U Fund.

7. TAXES

(x € 1,000)	2022	Budget 2022	2021
Corporate tax	-16	-	25
Totaal	-16	-	25

Pursuant to Article 6b, paragraph 1, item b for the corporation tax, Utrecht University has a subject exemption for corporation tax. The scope and funding of the university's education and research activities determine this exemption. Associates of Utrecht University are independently taxable to the extent that they qualify as a company.

Corporate income tax is calculated on the operating balance of associates (to the extent taxable) taking into account tax facilities. The effective tax percentage is 20%.

8. RESULT FROM SUBSIDIARIES

(x € 1,000)	2022	Budget 2022	2021
Result from subsidiaries	983	-	4,599
Totaal	983	-	4,599

Results from minority and other subsidiaries. Please see the notes on item 1.1.3.2 on the balance sheet.

9. MINORITY INTEREST

Refers to third-party share in the result of the consolidated participating interests of Universiteit Utrecht Holding B.V.

TRANSACTIONS WITH ASSOCIATES

Transactions with associates are those involving a relationship between the university, its subsidiaries, and their directors and executive officers.

No transactions were carried out on a non-business basis with associates.

Utrecht University granted two loans to Stichting Incubator in 2013 and 2015. One loan in the amount of €16 million with interest is charged at the 6-month Euribor rate (determined each year on 1 January). Interest is owed every six months in arrears from the first day after the end of the period over which this is payable. The term of the loan is 10 years starting on 21 November 2013. Each year, €1 million must be repaid. In 2015, a new loan was obtained for an amount of €6 million. After a fixed interest rate agreed for the first two years, since 2017 the interest rate is revised annually if warranted by interest rate developments. Repayment is in 10 annual instalments of €600,000 starting 1 June 2017.

In 2020, a loan of €500,000 was provided to the USS Mesa Cosa Foundation. The term of the loan is to 1 September 2025. The interest is set at the 12-month Euribor rate + 50 basis points (per annum). This interest rate applies for the term of the loan (is set on 1 September each year).

In 2022, a loan was provided to Stichting Utrecht Centre of Excellence for affordable Biotherapeutics for Public Health (UCAB), for a total amount of €350,000. The loan will be made available in four instalments of €87,500 over the years 2022-2025. The term of the loan is to 31 December 2030. Repayment will take place in instalments of €70,000 in the years 2026-2030. The interest is set at the 12-month Euribor rate + 50 basis points (per annum). This interest rate applies for the term of the loan (is set on 1 January each year).

During the normal course of business activities, the university buys and sells goods and services from and to various associates in which the university holds an interest. These transactions are carried out on the basis of business reasons, subject to conditions that are comparable to those applicable to transactions with third parties.

Separate annual accounts as at 31 December 2022

Separate balance sheet as at 31 December 2022

(After appropriation of result)

(x € 1,000)

1.	ASSETS	<u>31-12-2022</u>	<u>31-12-2021</u>
	Fixed assets		
1.1.1	• Intangible fixed assets	11,812	11,916
1.1.2	• Tangible fixed assets	595,769	579,069
1.1.3	• Financial fixed assets	33,489	39,297
	Total fixed assets	<u>641,070</u>	<u>630,282</u>
	Current assets		
1.2.1	• Stocks	971	894
1.2.2	• Debtors and other receivables	75,121	58,514
1.2.4	• Cash at bank and in hand	283,626	237,773
	Total current assets	<u>359,718</u>	<u>297,181</u>
		<u>1,000,788</u>	<u>927,463</u>
	2. EQUITY AND LIABILITIES	<u>31-12-2022</u>	<u>31-12-2021</u>
2.1	Equity	491,282	486,786
2.2	Provisions	116,137	111,507
2.3	Long-term liabilities	6,895	6,701
2.4	Current liabilities	386,474	322,469
		<u>1,000,788</u>	<u>927,463</u>

Separate income and expenditure account 2022

(x € 1,000)

3. INCOME	2022	Budget 2022	2021
3.1 Government grants	642,313	618,972	600,799
3.3 Academic/tuition fees	64,214	53,286	67,670
3.4 Income from research and contracts	160,211	152,523	155,319
3.5 Other income	53,746	49,519	45,652
Total income	920,484	874,300	869,440
4. EXPENDITURE			
4.1 Staff costs	591,270	563,169	541,491
4.2 Depreciation	59,460	67,261	58,301
4.3 Accommodation costs	62,320	58,892	56,432
4.4 Other expenditure	204,780	207,482	180,182
Total expenditure	917,830	896,804	836,406
Operating result	2,654	-22,504	33,034
6. INTEREST INCOME AND EXPENSES	1,293	111	1,810
Result	3,947	-22,393	34,844
7. Taxes	-	-	-
8. Result from subsidiaries	549	-	5,285
NET RESULT	4,496	-22,393	40,129

EXPLANATORY NOTES TO THE SEPARATE ANNUAL ACCOUNTS 2022

GENERAL

The separate balance sheet and income and expenditure account present the net assets, financial position and results of the operations of Utrecht University exclusive of the annual accounts of the consolidated associates in which the university has a majority interest or control. These figures do not include the results for the Faculty of Medicine either, as this faculty is part of the University Medical Center Utrecht with respect to administration.

To the extent that the rationale for and the entries from the separate balance sheet and income and expenditure account are not explained in further detail below, please refer to the explanatory notes to the consolidated balance sheet and profit and loss account.

Continuity

The annual accounts have been drawn up on a going-concern basis.

ACCOUNTING POLICIES FOR THE VALUATION OF ASSETS AND LIABILITIES AND THE DETERMINATION OF PROFIT/LOSS

Participating interests in group companies

In the separate balance sheet, participating interests in group companies (subsidiaries) are valued according to the equity method based on the net asset value. For further information, please see the accounting policies for financial fixed assets in the consolidated annual accounts.

Result from other subsidiaries

The share in the results for businesses in which a participating interest is held is the share the group has in the results of these subsidiaries. Results from transactions that involve the transfer of assets and liabilities between the company and its subsidiaries, and between subsidiaries themselves are not recognised if these may not be considered to be concluded.

EXPLANATORY NOTES TO THE SINGLE BALANCE SHEET AS AT 31 DECEMBER 2022

1.1.1 INTANGIBLE FIXED ASSETS

(x € 1,000)	<u>1.1.1</u>
As at 1 January 2022	
• Acquisition value	39,719
• Cumulative depreciations and impairments	-27,803
	<u>11,916</u>
Carrying amount as at 1 January 2022	11,916
Movements in carrying amount	
• Investments	3,723
• Disposals	
– Acquisition value	-1,024
– Cumulative depreciations	<u>1,024</u>
Depreciation	<u>-3,827</u>
Balance	-104
As at 31 December 2022	
• Acquisition value	42,418
• Cumulative depreciations and impairments	-30,606
	<u>11,812</u>
Carrying amount as at 31 December 2022	11,812

1.1.2 TANGIBLE FIXED ASSETS

Movements in tangible fixed assets can be presented as follows:

<i>(x € 1,000)</i>	Buildings	Land	Fixtures and fittings and equipment	In production and prepayments	Total
	1.1.2.1	1.1.2.1	1.1.2.2	1.1.2.4	
As at 1 January 2022					
• Acquisition value	1,484,470	22,109	115,280	72,091	1,693,950
• Cumulative depreciation and impairments	-1,020,779	-	-94,102	-	-1,114,881
Carrying amount as at 1 January 2022	463,691	22,109	21,178	72,091	579,069
Movements in carrying amount					
• Investments	91	-	13,349	58,966	72,406
• Disposals					
– Acquisition value	-26,650	-	-1,203	-	-27,853
– Cumulative depreciations	26,581	-	1,199	-	27,780
	-69	-	-4	-	-73
Depreciation	-45,758	-	-9,875	-	-55,633
Other movements	38,399	-	-	-38,399	-
Balance	-7,337	-	3,470	20,567	16,700
As at 31 December 2022					
• Acquisition value	1,496,310	22,109	127,426	92,658	1,738,503
• Cumulative depreciation and impairments	-1,039,956	-	-102,778	-	1,142,734
Carrying amount as at 31 December 2022	456,354	22,109	24,648	92,658	595,769

1.1.3 FINANCIAL FIXED ASSETS

<i>(x € 1,000)</i>	Carrying amount 1 January 2022	Investments and loans	Disposals and repayment of loans	Result from subsidiaries	Other	Carrying amount as at 31 December 2022
1.1.3.1 Subsidiaries						
UU Holding B.V., Utrecht	28,438	-	-	549	-5,000	23,987
Subtotal subsidiaries	28,438	-	-	549	-5,000	23,987
1.1.3.4 Other loans						
Other loans	9,900	88	-1,600	-	-	8,388
Subtotal loans	9,900	88	-1,600	-	-	8,388
1.1.3.7 Securities						
Bonds	959	829	-523	-151	-	1,114
Subtotal securities	959	829	523	-151	-	1,144
Total financial fixed assets	39,297	917	-2,123	398	-5,000	33,489

There were no acquisitions or disposals of subsidiaries in 2022.

The university granted two loans to Stichting Incubator. One loan in the amount of €16 million with interest is charged at the 6-month Euribor rate (determined each year on 1 January). Interest is owed every six months in arrears from the first day after the end of the period over which this is payable. The term of the loan is 10 years starting on 21 November 2013. Each year, €1 million must be repaid. In 2015, a new loan was obtained for an amount of €6 million. After a fixed interest rate agreed for the first two years, since 2017 the interest rate is revised annually if warranted by interest rate developments. Repayment is in 10 annual instalments of €600,000 starting 1 June 2017.

In 2020, a loan of €500,000 was provided to the USS Mesa Cosa Foundation. The term of the loan is to 1 September 2025. The interest is set at the 12-month Euribor rate + 50 basis points (per annum). This interest rate applies for the term of the loan (is set on 1 September each year).

In 2022, a loan was provided to Stichting Utrecht Centre of Excellence for affordable Biotherapeutics for Public Health (UCAB), for a total amount of €350,000. The loan will be made available in four instalments of €87,500 over the years 2022-2025. The term of the loan is to 31 December 2030. Repayment will take place in instalments of €70,000 in the years 2026-2030. The interest is set at the 12-month Euribor rate + 50 basis points (per annum). This interest rate applies for the term of the loan (is set on 1 January each year).

No collateral was provided for the loans.

ASSOCIATES

These are legal entities with which Utrecht University is associated. The following legal entities are consolidated in the university's annual accounts for 2022:

Name, legal form	Official seat	Code activities *)	Equity 31-12-2022 (x € 1,000)	Result 2022 (x € 1,000)	Total income 2022 (x € 1,000)	Statement art. 2:403 of the Dutch Civil Code yes/no	Consolidation yes/no	Interest %
• Universiteit Utrecht Holding BV	Utrecht	4	23,987	549	457	no	yes	100
<i>The holding company has interests in the following operating companies:</i>								
• Topselect BV	Utrecht	4	4,856	687	8,128	no	yes	100
• U-Cytech BV	Utrecht	4	1,028	109	966	no	yes	51
• Universitair Landbouwhuisdieren Praktijk BV	Utrecht	4	1,612	270	3,591	no	yes	100
• Elevate BV	Utrecht	4	175	74	789	no	yes	50
• UtrechtInc BV	Utrecht	4	5	-	-	no	yes	56
• UtrechtInc CV	Utrecht	4	370	-	1,045	-	yes	55
• Utrecht Health Seed Fund BV	Utrecht	4	833	-159	225	no	yes	50

*) Explanation of codes: 1 = contract education; 2 = contract research; 3 = real property; 4 = other.

ASSOCIATES (CONT.)

	Object	Members of the Board/Company Director
• Universiteit Utrecht Holding BV	• Holding company and patent management and exploitation.	• T.V. Scharringhausen / G.M. van der Vliet
<i>Universiteit Utrecht Holding B.V.'s operating companies:</i>		
• Topselect BV	• HRM advice and HR recruitment, selection and secondment services.	• M.J.C. Ham
• U-Cytech BV	• AProducts and services for cytokine localisation and the development of diagnostics assays.	• N.M. Slachmuylders-van Besouw
• Universitair Landbouwhuisdieren Praktijk BV	• Veterinary practice	• H.A.. Nodelijk
• Elevate BV	• Providing online training courses to practitioners in healthcare.	• R.L. Gorter / P.J. Bosman / E.D. van Ingen
• UtrechtInc BV	• Holding activities (UtrechtInc BV is managing partner of UtrechtInc CV and as such jointly and severally liable for the legal actions of the limited partnership).	• J.P.H. Kop
• UtrechtInc CV	• Providing guidance, facilitation and incubation for business start-ups.	• UtrechtInc B.V. (partner)
• Utrecht Health Seed Fund B.V.	• Investment fund for start-ups in Life Sciences and Health.	• UMC Utrecht Holding B.V.

Effective control	Official seat	Code *)	Equity 31-12-2022 (x € 1,000)	Result 2022 (x € 1,000)	Total income 2022 (x € 1,000)	Consolidation
• Stichting Incubator	Utrecht	3	6,516	1,980	5,061	total
• Stichting Fondsenwerving en Sponsoring UU	Utrecht	4	-	-	-	total
• Stichting Jubileumfonds der Veeartsenijkundige Hoogeschool 1921	Utrecht	4	-	-	-	total
• Stichting USS Mesa Cosa	Utrecht	4	689	373	4,587	total
• Stichting Utrechts Universiteitsfonds	Utrecht	4	10,548	-805	2,905	total
• Stichting UCAB	Utrecht	4	60	-24	10	total

*) Explanation of codes: 1 = contract education; 2 = contract research; 3 = real property; 4 = other.

ASSOCIATES (CONT.)

	Object	Members of the Board
• Stichting Incubator	• Operating real estate and providing facilities to biomedical start-ups.	• F.L. van Muiswinkel
• Stichting Fondsenwerving en Sponsoring UU	• Steunfonds.	• J.F.G. Vliegenhart / Y.C.M.T. van Rooij
• Stichting Jubileumfonds der Veeartsenijkundige Hoogeschool 1921	• Professional organisation for the promotion of scientific veterinary research.	• W.D.J. Kremer / D.J.J. Heederik / M.M. Sloet van Oldruitenborgh-Oosterbaan
• Stichting USS Mesa Cosa	• Organisation of sports events.	• W.E. Grimmelikhuijsen / D. van Loo / J.C.J. Roovers-Oprins / J. Krugers / V.J.M. Pijpers
• Stichting Utrechts Universiteitsfonds	• Contributions to helping Utrecht University flourish, including raising funds and providing grants for university purposes.	• L.J. Hijmans van den Bergh / A. Pijpers / J.F.T.M. van Dijck / P.H. Stamsnijder / Jonkvrouw E.H.F.A. Schimmelpenninck / M.B. Unck
• Stichting Utrecht Centre of Excellence for affordable Biotherapeutics for Public Health (UCAB)	• Biotechnology research and development on pharmaceutical products.	• A.K. Mantel-Teeuwisse / A.J.M. Everink / F.H. Smit

CURRENT ASSETS

1.2.1 STOCKS

(x € 1,000)	31-12-2022	31-12-2021
• Cost of durable goods	1,242	1,158
• Provision for unmarketability	-271	-264
1.2.1.2 Durable goods	971	894

1.2.2 DEBTORS AND OTHER RECEIVABLES

(x € 1,000)	31-12-2022	31-12-2021
1.2.2.1 Debtors	20,393	16,906
1.2.2.2 Ministry of Education, Culture and Science (ECS)	-	-
1.2.2..4 Amounts owed by associates	968	465
1.2.2.7 Students	924	742
1.2.2.9 Research and contract work to be invoiced	21,993	19,246
1.2.2.11 Turnover tax	9,969	3,392
1.2.2.10 Other	10,041	5,875
Other receivables	42,003	28,513
1.2.2.15 Prepayments and accrued income	11,455	12,506
1.2.2.16 Provisions for bad debts	-622	-618
Total debtors and other receivables	75,121	58,514

These debtors and other receivables fall due within one year.

Foreseeable losses have been deducted as an own contribution from the item to be invoiced for research and contract work (€ 8.4 m; 2020: €5.4 m). The current account position with UMCU of €1,193,000 regarding the Biomedical Sciences unit is included under other receivables. No special terms have been imposed on this position.

1.2.4 CASH AT BANK AND IN HAND

	<u>31-12-2022</u>	<u>31-12-2021</u>
(x € 1,000)		
1.2.4.1 Cash in hand	54	70
1.2.4.2 Credit balances in bank accounts	83,572	237,703
1.2.4.3 Deposit accounts	200,000	-
Total cash at bank and in hand	<u>283,626</u>	<u>237,773</u>

Balances in bank accounts include a savings account with no fixed maturity (bearing interest at 0%). Cash at bank and in hand are at the free disposal of the university.

Deposit accounts include a short-term deposit with the Ministry of Finance of €200 million with a term until 23 January 2023 and an interest rate of 0.99%.

Utrecht University has a current account loan of €36.5 million at ABN-AMRO bank on a daily basis in connection with balance regulation with the Ministry of Finance in the framework of its treasury banking activities.

2.1 EQUITY

Movements in equity can be presented as follows:

	Financial year 2021			Financial year 2022					
	(x € 1,000)	Starting balance as at 1 January 2021	Result 2021	Other movements 2021	Final balance as at 31 December 2021	Balance as at 1 January 2022	Result 2022	Other movements 2022	Final balance as at 31 December 2022
2.1.1.1 General reserve		277,794	30,009	-64	307,739	307,739	21,582	-50,000	279,321
General reserve (private)		-	-	-	-	-	-	5,000	5,000
2.1.1.2 Earmarked reserve (public)									
Faculties/services:		97,448	18,310	-1,046	114,712	114,712	-7,768	-267	106,677
• Incentive funds		-	-	-	-	-	-3,686	50,000	46,314
• Government grants (Business group)		11,893	-6,373	1,080	6,600	6,600	-4,410	267	2,457
• Government grants (NIOZ)		12,000	-2,400	-	9,600	9,600	-2,400	-	7,200
• Dynamic research funding		1,000	-1,000	-	-	-	-	-	-
• Fund for recruiting top researchers		900	-269	-	631	631	-271	-	360
• Additional education/training for UU		718	-	-	718	718	-95	-	623
• ISD and housing on Israëllaan		145	-	-	145	145	-	-	145
• Corona Fund		510	-540	30	-	-	-	-	-
• Education support 2021		2,900	-2,900	-	-	-	-	-	-
• Programme budget IvO/HO/OvP		-	-	-	-	-	1,911	-	1,911
		127,514	4,828	64	132,406	132,406	-16,719	50,000	165,687
2.1.1.3 Earmarked reserve (private)									
Associate funds		23,153	5,285	-	28,438	28,438	549	-5,000	23,987
2.1.1.4 Restricted fund (public)									
Terms of employment		4,568	-781	-	3,787	3,787	-812	-	2,975
2.1.1.5 Restricted fund (private)									
Qaboos		2,500	-	-	2,500	2,500	-	-	2,500
2.1.1.7 Other legal reserves (public)									
Intangible fixed assets		11,128	788	-	11,916	11,916	-104	-	11,812
Equity		446,657	40,129	-	486,786	486,786	4,496	-	491,282

GENERAL

Pursuant to Article 206 of Standard 660 (Council of Annual Reporting), equity and its components must be segmented into public and private funds. In principle, equity and its components are accounted for as public funds, unless the university shows their private source.

If part of the equity is separated with more specific spending criteria than expected given the aim of the university, and if this restriction has been placed by third parties, that part is designated a restricted fund.

If the criteria have been set by the Executive Board, that part of equity is designated an earmarked reserve.

NOTES TO EQUITY

Among other things, the **general reserve** is maintained as a buffer to offset non-structural financial setbacks and risks and to ensure the continuity of the university. The amount in the general reserve is appropriate within the frameworks of the university's solvency requirement. These funds are not disposable capital, since they are used to finance buildings and other provisions for infrastructure. By constituting **earmarked reserves for the faculties**, it will be possible for the faculties to use these restricted reserves for their own long-term financial planning purposes.

The **General reserve (private)** is formed from private funds.

The **Earmarked reserve (public)** is the reserves created on the basis of a resolution of the Executive Board for predetermined specific expenditures designated for education, research and operations at the faculties and service departments.

In addition to the specific earmarked reserves for faculties and service departments, the surpluses from the allocated government grants for the faculties and service departments will be added to the *earmarked reserves for faculties/service departments*. The *earmarked reserve for government grants (business group)* concerns the freely available government grants including government grants still to be distributed on already issued allocations for government grants. The *earmarked reserve for government grants NIOZ* relates to the promised contributions for the years 2023-2025.

The **Earmarked reserve (private)** comprises the funds of Universiteit Utrecht Holding B.V. Universiteit Utrecht Holding BV was also not started and funded with public funds from Utrecht University.

The **Restricted fund (public) – Terms of employment** is used to defray e.g. the cost of parental leave, Occupational Health and Safety & Environment Coordinators, childcare, mid-career counselling, long-service part-time leave and long-service quality policy.

The **Restricted fund (private)** Qaboos is an assigned contribution for a chair in the Faculty of Geosciences. The amount was received in the past with an entirely private purpose.

A **statutory reserve** is maintained for the carrying amount of capitalised development and implementation costs of university administrative systems (intangible fixed assets) pursuant to Section 365 (2) of the Civil Code. External costs for development and implementation are a predominant part of the total investment of the capitalised IT systems. The legal reserve is formed by withdrawing from the general reserve or from the appropriation of results.

RECONCILIATION OF EQUITY TO THE CONSOLIDATED ANNUAL ACCOUNTS

(x € 1,000)

	31-12-2022	31-12-2021
Consolidated	509,766	503,742
Less: Equity of the consolidated foundations:		
• Stichting Incubator	6,516	4,537
• Stichting Fondsenwerving en Sponsoring UU	-	-
• Stichting Jubileumfonds der Veeartsenijkundige Hoogeschool 1921	-	-
• Stichting USS Mesa Cosa	689	316
• Stichting Universiteitsfonds	10,548	11,352
• Stichting UCAB	60	84
	-17,813	-16,289
Less: UU Holding B.V. minority interest	-671	-667
Separate	491,282	486,786

The University Fund Foundation's equity includes an amount of €7,128,000 for restricted funds. This item is included separately under restricted funds (private) under the group capital of Utrecht University.

2.2 PROVISIONS

(x € 1,000)	Balance as at 1-1-2022	Addition	Withdrawal	Release	Other movements	Change in interest rate (at present value)	Balance as at 31-12-2022	Short-term portion < 1 year	Long-term portion > 1 year
2.2.1 Provisions for employee benefits	56,875	29,022	-18,821	-2,861	-	-1,373	62,842	24,636	38,206
2.2.3 Provision for demolition, environmental clean-up costs and environmental risks	53,824	2,881	-3,428	-	-	-1,154	52,123	6,310	45,813
2.2.4 Other provisions	808	364	-	-	-	-	1,172	209	963
	111,507	32,267	-22,249	-2,861	-	-2,527	116,137	31,155	84,982

2.3 LONG-TERM LIABILITIES

(x € 1,000)	Balance as at 1-1-2022	Loans raised	Re- payments	Balance as at 31-12-2022	Term > 1 year	Term > 5 years	Interest rate
2.3.7 Ground lease	4,964	-	-187	4,777	4,600	3,800	-
2.3.7 Other	1,737	525	-144	2,118	1,950	1,400	-
Total long-term liabilities	6,701	525	-331	6,895	6,550	5,200	

Ground lease

The university owns the Utrecht Science Park site in Utrecht where it develops various plots for leasing out. To the extent that it relates to payments that have not yet been made, the ground lease payments owed by third parties, which are collected all at once in advance, are recognised under long-term liabilities. Each year, a portion of this debt with matching maturity is released to income or expenditure.

The University of Applied Sciences Utrecht rents 150 parking spaces from Utrecht University. The University of Applied Sciences Utrecht has bought off the rent for the first 12.5 years. The redemption of the rent was done in three instalments. The lease term of 12.5 years started on 1-1-2020.

The Student Housing Foundation (SSH) paid a reservation fee for a new building to be constructed for student housing. It is expected that the delivery of the land under long lease will take place in 2022. The ground lease will be redeemed with a one-time canon for an indefinite period.

2.4 CURRENT LIABILITIES

Current liabilities can be presented as follows:

(x € 1,000)	31-12-2022	31-12-2021
2.4.7 Payments for current projects invoiced in advance and received	158,735	147,552
2.4.8 Creditors	24,578	19,838
2.4.3 Repayment obligations	-	-
2.4.1 Amounts owed to associates	730	749
• Wage tax	27,800	19,668
• National insurance contributions	<u>10,158</u>	<u>5,892</u>
2.4.9 Tax and social security contributions	37,958	25,560
2.4.10 Pension liabilities	7,940	7,439
2.4.12 Other current liabilities	53,000	49,780
2.4.13 Tuition fees received on account	45,693	26,773
2.4.14 ECS grants received on account	27,624	14,030
2.4.16 Amounts received on account	5,894	7,656
2.4.17 Holiday pay and days	<u>24,322</u>	<u>23,092</u>
Accruals and deferred income	103,533	71,551
Total current liabilities	<u><u>386,474</u></u>	<u><u>322,469</u></u>

Provisions for foreseeable losses (own contribution) have been deducted from the item 'Instalments invoiced in advance and received on projects in progress' (€ 11.8 million; 2021: € 9.9 million).

NOTES TO THE SEPARATE INCOME AND EXPENDITURE ACCOUNT 2022

Reconciliation of result to the consolidated annual accounts

<i>(x € 1,000)</i>	2022	2021
Net result consolidated	6,073	43,711
Less: result consolidated foundations:		
• Stichting Incubator	1,980	2,010
• Stichting Fondsenwerving en Sponsoring UU	-	-
• Stichting Jubileumfonds der Veeartsenijkundige Hoogeschool 1921	-	-
• Stichting USS Mesa Cosa	373	79
• Stichting Universiteitsfonds	-805	1,280
• Stichting UCAB	-24	-41
	<u>-1,524</u>	<u>-3,328</u>
Less: Adjusted valuation of minority interest in UU Holding B.V.	-53	-254
Result, separate	<u>4,496</u>	<u>40,129</u>

3.1 GOVERNMENT GRANTS

<i>(x € 1,000)</i>	2022	Budget 2022	2021
3.1.1 ECS government grant	775,221	722,046	722,536
Earmarked ECS grants	249	2,193	
SEO incentives for European research (2019)	<u>-</u>	<u>-</u>	
3.1.2 Other ECS grants	249		2,193
3.1.3.2 Academic Hospitals (HO) – workshop function	-99,694	-97,832	
Other disbursements	<u>-7,012</u>	<u>-6,649</u>	
3.1.3 Income transfers from government grants	-106,706	-103,074	-104,481
Movement in non-standard amounts received in advance:			
• NPO funds	-1,134	-7,214	
• Governance Agreement 2022	-12,308	-	
• Block grants received on account	-5,353	-7,151	
• Contribution for Gravitation Programme	<u>-7,656</u>	<u>-5,084</u>	
	<u>-26,451</u>	<u>-</u>	<u>-19,449</u>
Total	<u>642,313</u>	<u>618,972</u>	<u>600,799</u>

3.4 INCOME FROM RESEARCH AND CONTRACTS

(x € 1,000)		2022	Budget 2022	2021
3.4.1	Contract education	11,387		9,295
	International organisations	40,380	38,489	
	National governments	12,399	10,969	
	Netherlands Organization for Scientific Research	49,434	49,240	
	Royal Netherlands Academy of Arts and Sciences	417	773	
	Other non-profit organisations	14,975	14,073	
	Businesses	12,819	11,782	
3.4.2	Contract research	130,424		125,326
	Veterinary medicine patient care	17,469	18,522	
	Licenses / royalties	931	2,176	
	Other	-	-	
3.4.3	Total other	18,400		20,698
	Total	160,211	152,523	155,319

3.5 OTHER INCOME

(x € 1,000)		2022	Budget 2022	2021
3.5.1	Rental	10,630		9,972
3.5.2	Staff secondment	4,371		3,959
	Provision of goods and services	20,592	16,257	
	Literature	1,038	1,494	
	Conferences	800	418	
	Central animal lab revenue	2,258	2,249	
	Energy supply	3,138	2,922	
	Catering	115	23	
	Campus fees UCU	4,416	4,157	
	GDL/UMCU housing contribution	1,700	2,002	
	UU Summerschool	2,172	959	
	Parking fees	1,324	1,022	
	Sale of goods	875	-	
	Museum	317	218	
3.5.10	Total other	38,745		31,721
	Total	53,746	49,519	45,652

4.1 STAFF COSTS

(x € 1,000)	2022	Budget 2022	2021
Gross wages and salaries	438,455	400,997	
Social insurance contributions	51,147	47,891	
Pension contributions	<u>68,393</u>	<u>63,808</u>	
4.1.1 Wages and salaries	557,995		512,696
Addition to provisions for employee benefits **)	10,691	16,115	
Temporary workers	26,143	20,590	
Other *)	<u>-347</u>	<u>-4,413</u>	
4.1.2 Other staff costs	36,487		32,292
4.1.3 Benefits	-3.212		-3,497
Total	<u><u>591,270</u></u>	<u><u>563,169</u></u>	<u><u>541,491</u></u>

*) Including personnel costs allocated to real estate projects €6,535,000
(2021: € 6,765,000)

**) The addition to the provisions for employee benefits in 2022 includes the release
(€-2,861,000) and discounting (€-1,373,000) from personnel provisions. In addition,
withdrawals from the provisions for employee benefits that were not recorded
through the provisions were deducted from the addition (€-14,098,000).

NUMBER OF FTES (AS AT 31 DECEMBER)	2022	2021
Academic staff	3,779	3,622
Administrative and support staff	3,062	2,920
	<u><u>6,841</u></u>	<u><u>6,542</u></u>

There are three employees working outside the Netherlands.

4.2 DEPRECIATION

(x € 1,000)	2022	Budget 2022	2021
4.2.1 Intangible fixed assets	3,827		3,885
4.2.2 Tangible fixed assets	55,633		54,416
Total	59,460	67,261	58,301

4.3 ACCOMMODATION COSTS

(x € 1,000)	2022	Budget 2022	2021
4.3.1 Rent	9,821		7,530
4.3.2 Insurance	1,350		1,062
4.3.3 Maintenance	9,023		7,531
4.3.4 Energy and water	14,977		15,957
4.3.5 Cleaning costs	8,996		8,321
4.3.6 Levies	4,520		4,013
4.3.7 Additions to the provisions	1,727		-6
4.3.8 Other	11,906		12,024
Total	62,320	58,892	56,432

2022, €1.7 million (2021: €8.8 million) was added to the provision for demolition, environmental clean-up costs and environmental risks for the commitment related to the proposed demolition of buildings as set out in the ambition document for Utrecht Science Park. In addition, this item included an amount of €-8.8 million in 2021 for the release of the provision as a result of error correction in the determination of the provision for demolition, environmental clean-up and environmental risks.

4.4 OTHER EXPENDITURE

(x € 1,000)	2022	Budget 2022	2021
4.4.1 Administrative and management expenses	14,258		10,360
4.4.2 IFixtures and fittings, equipment and teaching materials	24,978		25,917
4.4.3 Transfer of government grant to UMCU	75,494		76,818
4.4.5 Other	90,050		67,087
Total	204,780	207,482	180,182

6. INTEREST INCOME AND EXPENSES

(x € 1,000)	2022	Budget 2022	2021
6.1 Interest income	1,471		1,881
6.1.3 Change in value of financial fixed assets and securities	-151		-21
6.2 Interest expense	-27		-50
Total	1,293	111	1,810

8. RESULT FROM SUBSIDIARIES

Concerns the result for 2022 of the participation Universiteit Utrecht Holding B.V. (see 1.1.3 Other subsidiaries).

Other information

Appropriation of result

Pursuant to the Higher Education and Research Act, the result of the reporting year is offset against the institution's reserves. On the basis of a decision by the Executive Board, the net result for 2022 has been allocated as follows:

(x € 1,000)

General reserve

General reserve 21,582

Earmarked reserve (public)

• Faculties/services	-7,768	
• Incentive funds	-3,686	
• Government grants	-4,410	
• Government grants (Royal Netherlands Institute for Sea Research – NIOZ)	-2,400	
• Fund for recruiting top researchers	-271	
• Additional education/training for UU employees	-95	
• Programme budget IvO/HO/OvP	1,911	
		-16,719

Earmarked reserve (private)

• Associate funds 549

Restricted fund (public)

• Terms of employment -812

Other legal reserves (public)

• Intangible fixed assets -104

Total 4,496

The result appropriation is incorporated in the Balance Sheet as at 31 December 2022.

Events after the balance sheet date

There are no events after the balance sheet date.

Management Report 2022

The management report including annual accounts for 2022 was adopted by the Executive Board of Utrecht University on 9 May 2023 and approved by the Supervisory Board on 26 May 2023.

Utrecht, 26 May 2023

Executive Board

- Prof. Anton Pijpers (chair)
- Margot van der Starre
- Prof. Henk Kummeling

Supervisory Board

- Karin Laglas (chair)
- Dr. Jan van der Eijk
- Bas Hendriks
- Dr. Mirjam Bult
- Dr. Adrian de Groot Ruiz

Independent auditor's report



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The following is an English translation of the independent auditor's report issued 30 May 2023.

Independent auditor's report

To: the supervisory board of Utrecht University

Report on the financial statements 2022 included in the annual report

Our opinion

We have audited the financial statements 2022 of Utrecht University bas in Utrecht.

In our opinion:

- The financial statements included in this annual report give a true and fair view of the financial position of University of Utrecht as at 31 December 2022, and of its result for the year 2022 in accordance with the "Regeling jaarverslaggeving onderwijs" (Education Reporting Regulation).
- The income and expenditures recognized in these financial statements, as well as the movements in the balance sheet in 2022, have been legitimately generated in all material respects in accordance with the provisions contained in the relevant laws and regulations, as included in section 2.3.1. Referentiekader (frame of reference) of the Auditing Protocol for Auditors in the Education Sector OCW 2022 (Onderwijsaccountantsprotocol OCW 2022).

The financial statements comprise:

- The consolidated and company balance sheet as at 31 December 2022
- The consolidated and company statement of income and expense for the year 2022
- The notes comprising of a summary of the accounting policies and other explanatory information

Basis for our opinion

We conducted our audit in accordance with Dutch law, including the Dutch Standards on Auditing and the Onderwijsaccountantsprotocol OCW 2022. Our responsibilities based on these are further described in the Our responsibilities for the audit of the financial statements section of our report.

We are independent of University Utrecht in accordance with the Verordening inzake de onafhankelijkheid van accountants bij assurance-opdrachten (ViO, Code of Ethics for Professional Accountants, a regulation with respect to independence) and other relevant independence regulations in the Netherlands. Furthermore, we have complied with the Verordening gedrags- en beroepsregels accountants (VGBA, Dutch Code of Ethics).

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Compliance with anti-cumulation provision of WNT is unaudited

In accordance with the Controleprotocol WNT 2022 (WNT Auditing Protocol 2022), we did not audit the compliance with the anti-cumulation provision in Section 1.6a of the WNT and Section 5(1) (n and o) of the Uitvoeringsregeling WNT (WNT Implementation Regulation). Therefore, we did not audit whether or not a remuneration maximum was exceeded by a senior management official as a result of possible employment as senior management official at other institutions that are subject to the WNT, nor did we audit whether the required disclosure is accurate and complete in this respect.

Report on other information included in the annual report

The annual report contains other information in addition to the financial statements and our auditor's report thereon.

Based on the following procedures performed, we conclude that the other information:

- Is consistent with the financial statements and does not contain material misstatements
- Contains the information as required by the Regeling jaarverslaggeving onderwijs and the relevant laws and regulations as included in section 2.2.2. Bestuursverslag (director's report) of the Onderwijsaccountantsprotocol OCW 2022

We have read the other information. Based on our knowledge and understanding obtained through our audit of the financial statements or otherwise, we have considered whether the other information contains material misstatements. By performing these procedures, we comply with the requirements of the Regeling jaarverslaggeving onderwijs, section 2.2.2. Bestuursverslag of the Onderwijsaccountantsprotocol OCW 2022 and the Dutch Standard 720. The scope of the procedures performed is substantially less than the scope of those performed in our audit of the financial statements.

The board is responsible for the preparation of the other information, including the board report and the other information as required by Part 9 of Book 2 of the Dutch Civil Code in accordance with the Regeling jaarverslaggeving onderwijs and the relevant laws and regulations as included in section 2.2.2. Bestuursverslag of the Onderwijsaccountantsprotocol OCW 2022.

Description of responsibilities for the financial statements

Responsibilities of the board and the supervisory board for the financial statements

The board is responsible for the preparation and fair presentation of the financial statements in accordance with the Regeling jaarverslaggeving onderwijs. Furthermore, the board is responsible for legitimately generating the income and expenditures recognized in the financial statements and the movements in the balance sheet, in accordance with the provisions contained in the relevant laws and regulations, as included in section 2.3.1. Referentiekader of the Onderwijsaccountantsprotocol OCW 2022. In this respect, the board is also responsible for such internal control as the board determines is necessary to enable the preparation of the financial statements and compliance with relevant laws and regulations, without material misstatements, whether due to fraud or error.

As part of the preparation of the financial statements, the board is responsible for assessing the education institution's ability to continue as a going concern. Based on the financial reporting framework mentioned, the board should prepare the financial statements using the going concern basis of accounting unless the board either intends to liquidate the education institution or to cease operations, or has no realistic alternative but to do so. The board should disclose events and circumstances that may cast significant doubt on the institution's ability to continue as a going concern in the financial statements.

The supervisory board is responsible for overseeing the financial reporting process of the education institution.

Our responsibilities for the audit of the financial statements

Our objective is to plan and perform the audit engagement in a manner that allows us to obtain sufficient and appropriate audit evidence for our opinion.

Our audit has been performed with a high, but not absolute, level of assurance, which means we may not detect all material errors and fraud during our audit.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. The materiality affects the nature, timing and extent of our audit procedures and the evaluation of the effect of identified misstatements on our opinion.

We have exercised professional judgment and have maintained professional skepticism throughout the audit, in accordance with Dutch Standards on Auditing, the 'Onderwijsaccountantsprotocol OCW 2022, ethical requirements and independence requirements. Our audit included among others:

- identifying and assessing the risks of:
 - material misstatement of the financial statements, whether due to fraud or error
 - illegitimately generating of income and expenditures as well as movements in the balance sheet that are of material importance
- designing and performing audit procedures responsive to those risks, and obtaining audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
- Obtaining an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control of education institution's internal control
- Evaluating the appropriateness of accounting policies used, the financial criteria applied for legitimacy and the reasonableness of accounting estimates and related disclosures made by the board
- Concluding on the appropriateness of the board's use of the going concern basis of accounting, and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the education institution's ability of to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause an institution to cease to continue as a going concern
- Evaluating the overall presentation, structure and content of the financial statements, including the disclosures
- Evaluating whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation and whether the income and expenditure recognized in the financial statements as well as movements in the balance sheet have in all material respects been legitimately generated

Because we are ultimately responsible for the opinion, we are also responsible for directing, supervising and performing the group audit. In this respect we have determined the nature and extent of the audit procedures to be carried out for group entities. Decisive were the size and/or the risk profile of the group entities or operations. On this basis, we selected group entities for which an audit or review had to be carried out on the complete set of financial information or specific items.

We communicate with the supervisory board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant findings in internal control that we identify during our audit.

Eindhoven, 30 May 2023

Ernst & Young Accountants LLP

M.H. de Hair

Appendices

Awards, honours and team achievements

Veni Grants

Dr. Remy van Dobben de Bruyn	Faculty of Science
Dr. Juliette Fedry	Faculty of Science
Dr. Renée Hoekzema	Faculty of Science
Dr. Jessi van der Hoeven	Faculty of Science
Dr. Tim Ophelders	Faculty of Science
Dr. Palina Salanevich	Faculty of Science
Dr. Arnaud Thevenon	Faculty of Science
Dr. Lisa Tran	Faculty of Science
Dr. Jorinde van de Vis	Faculty of Science
Dr. Daniel Hurdiss	Faculty of Veterinary Medicine
Dr. Mehrdad Alipour	Faculty of Humanities
Dr. Selin Dilli	Faculty of Humanities
Dr. Leila Essa	Faculty of Humanities
Dr. Mia You	Faculty of Humanities
Dr. Lydian Boschman	Faculty of Geosciences
Dr. Margot Cramwinckel	Faculty of Geosciences
Dr. Jana Eichel	Faculty of Geosciences
Dr. Dan Palcu	Faculty of Geosciences
Dr. Valerie Reijers	Faculty of Geosciences
Dr. Tanja Stratmann	Faculty of Geosciences
Dr. Olivier Sulpis	Faculty of Geosciences
Dr. Rianne Dekker	Faculty of Law, Economics and Governance
Dr. Tom Overmans	Faculty of Law, Economics and Governance
Dr. Maaïke van der Vleuten	Faculty of Social and Behavioural Sciences
Dr. Matthijs Biesbroek	UMC Utrecht
Dr. Emma van Bodegraven	UMC Utrecht
Dr. Mariana Pedroso Branco	UMC Utrecht
Dr. Delilah Hendriks	Hubrecht Institute
Dr. Imke Mandemaker	Hubrecht Institute
Dr. Judith Wienke	Princess Máxima Center

This concerns the awards in the Veni round 2021.

Vidi Grants

Dr. Kathryn Barry	Faculty of Science
Dr. Agathe Chaigne	Faculty of Science
Dr. Ivan Kryven	Faculty of Science
Dr. Till Miltzow	Faculty of Science
Dr. Marta Pieropan	Faculty of Science
Dr. Wioletta Ruszel	Faculty of Science
Dr. Frederik Verweij	Faculty of Science
Dr. Daan Weits	Faculty of Science
Dr. Robert Flierman	Faculty of Humanities
Dr. Dorothea Gädeke	Faculty of Humanities
Prof. Eva Knies	Faculty of Law, Economics and Governance
Dr. Lisette Hornstra	Faculty of Social and Behavioural Sciences
Dr. Caroline Junge	Faculty of Social and Behavioural Sciences
Dr. Andrés Spaan	UMC Utrecht
Dr. Juan Garaycochea	Hubrecht Institute

This concerns the awards in the Vidi round 2021.

Vici Grants

Prof. Pieter Bruijninx	Faculty of Science
Prof. Lukas Kapitein	Faculty of Science
Dr. Esther Nolte-'t Hoen	Faculty of Veterinary Medicine
Prof. Marianna Tryfonidou	Faculty of Veterinary Medicine
Prof. Ingrid Robeyns	Faculty of Humanities
Prof. Thijs Weststeijn	Faculty of Humanities
Prof. Stefan van der Stigchel	Faculty of Social and Behavioural Sciences

This concerns the awards in the Vici round 2021.

NWO Gravitation Programme

In the framework of the prestigious OCW/NWO Gravitation Programme for ground-breaking fundamental research, seven programmes were selected in 2022, two of which were on projects led by Utrecht scientists. A consortium led by Prof. Anna Akhmanova will conduct research on viewing and manipulating cells in living tissue. Prof. Daniel Vanmaekelbergh leads a consortium that will work on new materials suitable for the quantum age. Utrecht researchers are co-applicants in three other consortia: in the programme The Dutch Brain Interfaces Initiative, Prof. Nick Ramsey is one of the research leaders, Prof. Hilleke Hulshoff Pol is co-applicant in Samen Opgroeien, and Prof. José van Dijck is co-applicant in The Algorithmic Society.

NWA ORC

Four Utrecht projects will receive funding from the so-called National Science Agenda: Research on Routes by Consortia (NWA-ORC). A total of more than 19 million euros will be allocated to the consortia, which are led by Utrecht University and/or UMC Utrecht. In addition, Utrecht University is involved as an academic partner in eight other awarded consortia. The awarded projects focus on questions from society, which form the substantive agenda of the National Science Agenda.

The selected Utrecht projects are:

* *PlatWork-R* – project coordinator: Prof. Koen Frenken, Faculty of Geosciences.

1. * *Re/Presenting Europe: Popular representations of diversity and connectedness*
– project coordinator Dr. Rachel Gillett, Faculty of Humanities.

* *WildlifeNL* – project coordinator Dr. Ine Dorresteyn, Faculty of Geosciences.

2. * *NANOPRESSO-NL: Local preparation of high-quality personalised nanomedicines based on DNA and RNA* – project coordinator Prof. Raymond Schiffelers, UMC Utrecht.

Laureates ERC Starting Grant 2022

Dr. Frederik Verweij	Faculty of Science
Dr. Daan Weits	Faculty of Science
Dr. Yang Yao	Faculty of Science
Dr. Floris Schuiling	Faculty of Humanities
Dr. Niko Wanders	Faculty of Geosciences
Dr. Daan van Uhm	Faculty of Law, Economics and Governance

Laureates ERC Consolidator Grant 2022

Dr. Markus Weingarh	Faculty of Science
Dr. Tobias Stark	Faculty of Social and Behavioural Sciences
Prof. Marvin Tanenbaum	Hubrecht Institute

Awards in the 2022 round are expected in early 2023.

ERC Advanced Grants 2022

Prof. Frank van Kuppeveld	Faculty of Veterinary Medicine
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ERC Synergy Grants 2022

Prof. Anna Akhmanova	Faculty of Science
Prof. Max Rietkerk	Faculty of Geosciences

Netherlands Organization for Scientific Research Spinoza

Prof. Corné Pieterse	Faculty of Science
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NWO Stevin

Prof. Tanja van der Lippe	Faculty of Social and Behavioural Sciences
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New KNAW Members

Prof. Kees van den Bos	Faculty of Social and Behavioural Sciences
Prof. Elly Hol	Faculty of Medicine

KNAW Early Career Award

Dr. Kathryn Barry	Faculty of Science
Dr. Janric van Rookhuijzen	Faculty of Humanities

New Young Academy Members

Dr. Scott Douglas	Faculty of Law, Economics and Governance
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New Utrecht Young Academy members

Dr. Sanne Akerboom	Faculty of Geosciences
Dr. Katharine Fortin	Faculty of Law, Economics and Governance
Dr. Edwin Pos	Faculty of Science
Dr. Danny Broere	Faculty of Science
Dr. Reine van der Wal	Faculty of Social and Behavioural Sciences
Dr. Margreet van Es	Faculty of Humanities
Dr. Dorothea Gädeke	Faculty of Humanities
Dr. Jorke Kamstra	Faculty of Veterinary Medicine
Dr. Inge Stegeman	Faculty of Medicine

Overview of ancillary activities

OVERVIEW OF ANCILLARY ACTIVITIES OF THE MEMBERS OF THE EXECUTIVE BOARD OF UTRECHT UNIVERSITY 2022

The current additional positions of the Executive Board members of Utrecht University are publicly available and can be found at www.uu.nl/en/organisation/governance-and-organisation/the-executive-board

Prof. A. Pijpers, Chair

By virtue of or related to the position:

- Member of the UNL Board (unremunerated) – from 2019 to July 2022
- Member UNL Steering Committee on Strategy, Public Affairs & Governance (unremunerated) – since 2016
- On behalf of UU: shareholder ROM (unremunerated) – since 2020
- Member of the Economic Board Utrecht Core Team (unremunerated) – from 2015 onwards
- Member of the board of directors of the Top Sector Life Sciences & Health (unremunerated) – since 2012
- Member Supervisory Board ARC CBBC (unremunerated)
- Member of the board of DTL (Dutch Techcentre for Life Sciences) (unremunerated)
- Chair, Pica Foundation (reimbursement in favour of Utrecht University) – since June 2017
- Chair of the Board of Fulbright The Netherlands (unremunerated) – since June 2018
- Chair VSU (Vereniging Samenwerkingsverband Uithofbeheer) (unremunerated)
- Member of the board of Utrecht University Fund (unremunerated)
- Member advice committee Animal Science Group, Wageningen University (as professor – reimbursement in favour of Utrecht University In a personal capacity (related to expertise):
- Chair, LSP Advisory Board (remunerated) – from 2019

M. van der Starre, Deputy Chair

By virtue of or related to the position:

- Member UNL Steering Committee on Operations and Finance (unremunerated) – since 2021
- Member of SURF Council (unremunerated) – since 2021
- Member of the Supervisory Board of the Utrecht Science Park Foundation (unremunerated) – since 2021

In a personal capacity (related to expertise):

- Chair Supervisory Board Samen Veilig Midden-Nederland (remunerated) – since 2022

Prof. H.R.B.M. Kummeling – rector magnificus

By virtue of or related to the rectorship:

- Member UNL Rectors' Conference (unremunerated) – since 2018
- Member UNL Steering Committee on Education & Research (unremunerated) – since 2018
- Member Rectors Assembly LERU (unremunerated) – since 2018
- Member of the Advisory Board Museum Sonneborgh (unremunerated) – since 2018
- Member Curatorium Prince Claus Chair (unremunerated) – since 2018
- Member Rectors Assembly CHARM-EU (unremunerated) – since 2019
- Member Rectors Assembly Coimbra Group (unremunerated) – since 2019
- Member of the EWUU Alliance Executive Board (TU/e/WUR/UMCU/UU) (unremunerated) – since 2019
- Member of the Direction Group Study Success Caribbean Students (unremunerated) – since 2021
- Member Supervisory Committee for Perception Research LOWI (unremunerated)
- Member of the Administrative Board of the International Association of Universities (unremunerated) In a personal capacity (related to expertise):
- Member of Utrecht Referendum Committee (remunerated, reimbursement in favour of Utrecht University) – since 1999
- Extraordinary professor University of Western Cape, South Africa (unremunerated)
- Chair, Government Committee on the Rule of Law (remunerated, reimbursement in favour of Utrecht University)

OVERVIEW OF ANCILLARY ACTIVITIES OF DEANS OF UTRECHT UNIVERSITY 2022

Prof. Marcel van Aken – Dean of the Faculty of Social and Behavioural Sciences

By virtue of or related to the position:

- Reviewer/editorial board various national/international journals (unremunerated)
- Reviewer/committee member of various NWO and ZonMW bodies (unremunerated)
- Past president of the European Association for Developmental Psychology (unremunerated)
- Board member Foundation for Knowledge Promotion Youth in Development (unremunerated)
- Research consultant Reinier van Arkel Den Bosch (unremunerated)
- Research consultant HYPE GGz Centraal Amersfoort (unremunerated)

Prof. Thomas Vaessen – Dean of the Faculty of Humanities

Professor Vaessen held no additional positions during the 2022 reporting year.

Prof. Isabel Arends – Dean of the Faculty of Science

By virtue of or related to the position:

- Member of the Supervisory Board of Utrecht Holdings (unremunerated) – since 2019
- President of National Payroll Chamber (unremunerated) – since 2020
- Member National Science Deans Consultation (Landelijk Overleg Bètadecanen) (unremunerated) – since 2018
- Chair Supervisory Board Ruisdael Observatory (unremunerated) – since 2019
- Member of the Advisory Board of the platform StudentInzetopSchool (unremunerated) – since 2022
- Member Supervisory Board MCEC Netherlands Center for Multiscale Catalytic Energy Conversion (unremunerated) – since 2018
- Member Supervisory Board NESSC Netherlands Earth System Science Centre (unremunerated) – since 2019

Prof. Arno Hoes – Dean of the Faculty of Medicine (Deputy Chair of the Executive Board of University Medical Center Utrecht and Dean of the Faculty of Medicine, Utrecht University)

By virtue of or related to the position:

- Chair of the steering committee for the cardiovascular risk management cluster, Federation of Medical Specialists (FMS) (work-related, unremunerated)
- Member of advisory committee, Society for Epidemiology (VvE) (work-related, unremunerated)
- Chair of the Supervisory Board, Dutch CardioVascular Alliance (DCVA) (work-related, unremunerated)
- Member Task Force Heart Failure guidelines, European Society of Cardiology (ESC) (work-related, unremunerated)
- Member of the Supervisory Board, Netherlands Centre for One Health (NCOH) (position-related, unremunerated)
- Member of the Supervisory Board, Utrecht Holdings (position-related, unremunerated)
- Chair Supervisory Board, European Clinical Research Alliance on Infectious Diseases (ECRAID) (work-related, unremunerated)
- Chair of the Supervisory Board, anDREa B.V. (digital research environment) (position-related, unremunerated)
- Member of editorial board, European Journal of Heart Failure (work-related, unremunerated)
- ESC Heart Failure Editorial Board Member (work-related, unremunerated)

Prof. A.D.C. Jaarsma, DVM, PhD – Dean of the Faculty of Veterinary Medicine

By virtue of or related to the position:

- Chair NVMO (Ned. Vereniging van Medisch Onderwijs) (unremunerated)
- Member Editorial Board Medical Teacher (unremunerated)
- Professor of Research and Innovation in Medical Education, UMCG, RUG (unremunerated)

Prof. Wilco Hazeleger – Dean of the Faculty of Geosciences

By virtue of or related to the position / unremunerated scientific advice to institutions, funding agencies, projects and journals with specific advisory roles for:

- Member Destination Earth Strategic Advisory Board (Expert Group EC) (unremunerated)
- Chair Supervisory Board Sustainable Industry Lab Foundation (unremunerated)
- Board member Netherlands Energy Research Alliance (unremunerated)
- Geological Survey of the Netherlands, part of TNO (Advisory Board)(unremunerated)
- Danish National Centre for Climate Research (NCKF Advisory Council) (unremunerated)
- Deltares (Advisory Board)(unremunerated)

Prof. Janneke Plantenga – Dean of the Faculty of Law, Economics and Governance

By virtue of or related to the position:

- Member of the Supervisory Board of Christelijk Primair Onderwijs Betuwe & Bommelerwaard (CPOB) – since 1 January 2022 (remunerated)
- Chair Scientific Integrity Committee of the joint planning offices CPB, PBL and SCP – since 1 April 2021 (unremunerated)
- Member of the CPB Netherlands Bureau for Economic Policy Analysis – since 2017 (unremunerated)
- Member of the editorial board of BBMP: journal for Policy, Governance, Management and Pedagogy in Childcare – since 2016 (unremunerated)

OVERVIEW OF POSITIONS AND ANCILLARY POSITIONS OF MEMBERS OF THE SUPERVISORY BOARD OF UTRECHT UNIVERSITY 2022**ir. Karin Laglas**

– 1 January 2022 to 31 July 2022:

member Supervisory Board, member Audit Committee, Chair HR Committee

– 1 August 2022 to 31 December 2022:

Chair Supervisory Board, member HR Committee

Positions:

- Member of the Supervisory Board of Royal De Vries Shipbuilding
- Member of the Supervisory Board of Eurocommercial Properties N.V.
- Chair of the Supervisory Board of Brink Group
- Director Argo B.V.
- Board member, Cokopen Foundation

Dr. Jan van der Eijk

- Deputy Chair of the Supervisory Board, member of the Audit Committee
- 1 January 2022 to 31 July 2022:
Chair of the Education and Research Committee

Main position:

- Director, Van der Eijk Consultancy

Other Functions:

- Member of the Supervisory Board of Havenbedrijf Moerdijk N.V.

Dr. Mirjam Bult-Spiering

- Member of the Supervisory Board, Chair of the HR Committee
- 1 August 2022 to 31 December 2022:
Chair of the Education and Research Committee

Main position:

- State Councillor, Advisory Division of the Council of State

Additional positions:

- Chair, Regional Investment Fund MBO Committee
(Subsidies to Institutions Executive Agency (DUS-I for Ministry of ECS))
- Member of the Supervisory Board Idealis

Bas Hendriks

- Member of the Supervisory Board, Chair of the Audit Committee

Main position:

- Financial director, Nederlandse Spoorwegen (Dutch Railways)

Additional positions:

- Member of the Supervisory Board and Chair of the Audit Committee, NS Insurance
- Member of the Supervisory Board and Chair of the Audit Committee,
Netherlands Cystic Fibrosis Foundation

Dr. Adrian de Groot Ruiz

- 1 August 2022 to 31 December 2022: member of the Supervisory Board of
Utrecht University and member of the Education and Research Committee

Main function:

- Board Member, Impact Institute

Additional positions:

- Board Member, True Price
- Member of the board of Impact Economy Foundation
- Member of the board of SDG Netherlands Foundation
- Member of Social Impact Team

Joanne Kellermann (until 1 August 2022)

- 1 January 2022 to 31 July 2022:
Chair Supervisory Board en member HR Committee

Main position:

- Chair of Pensioenfonds Zorg en Welzijn

Additional positions:

- Chair of the Supervisory Board of NWB Bank N.V.
- Member of the advisory board of P.R.I.M.E. Finance Foundation
- Chair of the Supervisory Board of Aflatoun International
- Member, European Integration Committee of the Advisory Council
on International Affairs
- Member of the Supervisory Board of Feather Foundation
- Member of the Transparency International Netherlands Recommendation Committee
- Director KellerCo BV

Quality Agreements overview faculties

NOTES ON THE DIAGRAM

Investment themes of quality agreements Utrecht University:

1. More intensive and small-scale education
2. Professionalisation of teachers
3. Guidance students and accessibility and equal opportunities

In all faculties, the faculty employee and student representation (faculty council and curriculum committees) are involved and have agreed to the faculty plans and their monitoring.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
<p>The faculty has many subprojects divided among departments and business operations (see faculty report). The broad spectrum of projects can be divided into:</p>					
Sciences	1	<ul style="list-style-type: none"> Quality enhancement of existing and development of new education. Investment in educational innovation. 	A	<p>In progress or implemented (partly with continued investment): In all degree programmes during 2022, new courses were started, existing courses and learning tracks were revised, new learning tracks were introduced, and lab teaching was modernised. The investment in innovative education has led to the launch of projects such as the skills lab in pharmacy, a challenge and new programming and data analysis education in chemistry, and several academic advice and support groups, among others. Also, initiatives such as the revamping of the lab environment in the Department of Computer Science (Motion Capture, VR lab et cetera.) provide more opportunities for teachers to engage in hands-on and project-based teaching. Policy advisers were also deployed to support departments in matters such as the direction and supervision of educational innovation projects, the professionalisation of the employee and student representation, and digitalisation of education.</p>	<ul style="list-style-type: none"> Courses/learning tracks or course components have been revised or newly developed. Quality of education increased. Professionalisation of teachers as they invest in educational innovation and education quality. Teachers have been given space for education innovation projects and have been supported in undertaking them.
	2	<ul style="list-style-type: none"> Investment in additional teaching hours: lecturers, Master's coordinators, tenure tracks junior associate professors, deployment of teaching assistants/super teaching assistants. 	A	<p>Achieved with continued investment: Additional teachers were also hired in 2022 on top of the investments in personnel made in recent years. In addition, we continue to invest in the use of teaching assistants/super teaching assistants (TAs/STAs) to support teachers. The enhanced use of TAs/STAs gives teachers space for student supervision and teaching innovation. In addition, STAs play a role in the ongoing development of courses and educational modules.</p>	<ul style="list-style-type: none"> Improve (substantive) supervision of students, reduce workload of current lecturers, additional lecturers for new courses to be developed, expand target group UTQ, experimenting with extending appointments for teaching purposes.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<ul style="list-style-type: none"> Improving student supervision (including by increasing capacity of academic advisers by 3 FTE). 	A	<p>Achieved with continued investment:</p> <p>Additional academic advisers in 2022 and beyond offer students more opportunities for contact with and advice from academic advisers. It also allows advisers to monitor study progress more intensively. In addition, in 2022 a lot of energy was put into student well-being and labour market orientation, and training and support offerings were greatly increased. Among other quality resources, a student well-being manifesto was developed with the policy department and will be rolled out in 2023. In addition, the tutoring/advising programme three-year work plan was completed in 2022. Tutoring has been professionalised and differentiated by stage of study, so that it now better matches students' supervision needs. In addition, study support groups have been established together with university psychologists, specifically for students with autism. Participants experience these as useful and valuable.</p>	<ul style="list-style-type: none"> Better student supervision. Improve student well-being. Increasing student pass rate.

Faculty of Science Quality Agreements Plan and Report

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
VET	1	<p>1.1 Educational Innovator.</p> <p>1.2 Develop education, including digital.</p> <p>1.3 Veterinary Medicine skills lab.</p>		<p>1.1 An educational innovator was appointed on 1 November 2021. He is the figurehead for educational innovation within the Faculty of Veterinary Medicine</p> <p>1.2 Thirteen innovation projects were launched during 2022, supported by various experts who help with the projects.</p> <p>1.3 A skills lab technician was employed, starting on 1 January 2022. She is responsible for managing activities in the Skills Lab and ensuring that it is accessible to students and faculty. Two Skills Lab projects will begin on 1 January 2023: 'Content & Didactics' and 'Governance'. Both projects will be led by a project coordinator.</p>	<p>1.1 Developing and strengthening education, including digital.</p> <p>1.2 Increasing the efficiency and quality of education.</p> <p>1.3 Realistic, durable and effective offerings in the Skills Lab that are well embedded in the educational programmes of the Faculty of Veterinary Medicine.</p> <p>1.4 Sustainable organisational and financial governance and central embedding of the Skills Lab as an educational facility.</p>
	2	<p>2.1 Optimisation of Bachelor and revision of Master.</p> <p>2.2 Purchasing workshops.</p> <p>2.3 Purchasing UTQ/STQ workshops.</p> <p>2.4 Professionalising the tutoring/ advising programme.</p>		<p>2.1 Activities continue to be organised in which course coordinators and lecturers work together in an inspiring environment on educational innovation.</p> <p>2.2 The budget was spent on and/or reserved for conference visits and free requests.</p> <p>2.3 In addition to the UTQ course, we offer candidates the opportunity to take advantage of image coaching and writing sessions.</p> <p>2.4 In collaboration with Coachboulevard, a coaching skills training course has been developed for tutors, starting in early 2023.</p>	<p>2.1 Teachers feel supported in the practice of their profession with the creation of an educational culture of ownership for one's own course and tools enabling them to give students a good education, along with new methods in a renewed curriculum.</p> <p>2.2 Increased attendance at conferences on animal medicine education with the aim of staying abreast of developments in the field, expanding the network and gaining inspiration.</p> <p>2.3 Expanding the UTQ curriculum with the goal of increasing its offerings for teacher professionalisation.</p> <p>2.4 Better quality tutoring/ advising programme.</p>

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<p>3.1 Creating teacher time for the purpose of improving quality of thesis and tutor supervision.</p> <p>3.2 Creating teacher time for the purpose of improving quality of education.</p> <p>3.3 Professional and personal development of students.</p>		<p>3.1 Expanding hours for tutors and thesis supervisors.</p> <p>3.2 Creating additional teaching time by continuing funding for the student pool and appointing additional junior teachers.</p> <p>3.3 Input gathered through walk-in meetings and free of charge training offerings from Educational Development & Training (O&T).</p>	3.1 to 3.3 Support students in their professional and personal development with the goal of a higher student pass rate and greater student well-being.

[Link to quality agreements](#) and [Veterinary Medicine report \(VET\)](#)

SBS	1	<ul style="list-style-type: none"> • Round 1: Additional teachers in training (DiOs) • Round 1: Additional teaching assistants (TAs) • Round 2: Additional associate professors (UDs) • Round 3: Additional associate professors so that additional time can be invested in teaching, intensifying and/or expanding individual contacts and mentoring students. 	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<ul style="list-style-type: none"> • The planned additional teachers in training have been realised. • The planned additional TAs have been realised. • The planned additional associate professors have been realised. • The planned additional associate professors have been realised. 	<ul style="list-style-type: none"> • Groups within courses remain small. • Teachers have more time to innovate or support innovation.
	2	<ul style="list-style-type: none"> • Round 1: Additional teachers in training (DiOs), so that they have sufficient time to undertake English language and intercultural training. • Round 1: Additional teachers for more time and support for digital didactic training of teachers and recording of lectures. • Round 3: Additional associate professors (UDs) so that teachers have more time to work on their professionalisation. 	<p>A</p> <p>A</p> <p>A</p>	<ul style="list-style-type: none"> • The planned investments for the teachers in training round 2 have been realised. • The planned investments for the teachers in training round 2 have been realised. • The planned additional associate professors have been realised. 	<ul style="list-style-type: none"> • More teachers are attending the training courses.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<ul style="list-style-type: none"> Round 1: Additional teachers in training so that second and third year BA and MA tutors have more time for individual contact. Round 1: Appoint student assistant to expand Career Services offerings. Round 2: spending plans for programmes to improve supervision for students in training. Round 3: Additional associate professors (UDs) so that time can be invested in permanent academic staff for intensifying tutoring or supervising student mentoring. 	A	<ul style="list-style-type: none"> The planned investments for the teachers in training for round 2 have been realised. 	<ul style="list-style-type: none"> All BA and MA students who wish to do so can also make use of individual consultation after the first year with a view to study progress, choices for continuation after degree programme, etc. The range of Career Services has been increased.
			A	<ul style="list-style-type: none"> An additional trainer has been appointed. 	
			A	<ul style="list-style-type: none"> All degree programmes have established spending plans and the realisation of those plans is on track. 	
			A	<ul style="list-style-type: none"> The planned additional associate professors have been realised. 	

Faculty of Social and Behavioural Sciences report (SBS)

GST	1	<ul style="list-style-type: none"> Additional FTE to develop and deliver the course on communication in the educational field. 	A		<ul style="list-style-type: none"> Students gain insight into relevant developments within the relevant fields of work for which the degree programme trains them. Students have more opportunities to take preferred courses. Group size remains the same/ decreases and personal guidance is ensured.
		<ul style="list-style-type: none"> Additional FTE so that popular electives are offered twice instead of once per year. 	A		
		<ul style="list-style-type: none"> Additional FTE in vocational preparatory education. 	A		
		<ul style="list-style-type: none"> Strengthen structure and expand hours of subject matter teaching. 	A		<ul style="list-style-type: none"> Professional subject matter teaching and research have been further developed and strengthened. Students come to class even better prepared.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
		<ul style="list-style-type: none"> • Training/further training for GST educators/teachers. 	B		<ul style="list-style-type: none"> • Teachers are trained/retrained in providing customised supervision. A pathway called 'Differentiated teaching within the teacher training institute' was offered in 2021. In 2022-2023, space will be provided for personal initiatives.
Link to Graduate School of Teaching (GST) report					
GEO	1	<ul style="list-style-type: none"> • Additional teaching hours: junior lecturers, postdocs and new associate professors (UDs). 	A		<ul style="list-style-type: none"> • Education smaller in scale and more intensive in "hub courses". • More teacher contact moments with individual students or small student groups and more and more intensive feedback.
	2	<ul style="list-style-type: none"> • Appointment of professional at faculty level to help degree programmes optimise quality improvement through the new teaching hours. 	A		<ul style="list-style-type: none"> • Quality improvement due to strengthening quality of teachers. • Strengthen student academic skills curricula. • Sustainability of tutoring/advising programme, improved skills for students.
	3	<ul style="list-style-type: none"> • Strengthen field trips and training related to skills and labour market orientation, embedded in curricula. 	B	<ul style="list-style-type: none"> • Due to continued uncertainty in early 2022 about the COVID-19 pandemic, not all training courses were realised. 	<ul style="list-style-type: none"> • Improve contact with the field so that student can place knowledge gained in context of future work. • All students join company, agency and gain relevant experience during studies.

[Link to Faculty of Geosciences \(GEO\) report](#)

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
MED	1	<ul style="list-style-type: none"> Innovations education by among others, more activating teaching formats, implementing interprofessional and inter-disciplinary (project) education, 'research based learning', more supervision and profiling for students. 	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<ul style="list-style-type: none"> BMS: the redesign of the curriculum 'Redesigning Life Sciences' using funding for educational quality is in full swing; including further development of the Life Sciences Academy and Virtual Reality and Learning Analytics. The Digitise & Scale courses project was successfully completed in 2022. BMS: All innovations have been successfully implemented and continue to be developed. The funding for educational quality contributes significantly to the further development of the curriculum, such as the further strengthening of research-based learning (RBL) among other things through the use of LabBuddy®, the small-scale and intensive education of the Data Science programme, and of the learning tracks through the use of learning track tutors/writing coaches who develop and/or provide additional educational activities. To better connect the developments, a curriculum review is imminent. The projects will serve as testing grounds for the review. GMED: many projects are underway in areas such as interprofessional learning, interdisciplinary learning, activating education and assessment that are in line with The New Utrecht School and the Framework for Undergraduate Medical Education 2020. In addition, a curriculum revision is imminent. Innovations from the quality funds serve (largely) as pilots for the upcoming curriculum revision, which is intended to secure the innovations. CHS: The innovations in the current curriculum have been successfully implemented, evaluated, and are being further developed. These include interprofessional learning, implementation education and the use of teacher mentors in the course profiling. The reorientation of the degree programme is underway; a curriculum revision is imminent for which the current projects serve as testing grounds. 	<ul style="list-style-type: none"> More challenge and depth in teaching, more interaction students and teachers Increasing learning efficiency. More diversity in education, in terms of content and form. Increasing motivation, engagement, competence of students and teachers.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	2	<ul style="list-style-type: none"> • EPAs/sub-qualifications and target group pathways. • The projects on sub-qualifications and target group pathways are merged, since sub-qualifications are intended for specific target groups and therefore cannot in fact be separated from a pathway for that particular target group. • Teacher • Digital feedback tool for teachers. • Reviewing existing (UTQ/STQ) learning courses. 	<p>A</p> <p>A</p> <p>B</p> <p>A</p>	<ul style="list-style-type: none"> • In 2022, support materials such as a portfolio model and assessment form were developed for the Education Implementation sub-qualification. Information was also posted on the website to inform candidates. During the summer, the first certificate for this sub-qualification was awarded at UMC Utrecht. The Clinical Education Qualification (CEQ) course ran for the first time after the pilot was successfully completed in late 2021. During the summer, the first nine certificates for this qualification were awarded at UMC Utrecht. • In 2022, three custom teacher professionalisation activities were offered: Peer Review, Image Coaching and Observation & feedback. A total of five image coaches for the Image Coaching and Video Reflection learning pathways have now been trained within the UTQ Learning Course (and soon CEQ Learning Course). Coaching on the Job and Peer Review activities are supervised by staff from the teacher professionalism team. The primary focus is on supervising individual teachers. During the training of the image coaches, there were Image Coaching pilots held, there are also two Coaching on the Job pilots running, and a Guided Peer Review pilot has been completed. These activities are focused on course-based education for now, but will be expanded in the coming years. • A total of five rubrics were developed to provide substantive feedback on a teacher's performance of a teaching task. These are teaching tasks in direct contact with students (e.g., lecturing, working group supervision, internship supervision). The technical part, the development of the tool, has been at a standstill for a long time due to GDPR issues. This was restarted in the autumn of 2022. • The STQ curriculum is fully updated, this project was completed in 2022. For the UTQ, the review is ongoing. This is going well. 	<ul style="list-style-type: none"> • Increase appreciation of education • Supporting educational careers. • Motivating and providing tailored didactic support to all teachers. • Making optimal use of feedback for teachers. • Safe and effective learning environment.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<ul style="list-style-type: none"> Developing an inclusive introduction at the beginning of the first year. Increased and personalised supervision of students by tutors and teachers. Develop workshops focused on learning to study, resilience and burnout prevention. 	<p>A</p> <p>B</p> <p>A</p>	<ul style="list-style-type: none"> In September, the second edition of the <i>K.I.C.K. Start programme</i> took place. The programme reached its intended audience effectively (including first-generation students and students who feel ‘just a little bit different’). In addition, the mentors and buddies were trained in how to (better) deal with difficult practical situations concerning diversity, inclusion and integrity with regard to supervision, offering prospects for action and quicker referral to the right type of help/supervision. This project had a much broader focus than just working together on tutoring. A faculty working group is currently working on a plan of action for concrete design of the theme of ‘personal development and well-being’ within the programmes/curricula (including those to be revised). Specifically regarding tutoring, a ‘faculty-wide tutor training day’ was organised, and will be repeated in 2023. In addition, student mentoring has been further developed. MED and BMS mentors have been trained in their roles. In addition, as of 2022/2023, a ‘super mentor’ has been appointed in Medicine to coordinate mentoring and ensure continued development. A third pilot of Thermos was also started at BMS after two successful pilots, and preparations for the deployment of Thermos in MED (Ba) and CHS have started. In addition, additional FTEs for supervision from academic advisers have also been deployed again this year. Registrations for training courses have picked up after the COVID period. New training courses and workshops were offered in autumn 2022, on student well-being and development (see also the <i>website</i>). The website has a new structure (in line with the university’s structure) with a central place for ‘student well-being’. 	<ul style="list-style-type: none"> A more diverse intake A safe, inclusive, approachable learning environment. Accessible counselling and workshops on personal growth, resilience, and student well-being. Equal and fair opportunity for all students

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
		<ul style="list-style-type: none"> • Dedicated coaches/psychologists. • Open and stimulating learning environment (Speak up campaign). 	B	<ul style="list-style-type: none"> • Students from all degree programmes have been able to find the faculty-wide coach. The increased demand for coaching at the beginning of 2022 was effectively anticipated. Efforts are being made to deepen and broaden the knowledge of coaching. • The original campaign has turned into a major cultural programme. As a result, much more time was needed for development and preparation throughout 2022. The culture programme is expected to be launched in early 2023. In addition, a programme organisation has been set up to further shape and increase the impact of this culture programme in the coming years. 	
<i>Link to Faculty of Medicine (MED) report</i>					
HUM	1	<ul style="list-style-type: none"> • Increased lecturer time for supervising MA theses. 	A	<ul style="list-style-type: none"> • In the faculty teaching load model, teachers have been granted additional time for the supervision of Master's theses. 	<ul style="list-style-type: none"> • Ensuring quality supervision and feedback for students.. • Teachers' allocated time to guide students through their thesis is more in line with the time deemed desirable: students are more adequately guided.
	2	<ul style="list-style-type: none"> • More time for tutorial instructors in undergraduate tutorials. 	A	<ul style="list-style-type: none"> • In the faculty teaching load model, tutorial instructors in the Bachelor's degree programme were granted additional time to prepare, deliver and improve the course. 	<ul style="list-style-type: none"> • Teachers have more time to prepare, deliver, and improve instruction in tutorial groups.
	3	<ul style="list-style-type: none"> • Additional academic advisers. 	A	<ul style="list-style-type: none"> • Additional academic advisers have been appointed. 	<ul style="list-style-type: none"> • More and improved and tailored services to students, including students with disabilities and faster and better service to students.

[*Link to Faculty of Humanities \(HUM\) report*](#)

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
LEG	1	<ul style="list-style-type: none"> • USL: Additional teachers to strengthen the Legal Skills Academy, further expansion of Legal Skills Academy, continue the small scale of elective modules in the Master's, intensify writing skills by means of writing skills track in the Bachelor's programme. 	Yes	<ul style="list-style-type: none"> • Realised. Legal Skills Academy is running, including the train-the-trainer programme, the online course for Bachelor's students to support the design of the Bachelor's thesis and the internal website. 	<ul style="list-style-type: none"> • Students were able to better develop skills (including writing skills). • More (individual) supervision time for students. • Students feel more equipped for professional practice.
		<ul style="list-style-type: none"> • USE: Additional teachers for educational innovation and intensification, more supervision time of students for the Bachelor's and Master's thesis, broadening offerings for Master's theses, various intensifications and new educational activities in the context of the USE Skills Academy. 	Yes	<ul style="list-style-type: none"> • Realised. Additional teachers have been assigned, supervision time has been expanded, supervision has been intensified, additional and deeper skills have been offered for students (including through the USE Skills Academy). 	
		<ul style="list-style-type: none"> • USG: Appoint teaching fellows for teaching innovation, continue expansion of tutoring, more tutoring time for students with the Bachelor's thesis, continue development of skills training offerings, deploy simulations. 	Yes	<ul style="list-style-type: none"> • Realised. Teaching fellows have been appointed, the 'strengthening the tutoring/advising programme' project continued, further development of skills training offerings, large-scale simulation Topos ran fully for the first time, other smaller simulations were also deployed. 	
	2	<ul style="list-style-type: none"> • Departmental teachers who work on educational innovation and research into education, among other things. • Faculty Innovation Fund to which teachers or teacher teams can apply. 	Yes	<ul style="list-style-type: none"> • Started and ongoing. • Realised. Teachers have done various projects which has led to educational innovation and development of the teachers, development of the LEG Skills Academy has expanded. 	<ul style="list-style-type: none"> • Teachers are given impetus to develop further and innovate in education, which contributes to reducing perceived workload. • Education is of higher quality.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<ul style="list-style-type: none"> • USE: More capacity for teacher-tutors, continuation of the student-mentor system, the previously developed 'Goal-setting' toolbox has been deployed. • USG: Further development of resilience workshops (to strengthen the resilience of post-master's students and their position), continued offering of skills modules in the Master's graduation phase. 	<p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> • Realised. • Realised. 	<ul style="list-style-type: none"> • Students are guided better and more intensively, also in their own development especially in skills development. • Students gain insight and skills to function well in a professional environment after graduation.

[Link to Faculty of Law, Economics and Governance \(LEG\) report](#)

UCR	1	<ul style="list-style-type: none"> • The exchange officer of University College Roosevelt (UCR) was installed; in 2022 more exchange programmes will be explored and added to UCR's exchange programmes on a dedicated page on the UCR website. Furthermore, UCR will develop an internship database that helps students find their way in the UCR and university's networks and support structures for academic internships. UCR is looking for a few more exchange partners. An agreement is at an advanced stage. Once the 1 December exchange deadline has passed, the internship database will get priority. 	Yes	<ul style="list-style-type: none"> • The exchange officer gives an information session about exchange every year and holds individual interviews with students. In 2022 there were about 70 interested parties at an information meeting, which led to 42 exchange applications – more than in previous years. 	<ul style="list-style-type: none"> • Exchange opportunities have become increasingly popular among students, with many excited to take advantage of these unique opportunities. The exchange officer has also received positive feedback from students. Furthermore, information regarding exchange opportunities is becoming clearer and more helpful.
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Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	2	<p>Faculty development</p> <p>a. In 2022, we propose widening the scope of activities even further than before in order to integrate the strategic themes of sustainability and diversity into our programme (for instance in projects such as developing the UCR green learning environment and working with UCR's Diversity Fellow, who works on decolonising the curriculum. See below).</p> <p>b. UCR is introducing an investment for a task concerning the integration of undergraduate and faculty research in the UCR Teaching Lab. The Teaching Lab Fellow will breathe new life into the once leading role of UCR regarding this integration. The Research Fellow will work together with the Board of Studies to analyse best practices in the UCR curriculum, write a report on opportunities in the curriculum, and design a training programme for UCR Faculty that is to be offered annually as of 2022.</p>	<p>A / Yes</p> <p>B / Yes</p>	<p>a. By the end of 2022, the student assistants were deployed in all areas to support our faculty and increase sustainability within UCR and support the well-being team.</p> <p>b. In 2022, UCR added another Fellow to the Teaching Lab, who focuses on questions of equality, diversity and inclusion in the curriculum. More specifically, the Fellow will work on the decolonisation and diversity sensitivity of courses in the curriculum. The Fellow focused on senior projects because they are often research projects designed by the faculty and carried out by our students. To get a good picture of our students' experiences during their senior project, the Fellow developed an extensive questionnaire in collaboration with the director of education. This was sent to all students who completed their senior project last year. The results of this research have been analysed and shared with the DoR and the OC.</p>	<p>a. Student assistantships are a success for both parties: UCR and the student. The students learn a lot from the organisation, and our small-scale organisation benefits from this academic and administrative support.</p> <p>b. In 2024, UCR will have an up-and-running Teaching Lab.</p>

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<p>a. Investing in a mental health support system for our students is essential, especially as we transition from a period of frequent online education and lockdowns to a vibrant, on-campus community life again. Such transition phases see high demand for mental health support and resilience training. An in-house psychologist is essential, but having only one psychologist leaves UCR vulnerable in the event of their illness. UCR will continue to offer these in-house services, but must also develop its mental support system into a more resilient one, with less vulnerability to personnel changes. UCR will invest in this further development.</p> <p>b. We will invest in an extra-curricular well-being/resilience programme for students, which will help students navigate questions and challenges typical of their life-phase regarding diversity, identity, intercultural awareness, personal growth and other existential questions.</p>	<p>A / Yes</p> <p>B / Yes</p>	<p>a. The UCR psychologist was ill and, in the middle of the year, unexpectedly retired permanently as the UCR psychologist. One of the student counsellors quit during the summer and one retired. A new student counsellor started on 1 August. The FTEs for this position have been increased. There is currently a vacancy for a second counsellor with a psychology background.</p> <p>b. A varied resilience programme was offered in 2022. This was about a mix of resilience and well-being. UCR is also setting up a well-being space. This has been delayed due to an internal move. There are sleeping pods and a meditation spot in this space, which will be further furnished.</p>	<p>a. UCR will focus on building a counsellors team, with the inclusion of a counsellor with a psychological background.</p> <p>b. UCR will further expand the resilience programme into a life skills programme.</p>

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
		<p>c. To support the growth of a more diverse student body, UCR has created a scholarship fund. Grants from this fund are open to Dutch and EU students. Dutch students normally have priority because the QA funds have replaced the bursaries available for Dutch students. In UCR's experience however, the most serious need for financial support applies to non-EU students. As of 2021, UCR Council student representatives have decided that no restrictions regarding non-EU students should be in place. Moreover, UCR sees that 25% of applicants for autumn 2022 are also applying for a grant.</p>	<p>C / Yes</p>	<p>c. The scholarship committee issues scholarships based on incoming students' financial needs. The scholarships awarded from the QA funds are 3-year scholarships, enabling underprivileged students from diverse cultures and socioeconomic backgrounds to study at UCR. The 2022 funds enable 13 students to study at UCR for three years.</p>	<p>c. UCR will have a diverse and international student community. Diverse in terms of socio-economic background but also in terms of cultural background.</p>

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
		<p>d. The UCR campus is an urban, inner-city campus, rich in buildings and paved spaces, with few green and recreational areas. UCR will invest in a green study and learning environment where students will have easy access to an outdoor learning, teaching, and studying space, especially when external factors, such as lockdowns or capacity restrictions, make it impossible to study in indoor spaces. The proposal is thus to create outdoor study places and a second outdoor classroom in the enclosed parking space behind the Anne building, which only UCR students and employees have access to. There will be room for study spaces and a 50-seat flexible outdoor classroom, all within a green, sustainable, garden-like setting. In line with the university's Quality Agreement themes 1 and 3, UCR will seek collaboration with student assistants from different fields, such as sustainability, well-being, and engineering, to create this green learning environment with a professional designer and garden architect. Several UCR employees will supervise the project, for example instructors in sustainability, engineering, and psychology, and staff for technical and facility support.</p>		<p>d. Over the year, the Anne Parking area has been developed into a green learning environment. During this project, we were dependent on the periods in which sowing and planting could occur. Two more greenhouses will soon be installed – one for the EGO and one as a workplace for students, with Wi-Fi, electricity, and lighting. The outdoor classroom can accommodate fifty students and can also be used as study places or lunch tables. Wall sockets have been installed and Wi-Fi is available. The water feature will soon be made waterproof. The green learning environment will be up and running in the mid-spring semester.</p>	<p>d. Students (and staff) will benefit from an outdoor classroom and outdoor study space in a green environment with Eduroam Wi-Fi. In addition to the outdoor classroom, there is a vegetable garden organised by the Green Office. In collaboration with the well-being team, the Green Office offers some well-being activities for the student community, like healthy dinners, gardening sessions, et cetera.</p>

[Link to University College Roosevelt \(UCR\) report](#)

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
UCU		<ul style="list-style-type: none"> Graduation requirements: flexibilisation system of awarding credits over the academic year. 	A	<ul style="list-style-type: none"> Students now required to complete 30 EC per semester but can include any surplus credits from previous semesters and terms. UCU continues adding new courses in winter and summer term, and increased frequency of other courses. Additional change to the ARR (Academic Rules and Regulations) took effect in spring 2022 (article 3.5.2), making it possible for students to complete their bachelor degree either with a 15 EC research thesis, or alternatively with a 7.5 EC research thesis in combination with a capstone course (a level-3 course that emphasises collaborations across disciplines and communities). An amount of 46,000 euros in QA funds was spent on developing seven courses emphasising inclusivity, sustainability and public health. 	<ul style="list-style-type: none"> A more flexible curriculum, allowing spread of the 60 EC throughout the year; reduction in student workload.
		<ul style="list-style-type: none"> Developing education in the areas of social relevance and diversity. 	A	<ul style="list-style-type: none"> Again shared a Call for Course Proposals with UCU and UU and the BoS awarded FTEs and material funds to four (teams of) faculty members. For curriculum enrichment, 35,000 euros were spent on the development of seven classes focusing on collaborations, inclusivity, social justice and the natural sciences. In 2022 a total amount of 15,000 euros was spent on internships. 	<ul style="list-style-type: none"> All students receive social relevance and diversity education within the degree programme (rather than extra-curricularly).
	2	<ul style="list-style-type: none"> Doubling teachers' research time from 10% to eventually 20%. 	A	<ul style="list-style-type: none"> Realised. Impact of the UCU QA funds significant and visibly changed conversations and practices as teacher-scholars, therefore we plan to continue spending the 110K similarly in 2022. Began the spending of 21,000 euros of the QA funds on teaching time for UU faculty, by stimulating the course development by UU faculty. Three new courses approved and developed in 2022. 	<ul style="list-style-type: none"> Create comparable tenure for UCU teachers to that of colleagues at UCs elsewhere, which enhances the quality of teaching. Students are exposed to more scientific developments and the range of thesis topics is increased.

Faculty	Theme	Investment	Status	Explanation progress 2022	Intended impact 2024 (among other things)
	3	<ul style="list-style-type: none"> Offering scholarships for UCU tuition fees. 	A	QA funds have helped attract and support a more diverse student population at UCU. In 2023, 66,000 euros will be available for student scholarships. UCU cannot predict the amount of incoming scholarships and financial aid for current students requests, but given that the budget for these awards is a component of the available 66,000 euros, we expect to spend the available 2023 funds the same way as in 2022. The scholarship waitlist was installed and used in the procedure.	<ul style="list-style-type: none"> Lowering the financial threshold for the UCU and thus increasing diversity from a socio-economic standpoint. UCU community gets a mixed picture of reality.

[Link to University College Utrecht \(UCU\) report](#)

Statistics

RESEARCH

Scientific Publications

Faculty	2022	2021	2020	2019	2018	2017
Sciences	1,486	1,771	1,723	1,600	1,407	1,454
Veterinary Medicine	580	794	692	666	403	469
Humanities	650	577	527	701	754	743
Medicine	3,145	3,315	2,493	2,375	2,254	2,579
Geosciences	997	908	1,070	1,033	919	811
Law, Economics and Governance	483	523	538	597	493	473
Social and Behavioural Sciences	849	849	841	852	718	875
Total	8,190	8,737	7,884	7,824	6,948	7,404

Percentage of Open Access Publications

Faculty	2022	2021	2020	2019	2018	2017
Sciences	87%	88%	82%	78%	75%	72%
Veterinary Medicine	87%	88%	79%	74%	68%	63%
Humanities	70%	70%	64%	65%	60%	55%
Medicine	79%	79%	69%	63%	57%	50%
Geosciences	84%	83%	80%	75%	73%	68%
Law, Economics and Governance	73%	69%	67%	67%	71%	58%
Social and Behavioural Sciences	86%	84%	78%	71%	68%	59%
Total	81%	81%	74%	69%	65%	59%

Trade publications

Faculty	2022	2021	2020	2019	2018	2017
Sciences	28	32	52	57	53	87
Veterinary Medicine	14	18	19	29	39	15
Humanities	106	105	93	146	161	176
Medicine	24	16	36	25	50	86
Geosciences	43	91	81	83	73	86
Law, Economics and Governance	89	194	206	238	245	278
Social and Behavioural Sciences	84	124	83	94	101	94
Total	388	580	570	672	722	822

Promotions

Faculty	2022	2021	2020	2019	2018	2017
Sciences	134	111	120	138	122	138
Veterinary Medicine	26	33	34	34	23	36
Humanities	37	33	33	29	45	50
Medicine	222	151	218	248	208	231
Geosciences	50	44	59	71	47	52
Law, Economics and Governance	27	33	23	40	42	29
Social and Behavioural Sciences	37	35	48	47	38	31
Total	533	440	535	607	525	567

Number of academic staff

Faculty	2022
Sciences	1,246
Veterinary Medicine	483
Humanities	685
Medicine	1,923
Geosciences	586
Law, Economics and Governance	579
Social and Behavioural Sciences	666
Total	6,168

EDUCATION

Student intake

	2022	2021	2020	2019	2018	2017	2016	2015
Bachelor	7,212	7,210	7,862	6,438	6,535	6,017	5,684	5,578
Master	2,505	2,700	2,213	1,902	1,842	1,655	1,588	1,238
Post-initial Master	19	38	29	20	37	39	32	35
Total	9,736	9,948	10,104	8,360	8,414	7,711	7,304	6,851

Degrees

	2022	2021	2020	2019	2018	2017	2016	2015
Bachelor	unknown	4,935	5,202	4,685	4,581	4,718	4,725	4,638
Master	unknown	5,184	5,292	4,627	4,778	4,806	4,572	4,612
Undivided	unknown	0	0	0	0	0	0	5
Total	unknown	10,119	10,494	9,312	9,359	9,524	9,297	9,250

Enrolled international students

	2022	2021	2020	2019	2018	2017	2016	2015
International student	5,482	4,768	3,847	3,315	2,874	2,445	2,183	1,777
Dutch nationality and/or previous education	32,193	32,164	31,450	29,051	28,932	28,499	28,340	28,577
Total number of students	37,675	36,932	35,297	32,366	31,806	30,944	30,523	30,354

Enrolled students by faculty

Source: *icijerHO2022, only active principal enrolments on reference date.*

	2022	2021	2020	2019	2018	2017	2016
Faculty of Science	7,542	7,210	6,854	6,194	6,011	5,685	5,445
Faculty of Veterinary Medicine	1,437	1,432	1,474	1,451	1,405	1,397	1,385
Faculty of Humanities	6,707	6,852	6,692	6,017	5,715	5,446	5,363
Faculty of Medicine	3,810	3,772	3,742	3,536	3,573	3,408	3,392
Faculty of Geosciences	3,928	3,927	3,873	3,729	3,597	3,503	3,263
Faculty of Law, Economics and Governance	6,371	5,962	5,525	4,852	4,811	4,857	5,079
Faculty of Social and Behavioural Sciences	6,604	6,576	5,952	5,403	5,506	5,395	5,305
University College Roosevelt	555	479	437	446	494	552	579
University College Utrecht	721	722	748	738	694	701	712
Total	37,675	36,932	35,297	32,366	31,806	30,944	30,523

First year Bachelor's students

Source: cijferHO2022, active principal enrolments, first-year UU, at reference date.

	2022	2021	2020	2019	2018	2017	2016	2015
Faculty of Science	1,359	1,186	1,371	1,158	1,105	1,025	1,086	974
Faculty of Veterinary Medicine	235	205	210	206	215	199	210	208
Faculty of Geosciences	584	646	747	662	643	630	606	485
Faculty of Social and Behavioural Sciences	1,457	1,576	1,576	1,172	1,363	1,193	972	906
Faculty of Medicine	396	396	422	435	427	433	430	410
Faculty of Humanities	1,378	1,469	1,685	1,413	1,407	1,232	1,020	1,053
Faculty of Law, Economics and Governance	1,378	1,469	1,685	1,413	1,407	1,232	1,020	1,129
University College Roosevelt	206	194	131	120	146	162	177	182
University College Utrecht	217	206	201	247	226	213	197	231
Total	7,212	7,208	7,861	6,438	6,535	6,017	5,684	5,578

First-year Master's students

	2022	2021	2020	2019	2018	2017	2016	2015
Faculty of Science	976	985	820	752	722	574	643	461
Faculty of Veterinary Medicine	79	40	143	94	102	134	110	32
Faculty of Geosciences	640	747	715	645	646	678	533	482
Faculty of Social and Behavioural Sciences	1,015	1,351	1,017	969	952	980	1,081	1,053
Faculty of Medicine	519	465	457	387	476	430	427	320
Faculty of Humanities	682	756	770	700	706	715	701	674
Faculty of Law, Economics and Governance	1,181	1,184	1,083	984	953	847	824	710
Total	5,092	5,528	5,005	4,531	4,557	4,358	4,319	3,732

Distribution of first-year Bachelor's students by gender

Source: *1cijferHO2022*, only active principal enrolments, first-year UU, on reference date.

	2022			2021		2020		2019		2018		2017		2016		2015	
	Male	Female	Other	Male	Female												
Faculty of Science	54%	46%	0%	53%	47%	54%	46%	57%	43%	56%	44%	59%	41%	59%	41%	61%	39%
Faculty of Veterinary Medicine	22%	78%	0%	28%	72%	20%	80%	19%	81%	19%	81%	16%	84%	19%	81%	20%	80%
Faculty of Geosciences	57%	42%	0%	53%	47%	54%	46%	54%	46%	59%	41%	59%	41%	63%	37%	60%	40%
Faculty of Social and Behavioural Sciences	20%	80%	0%	17%	83%	20%	80%	17%	83%	21%	79%	19%	81%	20%	80%	18%	82%
Faculty of Medicine	29%	71%	0%	30%	70%	34%	66%	27%	73%	31%	69%	31%	69%	27%	73%	35%	65%
Faculty of Humanities	41%	59%	0%	38%	62%	38%	62%	37%	63%	39%	61%	40%	60%	36%	64%	35%	65%
Faculty of Law, Economics and Governance	48%	52%	0%	46%	54%	46%	54%	48%	52%	48%	52%	49%	51%	50%	50%	47%	53%
University College Roosevelt	25%	75%	0%	26%	74%	26%	74%	33%	68%	21%	79%	30%	70%	33%	67%	34%	66%
University College Utrecht	24%	76%	0%	35%	65%	30%	70%	24%	76%	30%	70%	30%	70%	32%	68%	42%	58%
Total	40%	60%	0%	38%	62%	39%	61%	39%	61%	40%	60%	40%	60%	41%	59%	41%	59%

First-year Bachelor's students by previous education

Source: *1cijferHO2022*, active principal enrolments, first-year UU, at reference date.

* HBO share increased since 2017 as more premasters were registered on survey date (administrative change)

	2022	2021	2020	2019	2018	2017	2016	2015
Foreign/Unknown	16%	13%	10%	11%	10%	7%	6%	6%
HBO	5%	7%	6%	7%	8%	8%	3%	3%
HBO-p	13%	12%	11%	9%	7%	6%	6%	10%
Other	0%	1%	1%	0%	1%	1%	1%	2%
VWO	65%	66%	71%	71%	73%	75%	82%	78%
WO	1%	1%	2%	2%	2%	2%	2%	2%
Total	100%							

Bachelor degree output after 4 years within the degree programme

Source: 1cijferHO2021/VSNU cohort files, occurrence 1, full-time, Bachelor's degree, previous education vwo.

	Percentage of re-enrollees after 1 year within the degree programme					Degree output after 4 years within the degree programme					Degree output for re-enrollees after 4 years within the degree programme				
	2013	2014	2015	2016	2017	2013	2014	2015	2017	2017	2013	2014	2015	2016	2017
Faculty of Science	69%	77%	75%	75%	75%	49%	53%	55%	54%	53%	71%	68%	73%	71%	71%
Faculty of Veterinary Medicine	96%	93%	95%	95%	95%	78%	79%	79%	77%	82%	82%	85%	83%	81%	87%
Faculty of Geosciences	85%	84%	79%	86%	84%	68%	66%	61%	70%	69%	81%	79%	77%	81%	82%
Faculty of Social and Behavioural Sciences	81%	85%	86%	80%	83%	69%	71%	75%	67%	69%	85%	84%	87%	83%	83%
Faculty of Medicine	85%	89%	85%	93%	95%	75%	82%	74%	78%	77%	88%	92%	88%	84%	81%
Faculty of Humanities	74%	76%	76%	79%	80%	53%	52%	52%	52%	53%	72%	68%	68%	65%	67%
Faculty of Law, Economics and Governance	78%	77%	77%	77%	79%	57%	59%	61%	58%	62%	73%	77%	79%	75%	79%
University College Roosevelt	89%	89%	94%	90%	88%	82%	82%	92%	84%	76%	92%	92%	98%	92%	86%
University College Utrecht	93%	95%	93%	90%	89%	89%	91%	90%	84%	85%	95%	96%	96%	93%	96%
Total	79%	81%	80%	81%	82%	62%	63%	64%	62%	63%	78%	78%	79%	77%	77%

Degree output for 1-year Master's programmes by origin

Source: 1cijferHO2021/VSNU cohort files, occurrence 1, full-time, 1-year master's degree.

Degree output on 1-year Master's after 2 years

	<i>Own institution</i>			<i>HBO</i>			<i>Foreign previous education</i>		
	Degree output after 2 years	Still enrolled after 2 years	Dropout rate after 2 years	Degree output after 2 years	Still enrolled after 2 years	Dropout rate after 2 years	Degree output after 2 years	Still enrolled after 2 years	Dropout rate after 2 years
2015	84%	11%	4%	92%	5%	4%	88%	4%	8%
2016	86%	9%	5%	94%	5%	2%	92%	2%	6%
2017	87%	9%	4%	91%	5%	4%	89%	5%	7%
2018	87%	8%	6%	92%	5%	3%	87%	7%	6%
2019	89%	8%	4%	94%	5%	2%	89%	5%	6%

Degree output on 2-year Master's degree programmes by origin

Source: 1cijferHO2021/VSNU cohort files, occurrence 1, full-time, 2-year Master's degree.

Degree output on 2-year Master's after 3 years

	<i>Own institution</i>			<i>HBO</i>			<i>Foreign previous education</i>		
	Degree output after 3 years	Still enrolled after 3 years	Dropout rate after 3 years	Degree output after 3 years	Still enrolled after 3 years	Dropout rate after 3 years	Degree output after 3 years	Still enrolled after 3 years	Dropout rate after 3 years
2014	76%	18%	6%	72%	18%	10%	80%	10%	10%
2015	78%	15%	7%	73%	17%	10%	86%	6%	9%
2016	77%	15%	8%	74%	18%	8%	81%	10%	10%
2017	76%	17%	7%	81%	12%	8%	82%	9%	10%
2018	77%	18%	5%	72%	18%	9%	79%	11%	10%

STAFF

FTE and appointments by area to Academic Staff/Administrative and Support Staff

FTE Faculty			Appointments Faculty		
	Acad.	Adm.		Acad.	Adm.
Sciences	1,139	529	Sciences	1,216	858
VET	436	391	VET	482	470
SBS	550	273	SBS	661	489
CAL	-	25	CAL	-	28
GEO	545	197	GEO	585	344
HUM	574	254	HUM	672	447
DUIAH	1	1	DUIAH	1	1
LEG	491	161	LEG	577	265
UCO	2	1,098	UCO	2	1,259
UUL	-	111	UUL	-	137
UCU	46	21	UCU	57	33
Total	3,783	3,060	Total	4,253	4,331

FTE and appointments by area

Faculty/service	FTE	Appointments
Sciences	1,667	2,074
VET	826	952
SBS	823	1,150
CAL	25	28
GEO	741	929
HUM	827	1,119
DUIAH	2	2
LEG	652	842
UCO	1,100	1,261
UUL	111	137
UCU	67	90
Total	6,842	8,584

FTE and appointments by area, to gender and Administrative and Support Staff/Academic Staff

<i>FTE</i>			<i>Appointments</i>		
Gender	Acad.	Adm.	Gender	Acad.	Adm.
Male	1,877	1,277	Male	2,078	1,681
Female	1,906	1,783	Female	2,175	2,650
Total	3,783	3,060	Total	4,253	4,331

FTE and appointments to PhD candidates and PhD students

Position	FTE	Appointments
Sciences	519	525
VET	112	116
SBS	130	142
GEO	189	192
HUM	79	83
LEG	77	82
Total	1,106	1,140

FTE and appointments to professors, lecturers and associate professors

Position	FTE	Appointments
Professor	365	418
Lecturer	1,003	1,113
Associate Professor	353	384
Total	1,721	1,915

FTE and appointments to professors, lecturers and associate professors

Title/Position	Gender	FTE	Appointments
Professor	Male	251	287
Professor	Female	114	131
Lecturer	Male	484	532
Lecturer	Female	520	581
Associate Professor	Male	205	223
Associate Professor	Female	148	161
Total		1,721	1,915

Associates

Associates (with effective control)

	Official Seat	Code **) activities
• Donders–Binkhorst Foundation for Ophthalmic Scientific Research*)	Utrecht	4
• Stichting ter bevordering van de beoefening van het privaatrecht (Sbbp)*)	Utrecht	2

*) Information on legal entities whose joint significance is negligible is not included in the consolidated annual accounts of Utrecht University.

Other associates (without effective control)

• Stichting Academisch erfgoed	Amsterdam	4
• Stichting Afrika studieceterum	Leiden	4
• Stichting T.M.C. Asser Instituut	Den Haag	4
• Stichting De Nederlandse school voor Onderwijsmanagement	Amsterdam	4
• Hippische onderzoekstichting	Utrecht	2
• Stichting Hoger onderwijs voor ouderen Utrecht	Utrecht	1
• Stichting Nederlandse School voor Openbaar Bestuur	Den Haag	1
• Stichting BIG training courses for psychologists and pedagogues Central Netherlands	Utrecht	1
• Stichting Slot Zuylen	Zuylen	4
• Stichting Studenten huisvesting (SSH)	Utrecht	3
• Coöperatie Surf U.A.	Utrecht	4
• Stichting Netherlands Proteomics Center	Den Haag	2
• Stichting Roosevelt Academy Fonds	Middelburg	1
• Stichting Beheer Economic Board Utrecht	Utrecht	4
• Stichting Museum Sterrenwacht Sonnenborgh	Utrecht	4
• Vereniging Association of Geographic Information Laboratories in Europe (AGILE)	Utrecht	4
• European Society for Domestic Animal Reproduction (ESDAR)	Utrecht	4
• European Veterinary Emergency and Critical Care Society	Utrecht	4
• International Society for the Study of Behavioral Development	Amsterdam	4
• Nederlandse Vereniging voor Psychofysiologie	Amsterdam	2
• Vereniging Samenwerkingsverband Uithofbeheer	Utrecht	3

• Stichting Association of Institutions for Tropical Veterinary Medicine	Utrecht	3
• Stichting Bevordering van de Wetenschapsbeoefening en Beroepsopleiding Farmacie	Utrecht	4
• Stichting Commission on European Family Law	Utrecht	4
• Stichting Diergeneeskundig Onderzoek Gezelschapsdieren	Utrecht	3
• Stichting Elsnet	Utrecht	4
• Stichting Fonds Doctor Catharine van Tussenbroek	Utrecht	4
• Stichting Hans de Bruijn Foundation	Utrecht	4
• Stichting Madoc	Utrecht	4
• Foundation P. Black Fund	Utrecht	4
• Stichting ter Bevordering van Strafrechtelijk Onderzoek Utrecht	Utrecht	2
• Stichting tot het Organiseren van Wetenschappelijke Congressen en Symposia op het gebied van de Dierlijke voortplanting	Utrecht	4
• Stichting Utrechts Orgelarchief Maarten Albert Vente	Utrecht	4
• Stichting Vrijwilligersproject Explokart	Utrecht	4
• Stichting Weusman Fonds	Utrecht	4
• Stichting Zeno-Instituut voor de Wijsbegeerte	Utrecht	2
• Utrechtse Stichting voor Literatuurwetenschappelijk Onderzoek	Utrecht	4
• Vereniging Werkgroep Zeventiende Eeuw	Utrecht	3
• Stichting Het Spaans, Portugees en Latijns-Amerikaans Instituut	Utrecht	4
• Utrecht Science Park Foundation	Utrecht	4
• Stichting EUscreen	Utrecht	4
• Stichting Pica	Utrecht	4
• Association Climate KIC	Utrecht	2
• Clarin	Utrecht	4
• Internationale Vereniging voor Neerlandistiek	Den Haag	4
• Utrecht Science Park Foundation	Utrecht	4
• Stichting EUscreen	Utrecht	4
• Stichting Pica	Utrecht	4
• Association Climate KIC	Utrecht	2
• Clarin	Utrecht	4
• Internationale Vereniging voor Neerlandistiek	Den Haag	4

***) Key to codes:

- 1 = contract education
- 2 = contract research
- 3 = real property
- 4 = other

COLOPHON

The Annual Report 2022 is a publication of Utrecht University. Utrecht University is a legal entity under public law with its registered offices in Utrecht. This is an English translation of the original Dutch version of the annual report, including the financial statements. There may be differences in designations, terminology or interpretations between the original Dutch annual report and financial statements and this translated version. No rights can be derived from the content of this annual report. The Dutch version is also published online.

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