UNIVERSITY OF AMSTERDAM

Annual Report 2024

Annual Report 2024

University of Amsterdam

Details of the legal entity

University of Amsterdam
Spui 21
1012 WX Amsterdam
PO Box 19268
1000 GG Amsterdam

Telephone:
+31 (0)20 525 9111

Website:
www.uva.nl/en

BRIN:
21PK

Competent authority number:
22222

Bank:
Deutsche Bank NL48DEUT0444042342

Chamber of Commerce number:
34370207

LEI (Legal Entity Identifier):
724500CFDCA9PSUM7351

ANBI (Public Benefit Organisation) number:
003240782

VAT number:
NL0032.40.782.B01

EORI (Economic Operators Registration & Identification) number:
NL003240782

Contents

EXECUTIVE BOARD

From left to right: Prof. Prof. Peter-Paul Verbeek, Prof. Edith Hooge, Jan Lintsen, MBA.

A. Foreword by the Executive Board

2024 was marked by growth, innovation and turbulence. The UvA continued to strengthen its position as a leading research university, but also faced government spending cuts and protests in response to the war in the Middle East.

The UvA made significant strides in its research programmes and collaborations in 2024. The four key thematic areas in the Strategic Plan, 'Inspiring Generations' – Responsible Digital Transformations; Healthy Future; Resilient and Just Society; and Sustainable Prosperity – were further developed and led to new interdisciplinary research projects. A total of €2 million was awarded to mid-size projects and €600,000 was invested in seed grants.

This annual report will highlight several examples of innovative projects with social impact. For example, the Data Science Centre has facilitated interdisciplinary research, including on climate change and social inequality. AI-driven diagnostic models have been developed at the Amsterdam UMC, contributing to faster and more accurate medical diagnoses. In addition, the Teaching and Learning Centre (TLC) has been working on new methods for using digital learning tools effectively. Finally, the UvA AI Chat was launched, allowing students and lecturers to experiment with AI applications.

In education, major steps have been taken to improve quality and support students. Digitalisation and the integration of AI into education have been accelerated, with a focus on teaching innovation and accessibility. The Education Logistics programme continues to bear fruit, including through improved course registration. Furthermore, the UvA remains committed to diversity and inclusion, focussing on students with disabilities and initiatives to promote equal opportunities.

At the same time, the university world is under pressure due to the announced cuts in higher education spending and the possible implementation of the Balanced Internationalisation Bill. These developments will potentially have direct and major consequences for students and staff, especially in the UvA's international community. The UvA has spoken out against these cuts and will continue to do so.

In addition, civil unrest triggered by the war in the Middle East and related protests and occupations have had a major impact on the UvA community. The severity of these actions has taken a heavy toll and highlighted the importance of safe, open and respectful dialogue within the University, which was lacking in this period. A series of 'listening sessions' have since been held, the assessment framework for collaboration with third parties is being updated, and new House Rules and Rules for Demonstrations are being drafted.

The financial and political developments require hard decisions to be made. The UvA is still in a relatively good position, but is facing rising wage costs and inflation on top of spending cuts, including the loss of the funds made available under the Administrative Agreement. The Balanced Internationalisation Bill is creating uncertainty, especially for faculties with a large number of English-language programmes. To meet these challenges, the UvA is committed to strategic cost savings in the coming years.

In 2024, the UvA community continued to grow, in terms of both student and staff numbers. The UvA's sustainability efforts in recent years show that it is on track to be Paris Proof by 2040. The UvA is looking ahead with confidence. The UvA is hoping for a period of greater freedom to collectively focus on what the UvA excels at: inspiring education and groundbreaking research.

The Executive Board

Edith Hooge, President
Jan Lintsen, Vice-President
Peter-Paul Verbeek, Rector Magnificus

B.   Key figures

	2020	2021	2022	2023	2024
Number of students enrolled at the UvA					
Total	**38,940**	**41,065**	**42,143**	**43,008**	**44,015**

	2020	2021	2022	2023	2024
Intake of students enrolled in the first year of a degree programme at the institution (as at 1 October)					
Bachelor's intake	7,988	8,863	9,408	9,444	8,689
Pre-Master's intake	929	876	738	757	838
Master's intake	6,810	6,718	6,123	6,865	7,632

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Credits obtained by government-funded students					
Exams taken per academic year					
Credits (ECTS) obtained by government-funded students	1,379,921	1,538,228	1,483,923	1,541,761	1,616,371
Bachelor's exams	4,853	5,556	5,433	6,024	6,715
Master's exams	6,063	6,753	7,061	6,954	7,444
Postgraduate Master's exams	444	481	504	504	410

	2020	2021	2022	2023	2024
Doctorates conferred per calendar year					
Doctorates conferred	541	568	568	590	635
of which joint doctorates	15	20	19	17	17
Design engineering certificates	15	17	13	12	15

	2020	2021	2022	2023	2024
Publications per calendar year					
Academic publications	9,144	10,591	9,927	10,393	10,608
Trade publications	944	831	722	630	529

	2020	2021	2022	2023	2024
Staff (FTEs as at December, excl. FdG)					
Academic staff	3,023	3,239	3,408	3,630	3,774
M/F ratio	*56/44%*	*55/45%*	*54/46%*	*53/47%*	*52/48%*
Support and management staff	2,145	2,207	2,361	2,516	2,546
M/F ratio	*42/58%*	*40/60%*	*40/60%*	*40/60%*	*40/60%*
Individual UvA total	**5,168**	**5,446**	**5,713**	**6,146**	**6,320**[1]

	2020	2021	2022	2023	2024
Absenteeism (excl. FdG)					
Academic staff	2.1%	2.4%	3.0%	2.8%	3.3%
Support and management staff	4.1%	5.0%	6.8%	5.6%	6.4%

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[1]   In 2024, 140 of these were also enrolled as students. Many of them were student assistants.

	2020	2021	2022	2023	2024
Energy consumption and CO₂ emissions					
Gas (million m³)	2.0	2.1	1.7	1.5	1.4
Electricity (million m² kWh)	169	164	141	133	120
Drinking water consumption (x 1,000 m³)	90.0	90.0	90.0	90.0	90.0

	2020	2021	2022	2023	2024
Waste removal					
Ordinary waste (tonnes)	533	564	574	580	865

In this Key figures section, the Faculty of Medicine (FdG) has been included in the teaching, research and financial data, but not in the staffing and operational management data, which is covered in the annual report for the Amsterdam UMC (location AMC).

The Facts and figures section on the UvA website features more detailed information on teaching, research, staff and finances at the UvA, along with specific details for each individual faculty and degree programme.

C.   Message from the Supervisory Board

An impactful year

As a broad-based interdisciplinary university, over the past year the University of Amsterdam (UvA) has provided high-quality education and leading scientific research, and made a social and economic impact on society and the city of Amsterdam. 2024 was an impactful year for the UvA. The conflict between Israel and Hamas, with dramatic consequences for the hostages and Gaza residents, also made its presence felt inside the University. This put a lot of strain on relations within the university community, including the relationship between the representative advisory bodies and the Executive Board.

The Supervisory Board followed the Executive Board's handling of the crisis surrounding the protests and occupations in the spring of 2024 with intense interest and at an appropriate distance. We received frequent informal updates during that period and also maintained close contact with the central representative advisory bodies. We were pleased that the Executive Board and the Central Student Council always maintained informal contact, and entered into a mediation process that led to the restoration of formal relations in the autumn. We realise that this demanded a great deal from all involved, and we are very grateful to them.

Before the summer break, the new government announced severe cuts to spending on higher education and research. It did so even though workloads at universities are already very high and the previous government had provided funding for new initiatives after years of underinvestment in research. The spending cuts have led to painful adjustments across the sector, prompting a fundamental rethink of future strategy. Fortunately, the UvA is starting from a strong position, so it has time to make well-considered decisions.

Another impactful event was the institutional quality assurance audit, which the UvA passed in the autumn of 2024. This required thorough university-wide preparation, involving many lecturers, staff, students and executive staff. A delegation from the Supervisory Board also met with the review committee. We are pleased with the positive outcome, which will form the basis for accreditation of all UvA programmes in the coming years. We will include the valuable recommendations in our monitoring, such as incorporating the PDCA cycle (plan-do-check-act) into our policy processes.

Members of the Executive Board and Supervisory Board

There were also significant changes in personnel last year. Edith Hooge took up the role of President of the Executive Board on 1 June. We welcome Edith's joining the UvA and greatly appreciate the way she has fulfilled her role since taking office, in a year in which the pressure on executive staff was often high.

The Supervisory Board owes Geert ten Dam a debt of gratitude for performing the role of Executive Board President with strength and conviction for the past eight years. For her, the interests of the UvA and the people who make up the university community always came first. Her ability to act as a driving force and her power to bring people together have made a great and lasting contribution to our University. The Supervisory Board was pleased that the City of Amsterdam awarded Geert the Frans Banninck Cocq medal in recognition of her great service to the city and academia.

On 26 August 2024, Jolande Sap was appointed Supervisory Board chairperson for a four-year term. She succeeded Marise Voskens, who stepped down after her second term. Since 2016, the year Marise became chairperson, the UvA has benefited from her many excellent qualities, keen eye and strategic thinking. She was always committed to her supervisory role. By listening without judgment and accepting everyone she spoke with for who they were, she contributed a great deal to the interconnection and ongoing development of the UvA. We would like to express our gratitude to Marise for her tireless effort and unwavering commitment.

Approach of the Supervisory Board

In our supervisory role, we believe it is important to have intimate knowledge of the organisation and its people. In addition to our formal meetings with the Executive Board, we therefore meet regularly with the deans, staff such as the Ombudsperson and Coordinating Confidential Adviser, and students. Moreover, the Supervisory Board is always represented at important meetings such as the opening of the academic year, the Dies Natalis, and the launch of new initiatives such as the UvA-wide climate institute Seven.

In 2024, we had six regular meetings with the Executive Board, which were attended by the secretaries of the University and the Supervisory Board, as well as the student assessor. These meetings are often held on campus, with a faculty providing a presentation or giving a tour. Prior to each meeting, the Supervisory Board has internal discussions on current issues, items on the agenda and coordination. In the autumn, the Supervisory Board conducted a self-assessment and looked back, among other things, at the recruitment processes for the president of the Executive Board and the chairperson of the Supervisory Board, and the Board's involvement in the crisis in the spring and its aftermath.

The president of the Executive Board and the chairperson of the Supervisory Board met regularly during the year to discuss current events, recent developments and the progress made on various dossiers. Over the course of the year, each member of the Supervisory Board had an individual conversation with one or two deans. These conversations enabled the Board to stay in touch with developments at the UvA.

The Supervisory Board also has regular contact with the representative advisory bodies. The chairperson meets with the full Central Works Council (COR) and Central Student Council (CSR) twice a year, along with the board member nominated by the council concerned, with Executive Board members in attendance.

Topics discussed with the COR included communication by the UvA and Executive Board, the assessment framework for collaboration with third parties, the development and approval of the budget, and involvement with and ownership of ongoing dossiers. Topics discussed with the CSR included the relationship between the CSR and the Executive Board, the mediation between the two bodies and the associated follow-up, the budget and strengthening participation in decision-making. The agendas and preparation for these meetings are discussed with the governing boards of the COR and CSR. Representatives of each of these bodies have regular contact with the member of the Supervisory Board nominated by that body. In July, shortly before the summer break, the Supervisory Board invited the COR and CSR to a joint lunch, which was also attended by the Executive Board.

In 2024, the supervisory boards of the University of Amsterdam and VU Amsterdam each appointed a portfolio holder to make their supervision of the Academic Centre for Dentistry in Amsterdam (ACTA), which is home to the Faculties of Dentistry of both universities, more explicit. The supervision focuses specifically on the provision of health care at ACTA, which is subject to the Healthcare and Care Providers (Accreditation) Act.

Partly because of the four service units shared by the UvA and Amsterdam University of Applied Sciences (AUAS), there is regular contact between the supervisory boards of both institutions.

Three Supervisory Board committees

The Supervisory Board has three committees. These committees discuss a selection of subjects in greater depth with the relevant portfolio holder from the Executive Board. The relevant heads of department attend committee meetings, as do other officials on an ad hoc basis. The committees prepare topics relevant to their field of expertise for discussion at full meetings of the Supervisory Board.

The Education and Research Committee met four times with the Rector Magnificus. These meetings were attended by the director of Academic Affairs. In 2024, the committee comprised Zofia Lukszo (chairperson) and Willy Spaan. Topics discussed included the institutional quality assurance audit, the framework for collaboration with third parties, internationalisation and the Balanced

Internationalisation Bill, the UvA's technological profile, the new Vision on Teaching and Learning, and the National Student and Alumni Surveys.

In 2024, the Audit Committee comprised Willy Spaan (chairperson) and Mohcine Ouass. The committee held five regular meetings with the Executive Board member holding the Finance and Operational Management portfolio. These meetings were attended by the head of the Audit Department and the director of Finance, Planning & Control. The external auditor was also present at most meetings. Topics discussed at the meetings included the annual report and financial statements, the framework letter and budget, progress reports on finances and campus developments, the audit plan and the auditor's management letter, risk management, audit reports, treasury developments, the annual reports of the Data Protection Officer and the Chief Information Security Officer, and real estate developments. A recurring item on the agenda was the expected effects of the spending cuts announced in the coalition agreement. An additional committee meeting was devoted to this subject during the summer break.

In 2024, the Governance, Staffing and Organisation Committee comprised Marise Voskens (chairperson, until 26 August), Jolande Sap (chairperson, from 26 August) and Omar Ramadan. The committee met twice with the president of the Executive Board, with the HRM director in attendance. Topics on the agenda included social safety, strengthening of the HR function, evaluation of the Diversity Policy Document, and the Labour Authority's investigation into risks and measures related to psychosocial occupational stress. As part of the Supervisory Board's role as an employer, members of the committee also conducted the annual consultations (performance reviews) with Executive Board members.

The UvA and VU Amsterdam have combined their faculties of Dentistry in the Academic Centre for Dentistry in Amsterdam (ACTA). The health care provided at ACTA is subject to the Healthcare and Care Providers (Accreditation) Act (Wtza). In response, it was agreed in 2024 to make the supervision by the supervisory boards of the UvA and VU Amsterdam more explicit by appointing a portfolio holder for ACTA within both boards..

In conclusion

We look back on an eventful year with enormous appreciation for UvA staff and students. The various developments we encountered required considerable efforts from many people, on top of their normal work. This took a heavy toll on them. At the same time, the UvA continued to duly perform its core tasks, create new opportunities and develop. Everyone who contributed deserves credit for that.
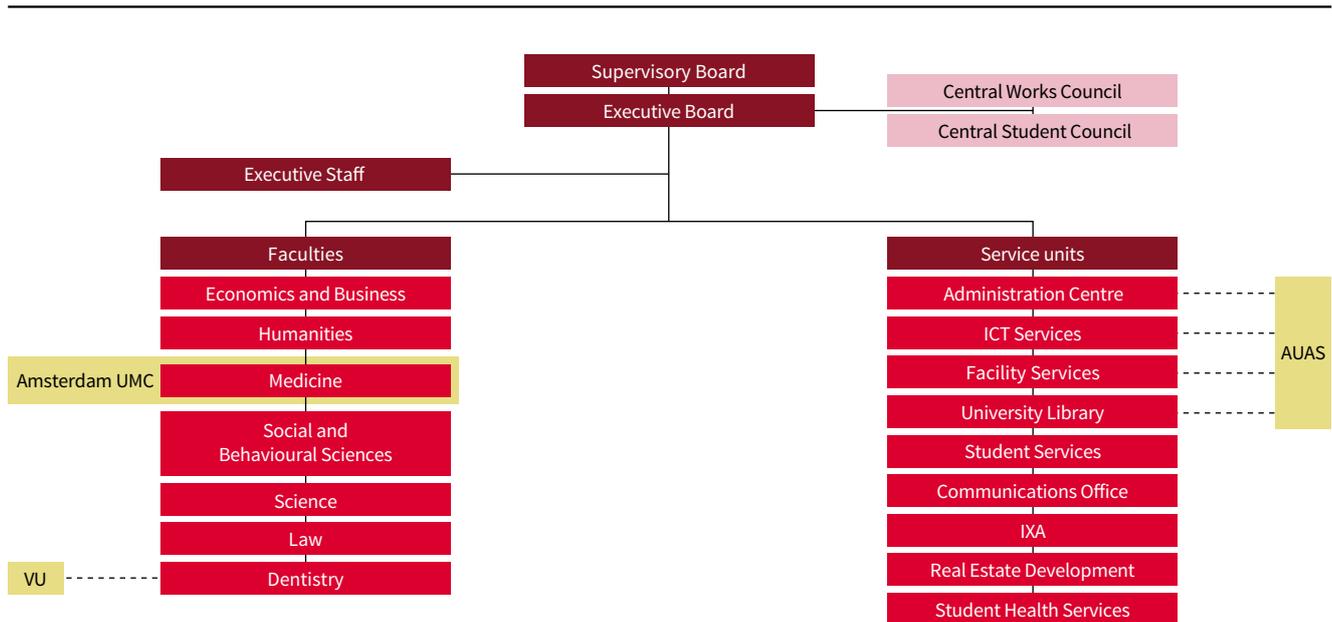
Amsterdam, April 2025

The Supervisory Board

Jolande Sap, Chairperson
Zofia Lukszo
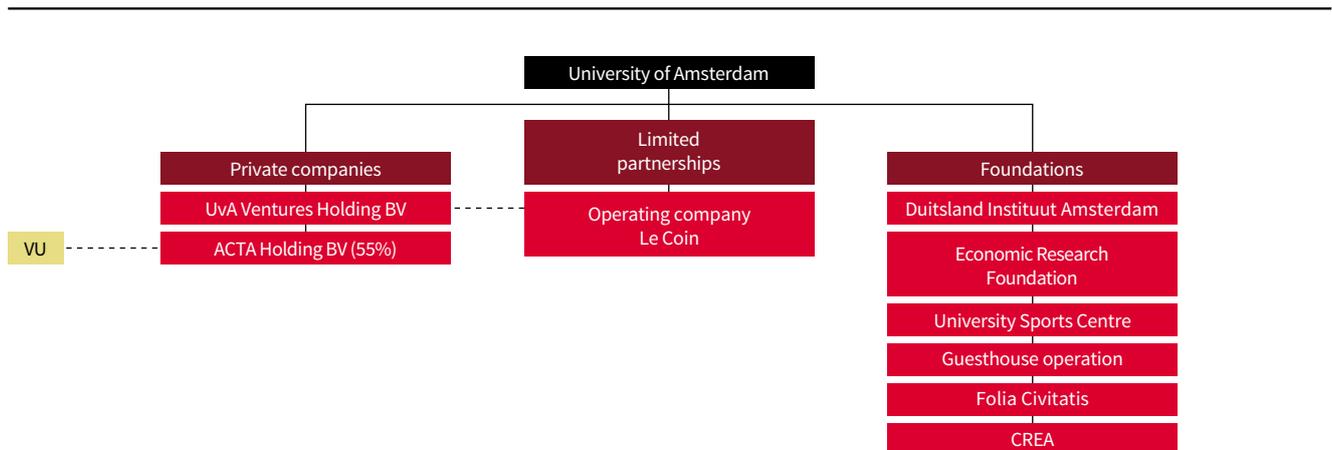Mohcine Ouass
Omar Ramadan
Willy Spaan

D. Organisational chart

UvA organisational chart

Internal structure

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                          ┌─────────────────────┐
                          │  Supervisory Board  │        ┌─────────────────────────┐
                          ├─────────────────────┤        │  Central Works Council  │
                          │   Executive Board   │────────┼─────────────────────────┤
                          └─────────────────────┘        │  Central Student Council │
                                                         └─────────────────────────┘
        ┌──────────────────┐
        │  Executive Staff │──────────┐
        └──────────────────┘

        ┌─────────────────────────┐              ┌─────────────────────────┐
        │        Faculties        │              │       Service units     │
        ├─────────────────────────┤              ├─────────────────────────┤
        │  Economics and Business │              │  Administration Centre  │
        ├─────────────────────────┤              ├─────────────────────────┤
        │       Humanities        │              │       ICT Services      │
        ├─────────────────────────┤              ├─────────────────────────┤
 [Amsterdam UMC] Medicine         │              │     Facility Services   │
        ├─────────────────────────┤              ├─────────────────────────┤
        │       Social and        │              │    University Library   │
        │   Behavioural Sciences  │              ├─────────────────────────┤    [AUAS]
        ├─────────────────────────┤              │     Student Services     │
        │         Science         │              ├─────────────────────────┤
        ├─────────────────────────┤              │   Communications Office  │
        │           Law           │              ├─────────────────────────┤
        ├─────────────────────────┤              │           IXA            │
  [VU]  │        Dentistry        │              ├─────────────────────────┤
        └─────────────────────────┘              │  Real Estate Development │
                                                 ├─────────────────────────┤
                                                 │  Student Health Services │
                                                 └─────────────────────────┘
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Group structure

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                          ┌─────────────────────────┐
                          │ University of Amsterdam  │
                          └─────────────────────────┘
        ┌──────────────────┐    ┌──────────────────┐    ┌─────────────────────────────┐
        │ Private companies│    │      Limited     │    │         Foundations         │
        ├──────────────────┤    │   partnerships   │    ├─────────────────────────────┤
        │ UvA Ventures     │    ├──────────────────┤    │ Duitsland Instituut Amsterdam│
        │ Holding BV       │----│ Operating company│    ├─────────────────────────────┤
        ├──────────────────┤    │     Le Coin      │    │     Economic Research       │
  [VU]--│ ACTA Holding BV  │    └──────────────────┘    │        Foundation           │
        │      (55%)       │                            ├─────────────────────────────┤
        └──────────────────┘                            │  University Sports Centre   │
                                                        ├─────────────────────────────┤
                                                        │    Guesthouse operation     │
                                                        ├─────────────────────────────┤
                                                        │      Folia Civitatis        │
                                                        ├─────────────────────────────┤
                                                        │            CREA             │
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Management report

University of Amsterdam

Afiosa Alida
Student Ombudsperson for Communication Science

As a student ombudsperson, Afiosa served both as a listening ear and as a representative voice for students within the program. "I contributed ideas for improving education and actively brought forward students' suggestions. It's important that students feel heard and know their opinions matter."

1. Our people

People make the University. Over 50,000 students and staff make up our university community. They work together on scientific and social questions and collectively build an organisation where everyone can feel at home, feel challenged and have fun studying and working. A physical environment that invites social interaction and contributes to community building is key, as is a social environment where everyone feels valued and seen. Over the past year, a great deal of hard work has gone into achieving this aim. Administrative priorities include making Diversity and Inclusion sustainable, strengthening the position of supervisors, recognition and rewards, and further implementing the HR programme.

An eventful year

Last year was an eventful one, dominated by uncertainty and unrest. The spending cuts announced in the coalition agreement are unprecedented and are forcing the UvA to take drastic measures. The Balanced Internationalisation Bill (WIB) is also looming on the horizon, and will have far-reaching consequences for the range of courses we offer and the makeup of the UvA community. It will mainly affect international students and lecturers. The UvA community made its voice heard in a big way during the Higher Education in Action protests in The Hague. The UvA will continue to speak out.

The social unrest and protests in response to the war in the Middle East and the humanitarian crisis in Gaza have stirred up a lot of emotions at the UvA. As a university, the UvA found itself in a complex – and sensitive – situation that had a major impact on trust in other students and colleagues, as well as in the UvA as an organisation. The UvA was affected by the emotions. Fortunately, there was a determination to keep trying to connect with one another. There were initiatives to promote dialogue within the UvA as a whole and within faculties and teams. Listening sessions and roundtable sessions were organised to understand what was needed to restore a safe work and study environment in the short and long term. The UvA also refined its ethical framework for external collaborations, based on roundtable discussions held in all faculties. Based on these discussions, the 'Ongoing Dialogue' programme group was set up.

A pleasant and stimulating study and work environment

A safe and stimulating study and work environment is important. Over the past year, the University has worked in various ways to promote such an environment. The National Student Survey asks about the extent to which students feel at home and safe at the UvA. Through financial support from the Ministry of Education, Culture and Science, the past year has seen investment in initiatives to further improve student wellbeing. This ranges from a focus on a soft landing for international students and workshops on dealing with study-related stress to expert guidance from student psychologists and study advisers. The UvA sees a growing need for this kind of support.

Efforts have also made to improve staff wellbeing. A critical investigative report by the Netherlands Labour Authority confirmed that academic staff workloads are still perceived as high. Moreover, more than half of the participants in this survey indicated that they had encountered some form of undesirable behaviour, either directly or indirectly, in the past two years. As a result, the UvA is now working on an improvement plan with effective steps to improve the working environment at the UvA.

Ratios of academic staff to support and management staff (excluding the Faculty of Medicine)

Ratio of academic staff to support and management staff (FTEs at end of 2024)

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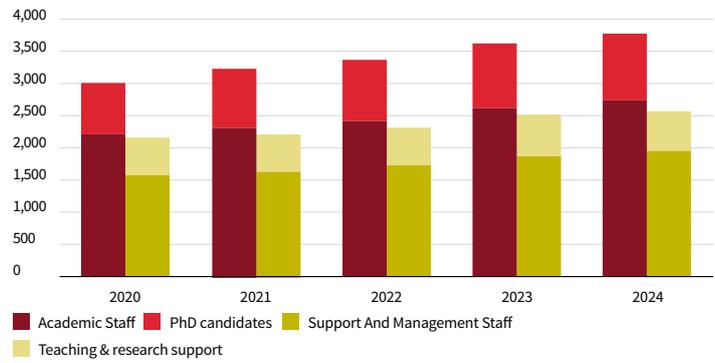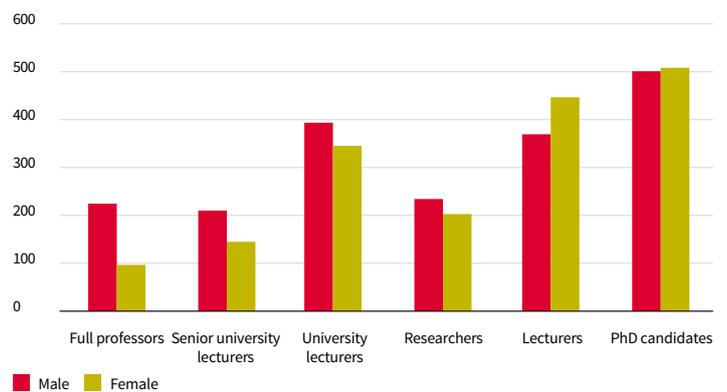

Ratio of permanent to temporary staff (average FTEs per year)

This graph shows the ratio of permanent staff to temporary staff among academic and support and management staff.
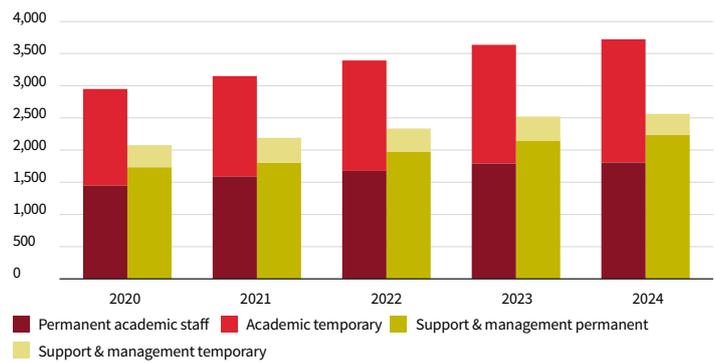
M/F split among academic staff (average FTEs per year)

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

Social safety

Improving social safety is a key objective for both staff and students.

After years of increases in the number of reports of undesirable behaviour, the number of reports to both the confidential advisers and the ombudsperson has decreased. The 24 confidential advisers received fewer reports from both students and staff in 2024. As in previous years, most reports from both staff members and PhD candidates concerned the role of their supervisor. The content of the reports involved verbal and physical violence, bullying, discrimination and sexual harassment.

There has been a sharp drop in the number of reports made to the ombudsperson. Most reports were made by staff members and concerned the perceived incorrect application of regulations, procedures or policies, followed by a structural lack of social safety and a perceived lack of social safety in connection with employment disputes. In reports received about experienced discrimination, discrimination on the basis of ethnic origin was the most common.

In recent years, the UvA has invested considerable effort in strengthening the 'Social Safety Hub'. However, there is still a gap relating to reports from students about other students outside the immediate educational context. This includes incidents during study association activities. Policies will be developed to provide more guidance to student boards in this area. It is also vital that staff who are directly involved in education know what to do if they receive a report from a student. This will be addressed during training sessions for supervisors. In 2024, in cooperation with ASVA Student Union and the Amsterdam Chamber of Associations, nine training sessions were organised by the UvA's Coordinating Confidential Adviser for the confidential advisers and the boards of study and student associations. Finally, the GELIJKSPEL foundation organised peer-to-peer workshops for students in a number of faculties on appropriate sexual behaviour. For the first time, these activities were integrated into the curriculum of a number of degree programmes.

Diversity, equality and inclusion

It is important that there is room within the UvA for a diverse spectrum of perspectives and for everyone to participate. It strengthens the organisation when different talents and perspectives can be meaningfully connected. Through its talent programmes and initiatives, the UvA offers opportunities to different groups of employees, including under the Participation Act. For example, the mentoring programme has 55 staff members from groups that are under-represented in senior academic and support and management positions. They have been paired with experienced colleagues as part of their career development. The UvA also has more than 100 staff who were hired under the Participation Act, and the percentage of female professors has increased to 30%.

The UvA has set up a gender balance dashboard, which provides insights into gender ratios and salary trends over several years. An inclusivity calendar has also been introduced, highlighting religious holidays such as Ramadan, and other important days such as International Women's Day. Finally, the range of training courses has been updated and expanded.

Studying with a disability

Last year, special attention was given in the diversity policy to studying with a disability. In recent years, several improvements have been made for students with disabilities. In 2024, a working group published recommendations for further improvements. These recommendations have led to better – and more effective – design of support within faculties, and a start has been made on reviewing policies around this issue. Every faculty now has an examination and teaching facilities officer who can assist students with complex cases. With regard to the policy, a consultative group has been set up, focusing on both policy evaluation and policy development. The new central framework 'Studying with a Disability' is expected to be adopted in the first half of 2025.

Key social policy figures

Absenteeism rates among academic staff, and support and management staff

The rate of absences due to illness among academic staff was 3.3%, while the figure for support and management staff was 6.4%. This graph shows the development in the absenteeism rate in recent years.


— Support and management staff – Female   — Support and management staff – Male
— Academic staff – Female   — Academic staff – Male
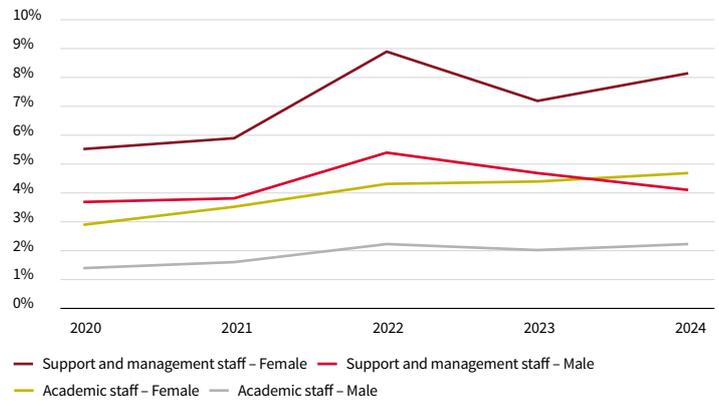
Percentage of women high on the salary scale

This graph shows the development in the percentage of women in the top 10% of the highest-ranking positions. For academic staff, this equates to around 341 positions at Step 15 or higher on the salary scale (nearly all of which are professorships). For support and management staff, there are around 177 managerial and senior positions at Step 13 or higher.

■ FTEs of support and management staff in 13+   ■ FTE WP 15+
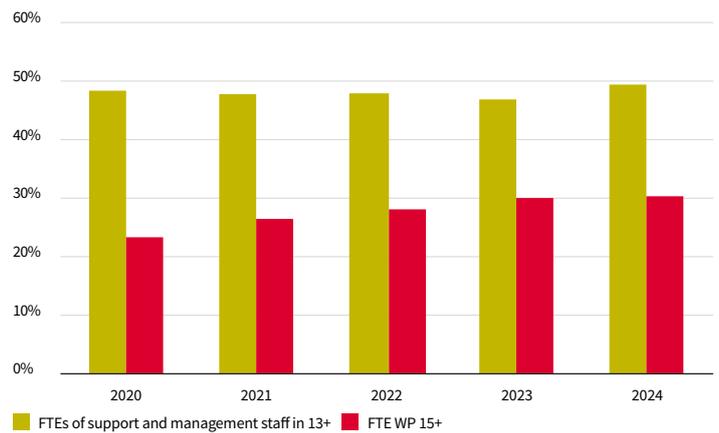
Average personnel costs per month per FTE, in euros, excluding Medicine

This graph shows the remuneration ratio between men and women by type of position for the UvA as a whole in 2024. There is hardly any difference (less than 8%) for most positions. In instances where there is a difference, this is generally due to differences in age. The fact that the difference for the UvA as a whole is 12% is due to the low percentage of female professors and the high percentage of women in certain lower-ranking positions.

■ Male   ■ Female
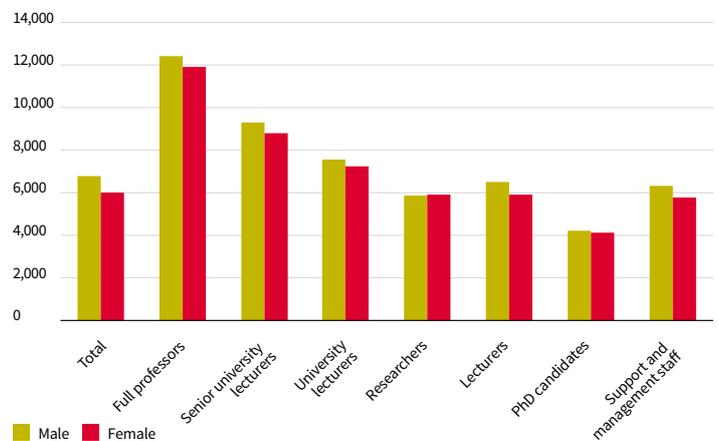
Recognition and Rewards

The UvA emphasises the nationally initiated strategy to bring balance to all forms of academic work. In 2024, it did so within the 'Recognition and Rewards' programme. Design workshops in faculties and UvA-wide seminars were used to reflect on how academics can shape their careers in a more balanced way, focusing on team science, leadership, impact and open science, among other matters. The UvA aims to encourage recognition and rewards for careers that might develop differently, sometimes taking a more circuitous route or sometimes more in a straight line. Using the 'Career Radar', the UvA has made it clear that a career can develop within three different key areas: teaching, research and organisation. All three of these key areas revolve around the contributions an academic makes to society, the organisation, the team and their own development.

Lecturer policy

The lecturer policy adopted in 2022 has greatly improved the position of lecturers. For example, the average contract size has increased, more lecturers have been given permanent contracts, the length of temporary contracts has been extended and lecturers have been given more development time. Monitoring shows that these lecturer policy principles continue to be implemented. Active attention and effort continue to be required, especially with regard to training opportunities and career prospects. With regard to the maximum percentage agreed at the sector level in the collective labour agreement, namely 13.5% temporary contracts in teaching positions by 1 April 2026, the UvA is steadily moving in the right direction. Partly due to the lecturer policy, this percentage has fallen over the past year, from around 19% in 2021 to 15.2% in 2024.

Leadership

Supervisors play an essential role in creating a challenging, safe and professional working environment in which staff members can be themselves and develop. Last year, leadership was a management priority and received increasing attention. For instance, a new vision of leadership was developed, focusing on the flexibility of supervisors. It makes clear what the UvA expects from supervisors, and thus contributes to shaping an appropriate culture and working environment for the UvA. To better support supervisors in their role, the range of training courses has been expanded to include both in-depth leadership programmes and short modules, on topics such as social safety. In addition, 'inspiration sessions' have been organised for supervisors and executive staff with the aim of giving recognition to the importance of good academic leadership and how to facilitate conversations about this topic.

Absence due to illness and reintegration

The partnership with the new occupational health and safety service started in 2024. In this first year, a great deal of attention was given to implementing basic services: new occupational physicians, working with task delegates (occupational physician practice nurses), an absence management system and collaboration with organisations in the network of the occupational health and safety service, including psychologists, occupational health and safety experts and the staff welfare service.

The absenteeism rate rose slightly in 2024 compared with 2023, to 4.5% (2023 = 4.4%), while the reporting frequency remained the same at 0.7. Sizeable differences persist between academic staff (3.3% / 0.4) and support staff (6.4% / 1.1). Among academic staff, lecturers and PhD candidates stand out (4.8% / 0.5 and 3.7% / 0.5 respectively), indicating a longer average length of absence within these job categories.

An initial analysis of absence due to illness indicates that more than half of such absences within the UvA are caused by mental illness, mostly stress due to private problems combined with limiting work and personal factors. Among lecturers and PhD candidates, the occupational health and safety service found especially high levels of mental strain.

As in previous years, measures were taken last year to improve knowledge about, and supervision of, absence due to illness and reintegration within the organisation. Work was done on an e-learning module for supervisors, online information was improved and an Absenteeism and Reintegration Adviser was appointed.

Prevention

Despite the focus on implementing basic services, steps were also taken in the area of prevention. These included experiments with Single Session Therapy and training courses on 'Setting boundaries', 'Work-Life Balance' and, especially for supervisors, a training course on 'Discussing the prevention of absenteeism, and long-term employability'.

In addition, in response to the Labour Authority report, an improvement plan was drawn up for a broad, integrated approach to psychosocial occupational stress. This will address workload, working hours, social safety, and diversity, equality and inclusion.

Student financial assistance

In 2024, the UvA provided financial support to a large group of UvA students for study abroad. Within the European 'Erasmus+' programme, 648 scholarships were awarded to outbound exchange students, totalling €1.1 million, 114 for internships and twelve for participation in a *Blended Intensive Programme* (BIP), including the Network for Intercultural Competence to facilitate Entrepreneurship(NICE (9)) and the *Summer School of the Standing Group* (3). These scholarships are funded by the European Commission.

The UvA also awarded scholarships for summer schools not funded under the Erasmus programme. For instance, sixteen students received a scholarship to participate in a summer school within the U21 network and twenty received a scholarship for the INCiTE summer school.

The UvA also provided financial support to inbound international degree students. A portion of this amount consisted of loans to 182 American and 28 Canadian students. These loans were covered by the US Department of Education (under US Loans) and the ministries of education of various Canadian states (Canadian Student Loans).

Amsterdam Merit Scholarships were awarded to sixty students from outside the European Economic Area (EEA) for the 2024 – 2025 academic year. Scholarships were also awarded to eight exchange students from South African partner universities.

Profiling Fund
In 2024, the UvA allocated more than €2.5 million in support from its general funds under Sections 7.51 to 7.51h of the Higher Education and Research Act (WHW), which is referred to as the 'Profiling Fund'. From the Profiling Fund, administrative body membership grants were also paid to 853 students because they were members of student councils, programme committees, or student or study association executive boards.

174 students received an allowance because they had fallen behind in their studies due to special circumstances (force majeure), such as illness or a disability. Seven students received an allowance allowing them to participate in high-level sport, while eight students received an allowance enabling them to take a dual Master's degree with a workload greater than sixty ECTS credits.

Emergency Fund
In emergency situations giving rise to financial issues, students can apply for assistance from the Emergency Fund. The situation must be acute, one-off, limited in scope and capable of resolution. One application was submitted and granted in 2024.

DESCRIPTION	NUMBER OF STUDENTS	TOTAL ALLOCATED AMOUNT (x €1,000)	AVERAGE ALLOCATED AMOUNT IN EUROS	AVERAGE DURATION OF ALLOCATIONS
Students in situations of force majeure: Illness, disability, family circumstances, informal care responsibilities or infeasible study programme	Applications 138 Allocations 138	313	1.802	4 months
Executive board members of student and study associations and representative advisory bodies	Applications 889 Allocations 853	1.203	1.997	8 months
Other categories Sporting or cultural performance, support for non-EEA students, outbound scholarships and dual Master's degrees	High-level sport applications 7 High-level sport allocations 7 Cultural excellence applications 0 Dual Master's applications 8 Dual Master's allocations 8	39	2.588	6 months
Emergency Fund	Applications 1 Allocations 1			N/A

Attracting and retaining talent

The context of the University is constantly changing, requiring flexibility and adaptability on the part of the organisation and its staff. It also requires a learning organisational culture, in which it is natural for staff to continue to develop and invest in the knowledge and skills they need, now and in the future.

Learning and development courses on offer

The UvA invests in the professional and personal development of its staff by empowering them to take control of their own performance and careers. In that context, the range of learning and development courses on offer has been expanded in the focus areas of leadership, talent and career development, and a healthy, safe and inclusive working environment.

More than 1,000 UvA staff members participated in these learning and development courses in 2024. These included the UvA-wide leadership programmes, training courses on supervising PhD candidates, social safety workshops, inclusive recruitment and selection workshops, the 'UvA Opportunity Programme' for talented staff in senior support positions and the 'UvA mentoring programme'.

Every year, thousands of visitors use the online 'Course Finder' tool, which is widely accessible and makes it easier to find information on training courses and coaching. In 2024, preparations began for the procurement of a Learning Management System (LMS) to create a platform for a digital learning environment.

Recruitment

Although the labour market is still tight, the recruitment organisation's focus is slowly shifting to the internal organisation. With the 'UvA career' campaign and an internal job vacancy newsletter, the UvA is making better use of the internal labour market and increasing the internal career opportunities for staff. At the same time, the UvA continues to invest in positioning itself as an attractive employer, for example with the launch of a new 'Working at the UvA' website. Recruiters are focusing on hard-to-fill vacancies, including in the areas of ICT and accommodation.

As part of the announced enforcement of the Employment Relationships (Deregulation) Act, a weighting tool has been developed to determine whether there is a risk of false self-employment when hiring self-employed workers. This tool is helpful for managing the hiring of contractors, and will eventually be embedded in a hiring desk.

Onboarding

The UvA believes it is important that new staff members feel at home at the University and want to remain part of the UvA community. Accordingly, major steps were taken in 2024 to improve the onboarding of new staff members. Communication tools were developed to ensure that, in addition to their department and faculty, new staff get to know the wider organisation and feel part of the UvA as a whole. In addition, examples of best practice were collected and shared to help and inspire those implementing the decentralised onboarding process.

On 25 November 2024, thousands of students and staff across the Netherlands protested against cuts to higher education. UvA employee Daphne Nietfeld was present at the demonstration on the Malieveld in The Hague. "I joined the protest because quality of education is essential for progress. If we cut back on knowledge now, we'll all pay the price later."

Reflectie COR en GV

While the University of Amsterdam thrived in 2024 as a well-functioning institution with high-quality education and research, a number of developments posed challenges to the university's identity. The May protests, concerning collaborations between the UvA and Israeli universities, had a profound emotional impact on staff and students alike, driving a wedge between many individuals—both professionally and personally.

The Works Council (COR) held multiple, in-depth discussions with the Executive Board (CvB) and the Supervisory Board (RvT) concerning the CvB's internal and external communications. It also engaged extensively with the Central Student Council (CSR), following the latter's decision to withdraw confidence in the CvB, to explore how lines of communication could be maintained. Although these conversations and restorative meetings led to considerable progress, not all tensions could be resolved. The underlying questions—whether a university can ethically collaborate with institutions in a country accused of systemic human rights violations, and how far academic protest may go—proved too complex, and had not previously received adequate attention.

The discontent had already surfaced in the autumn of 2023 at the Science Park campus. Issues related to campus regulations and enforcement, as well as the composition, mandate, and functioning of an independent committee to assess third-party collaborations, remained recurring topics on the COR's agenda throughout 2024 without reaching resolution.

Over the past year, the COR addressed a wide range of issues, including third-party collaboration, campus policies, recognition and reward, the introduction and evaluation of Zorg van de Zaak as the new occupational health service provider, social safety, and diversity and inclusion policies. A notable achievement was the successful lobbying to incorporate the female life cycle in the Risk Inventory & Evaluation (RI&E). The COR consistently advocated for workable approaches to AI in education, robust recognition and reward structures, a comprehensive academic staff policy, and fair valuation of knowledge transfer alongside research. One of its key priorities remained promoting a well-articulated, evidence-based vision on education—particularly vital in light of increasing global uncertainty. In such times, the COR believes that a clear expression of core institutional values is indispensable.

The 2024 Budget process experienced delays, ultimately limiting the COR to an advisory role. The review of the 2025 Framework Letter was hampered by the CSR's motion of no confidence in the CvB, which prevented the Joint Assembly (GV) from providing formal advice or approval. The COR was briefed on the report regarding institutional tuition fee allocations—the initial catalyst for the CSR's motion of no confidence—but did not take a position on it.

The 2025 Budget became available during the final stages of mediation between the CvB and CSR. This budget, the first to incorporate austerity measures announced during the new government's coalition talks, did not require organizational restructuring or reduction of staff positions.

Looking ahead, the COR welcomes the opening of the new University Library (UB) in September 2025. However, it expresses concern over rising (re)construction costs and their potential impact, particularly regarding development plans for the University Quarter. Budget cuts are also affecting the workplace environment. The implementation of a revised space allocation model—from 11m^2 to 7m^2 per FTE—will have direct implications for workspaces. Downsizing will require more varied work environments, necessitating investment in office redesigns. The new UB workspaces serve as a strong example of how such concepts can be implemented effectively.

Another priority for the COR has been to secure more autonomy over the communication tools and platforms used to reach its constituents. In times of urgent developments, the COR is still too dependent on other university entities to communicate swiftly and directly. Constructive discussions were held with relevant UvA services to address this dependency.

The COR also devoted significant attention to information security policy, which led to the alignment of these policies with existing collective labor agreements, alongside commitments to awareness campaigns and regular evaluations.

Due to the CSR's temporary withdrawal of confidence in the CvB, the GV was unable to formally approve or advise on key dossiers for a period of time. Nevertheless, the GV continued its work informally, ensuring that when confidence was restored, all major files were ready for completion. This enabled the continuation of the NVAO Institutional Audit for Quality Assurance, in which both the COR and CSR were consulted. It is both meaningful and important that the NVAO ultimately issued a positive verdict regarding the UvA.

In 2024, the COR held 16 internal meetings, 8 consultation meetings with the CvB, one strategic retreat (Heiochtend), and 2 meetings with the RvT. The Joint Assembly (GV) convened frequently as well, holding 15 regular meetings and 2 joint consultation sessions (GOV) with the CvB.

2. Strategy and achievement in recent years

In late 2020, the Executive Board adopted the Strategic Plan, 'Inspiring Generations', which sets out the UvA's strategy for the period 2021 – 2026. The UvA is characterised by a combination of academic excellence and social engagement. The Strategic Plan aims to enhance that profile while maintaining the University's strong position in teaching and research. Talent, flexibility, responsibility and digitalisation are the key concepts in the Strategic Plan. A midterm review of the Strategic Plan was conducted in 2024, with the involvement of many students and staff.

Management priorities for 2024

Every year, the Executive Board sets focus areas for the implementation of the Strategic Plan by identifying management priorities. For 2024, the Executive Board formulated the following management priorities, which are discussed in more detail in subsequent chapters.

Technological profile
The aim is to strengthen the University's technology profile through a university-wide project that will enable the UvA to respond to the increasing importance of technology in teaching and research. This will contribute to defining the University's profile.

Thematic approach including sustainability
A key ambition in the Strategic Plan is strengthening interdisciplinary collaboration across faculty boundaries from the perspective of the challenges facing society. This ambition was once again prioritised in 2024. Special emphasis was placed on the theme of sustainability.

HR
Research, teaching and valorisation are done by people. A focus on talent continued to be a management priority in 2024. Specific attention was paid to strengthening the position of supervisors, recognition & rewards, and further implementation of the HR programme to ensure that HR is deeply embedded in the DNA of faculties and the central organisation.

Diversity and Inclusion
Important steps have been taken in the area of Diversity and Inclusion in recent years. The focus in 2024 was on making Diversity and Inclusion more sustainable.

ViDi
In operational management, the programme to improve internal service provision (ViDi) continued to take shape in 2024.

Internationalisation
The Balanced Internationalisation Bill will have a major impact on the ambitions of an internationally oriented university such as the UvA. The UvA opposes the plans and is preparing for the challenge of remaining an internationally oriented university, even if this legislation will make that more difficult.

Midterm review

In 2024, the University was halfway through the Inspiring Generations strategic plan period. This prompted us to take stock in a midterm review: Is the UvA on track with its ambitions? Have circumstances changed since 2020? And are there any reasons to adjust the strategy?

In the second half of 2023, all faculties and departments reflected on the progress of the ambitions. Several discussion meetings were also organised on specific themes from the Strategic Plan, including sustainability, interdisciplinarity and leadership. Drawing on these reflections and meetings, the Executive Board prepared an interim report. In it, the Board noted that the ambitions formulated in the Strategic Plan are still relevant. Interdisciplinarity is still very important to ensure that education and research contribute to major societal and scientific challenges. The ambitions in this area have therefore not lost their importance. Developments in digitalisation and artificial intelligence have rapidly taken off; its digitalisation strategy ensures that the UvA is well positioned. Lastly, ensuring a pleasant and safe study and work environment remains important. The objectives on social safety, diversity, inclusion and leadership therefore remain intact. As a result, the midterm review concluded that the ambitions are still relevant and topical.
At the same time, the Executive Board concluded that the coalition agreement and the draconian spending cuts announced by the new government will have an unprecedented impact on the University's financial position and thus on the ambitions set out in the Strategic Plan. Accordingly, in late 2024, the Board decided to start a process to develop future scenarios. These scenarios will form the basis for a new strategy, to be published by the end of 2025.

Focus

The midterm review described the ambitions that the UvA – in light of the changing financial and political circumstances – will pursue to strengthen its position.
These ambitions are clustered along three lines:

1. The UvA will make a social contribution through its teaching, research and valorisation, seeking new perspectives, insights and solutions to the challenges facing society.
2. The UvA will continue to work to create a challenging and enjoyable study and work environment for all students and staff.
3. The UvA will collaborate with local, national and international partners to achieve its ambitions.

Associated with each ambition is a set of management priorities to be worked on in 2025, which are set out in a management agenda. This agenda will guide the implementation of the strategy.

Coalition agreement

In the spring of 2024, the Schoof government's coalition agreement was published. The proposed measures, including the abolition of starter and incentive grants and a strict policy on the admission of international students to Bachelor's programmes, will have a major financial and educational impact on the University. Accordingly, in the summer of 2024, the Executive Board drew up an action plan to respond to these measures. The UvA will adopt a step-by-step approach, with room for adjustments: ensuring that the financial foundation remains strong while preparing to cope with the impending cuts. The action plan comprises a number of elements.

First, the University is lobbying vigorously, along with other universities, to reverse the spending cuts. In addition, the UvA is working on future scenarios as described above.
Two activities have also been launched to work on making operational management more efficient. The ViDi project is funding university-wide opportunities to increase efficiency in operational management without sacrificing quality. Work has also started to stress test university-wide services. This will describe the impact of a 15% drop in turnover, what measures can be taken to absorb this impact and what is needed to implement those measures. Finally, the University is exploring ways to mitigate the effects of the Balanced Internationalisation Bill.

Collaboration with third parties in light of the protests

For access to data, funding and new research questions, academics are increasingly collaborating with other institutions and non-academic parties. However, some collaborations are potentially ethically problematic, for example when parties are involved in serious human rights violations or major environmental damage. Governments are also calling for a greater focus on knowledge security, export controls and dual use.

The UvA aims to make careful choices about external collaborations and to prevent the unethical use of research without harming academic freedom. To this end, the 'Collaboration with third parties in research' policy framework was adopted in early 2022. This policy framework is designed to help UvA staff and research directors work through ethical considerations. The framework raises awareness and provides guidance for decision-making. The policy framework was paired with the creation of an advisory committee to review ethical issues around collaborations. The committee discussed a number of cases in 2024, including doctoral programmes funded by the China Scholarship Council and collaborations with the fossil fuel industry.

In 2024, steps were taken to bolster the policy, including around collaborations with parties in areas where serious human rights violations may be taking place. The immediate reason for this action was the Gaza-Israel conflict and the reactions it has evoked in the university community. An ad hoc working group held various discussions with the UvA community on this theme and formulated eleven recommendations, including extending the framework to educational collaborations and reassessing existing collaborations in countries involved in serious human rights violations. The recommendations of the ad hoc working group will be incorporated into the existing policy framework. In parallel, the advisory committee worked on assessment guidelines for researchers and reviewed three urgent cases. The assessment guidelines were submitted to various university committees and advisory bodies and presented to the representative advisory bodies for advice in late 2024. Implementation will follow in the first quarter of 2025, after which decisions will also be made on the three cases.

Development of Bachelor's success rates

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

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

Legend: Dropped out | Still studying after 4 years | Obtained diploma within 4 years
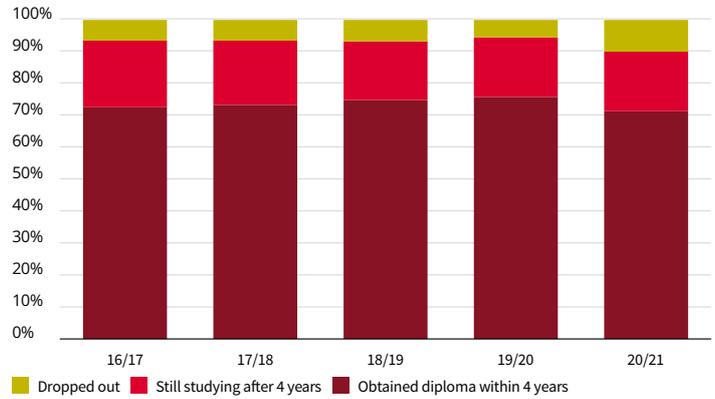
Drop-outs and first-year Bachelor's students switching degrees, by matriculation year

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

Legend: Transferred to different degree programme | Dropped out
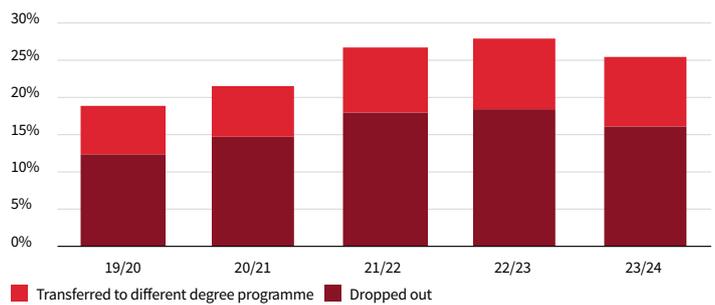
Student satisfaction rate

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

Legend: Contents | Educational environment | Voorbereiding maatschappij
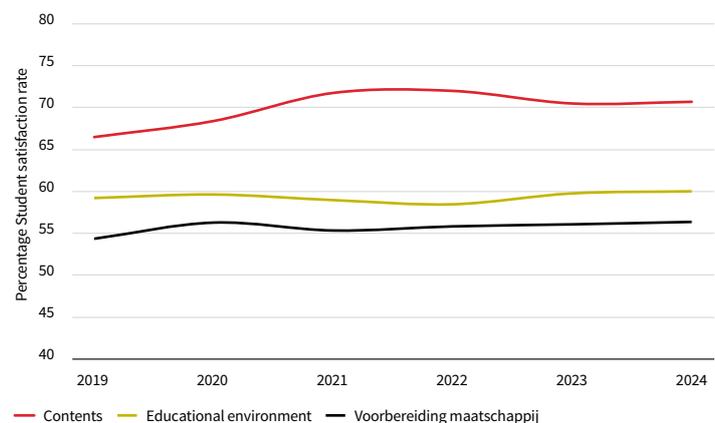
3. Education

The UvA provides high-quality education. Last year was dominated by preparations for the Institutional Quality Assurance Audit, which the UvA completed for the third time. The management priorities for this year were internationalisation and the effects of the Balanced Internationalisation Bill, development of the technology profile and interdisciplinary collaboration.

Institutional Quality Assurance Audit

In November and December 2024, a panel from the Accreditation Organisation of the Netherlands and Flanders (NVAO) visited the UvA to conduct an Institutional Quality Assurance Audit. This is the third time the UvA has undergone this audit. Once again, UvA completed the audit with a positive opinion from the panel. The UvA also received a number of valuable recommendations on strengthening quality assurance and the quality culture at the UvA. The NVAO's final decision will be released in 2025.

In the first half of the 2024 – 2025 academic year, the Programme Committee Dashboard was rolled out across the UvA. The aim of the dashboard is to help committees carry out their statutory tasks (overseeing quality assurance in degree programmes). The rollout was made possible in part by the additional financial boost from the government to strengthen participation in decision-making.

Balanced Internationalisation Bill

Also in 2024, the UvA actively contributed to the national debate around the Balanced Internationalisation Bill, including by participating in the simulation for the non-Dutch education test with a degree programme from the Faculty of Humanities.

The UvA supports some of the tools in the bill. For example, the UvA needs tools that allow degree programmes to make their own choices, such as the ability for a programme to set an enrolment quota for its English-language track. The UvA believes that a sustainable balance in internationalisation can easily be achieved through the use of enrolment quotas. Some of the other measures around language and control miss the mark and will have major undesirable side effects.

Vision on teaching and learning

In 2024, the first preparatory steps were taken to formulate a new Vision on Teaching and Learning (*Onderwijsvisie*) for the UvA. The current Vision has served the University for many years, providing guidance on improvement and innovation in education. It is now time to work with students, and with staff from faculties and service units, to create a new vision. The organisation will allow plenty of time to do so, bringing together different perspectives over multiple sessions with as diverse a group of students and staff as possible. A new Vision on Teaching and Learning to guide education at the UvA will be in place by the start of the 2026 – 2027 academic year.

Digitalisation and AI in education

In 2024, UvA made significant strides in digitalisation, with a focus on Generative AI and participation in the national Npuls programme, which is supported with money from the National Growth Fund. The VU-UvA taskforce on AI in education issued three opinions, which were well received within the organisation and will be implemented in 2025. In mid-2024, the UvA AI Chat, an experimental AI tool for conducting pilots in education, was launched. Through the TLC Grassroots programme, multiple pilots have been launched to use AI in teaching in a variety of ways. In November, the initial results from a number of these pilots were shared with a wider audience. In addition, customised training courses will be offered to increase AI skills and literacy among students and staff.

Students

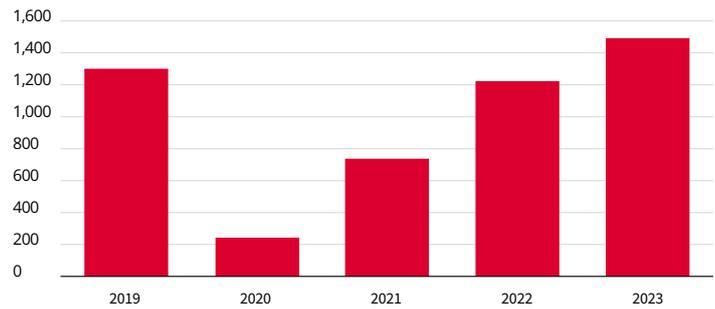### Trends in student numbers

This graph shows trends in the number of students at the UvA, broken down by origin.

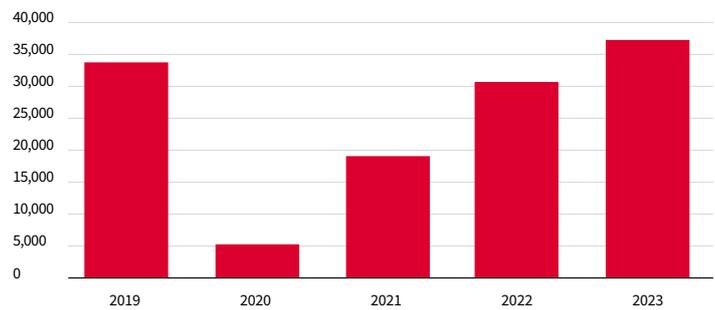■ Dutch students ■ International students
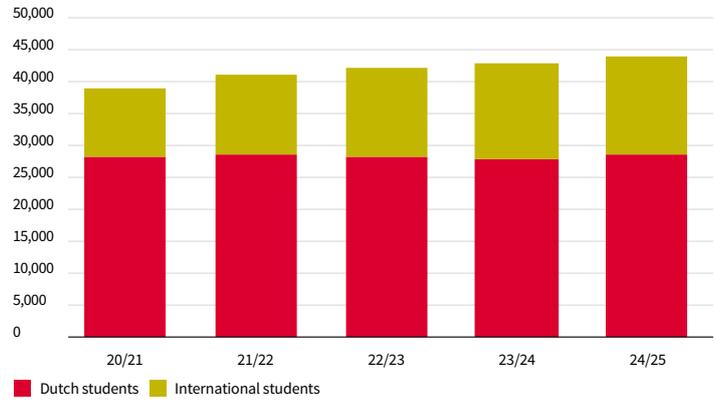
Number of students with international experience

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

Number of credits obtained abroad

This graph shows the number of credits obtained abroad.

The UvA's participation in the Npuls programme has led to the expansion of the Microcredentials pilot. Microcredentials are recognised certificates for small units of study, a concept that to date has mainly been used in further education. The central TLC has also applied for a grant from Npuls. The UvA is well connected, particularly with its Pilot Hub for study data and AI. Three employees are actively working on the GenAI Hub, and the UvA AI Chat application is being used by the Npuls programme as an example and rolled out nationwide. In addition, the UvA is involved in the 'Learning analytics: best and worst practices' project. A project was also launched in collaboration with Npuls to support ICT tools to make it easier to exchange data..

Teaching and Learning Centres for lecturers

2024 was a successful year for the UvA's TLCs. The UvA TLC network comprises a central team and seven faculty teams. Its activities mainly focus on the professionalisation of lecturers, innovative education projects and improved knowledge sharing. With a focus on topical themes such as AI and sustainability, the TLC network continues to grow and contribute to the development and implementation of best practice in teaching and learning at the UvA. In October, the TLC network organised a very well-attended and inspiring Education Day.

Equal opportunities in selective admission

In February 2024, former Minister for Education, Culture and Science Robbert Dijkgraaf expressed concerns about the inequality of opportunities in selective admission procedures in a letter to the House of Representatives. This followed a multi-year investigation by the Education Inspectorate into accessibility in higher education. Partly for this reason, the UvA has set itself the goal of promoting equal opportunities and reducing bias. As an institution, we were involved through Universities of the Netherlands (UNL) in consultation around establishing a framework for selective admission procedures. The annual updating of the faculty selective admission regulations explicitly focused on preventing bias. At the request of the Executive Board, the faculties reflected on the principles in the 'UNL framework for selective admission to Bachelor's programmes' in relation to their faculty selective admission regulations. This is an initial step in the learning process towards achieving equal opportunities.

A smarter academic year

The national pilot 'A SMARTER ACADEMIC YEAR', of which the UvA and Erasmus University Rotterdam are the joint coordinators, is focusing on reducing the workloads of students, lecturers and support staff at Dutch universities and Hanze University of Applied Sciences Groningen over the period 2023 – 2026. To this end, 43 pilots are investigating what workload-increasing factors can be addressed through interventions big and small. The UvA is participating with three pilots of its own. The nationwide midterm review will take place in 2025, and a path will be mapped out to further explore the initial findings and sustainably deploy solutions to reduce workloads. A small sample of interventions that have already proven successful:

- The deployment of tools for personalised feedback in large-scale online education in an educationally responsible manner.
- Staggered assessment, and replacing the final thesis with a portfolio of research skills.
- Revision of curricula, including moving assessments and/or reducing the number of resits.
- Studying impact of innovations on each of the three target groups (students, lecturers and support staff) in correlation.

Through reflexive dialogue between the institutions, the results of the interventions will be shared nationwide with the aim of ensuring their lasting impact.

Internationalisation in education

International student intake

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

Bachelor's ■ Master's ■

Percentage of international intake

This graph shows the percentage of non-Dutch first-year students in the 2024 student intake, by faculty.

Bachelor's ■ Master's ■ PhD candidates ■

International students by nationality

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

Italy ■ Germany ■ United Kingdom ■ EU (other) ■ Europe (other) ■ North America ■
Central and South America ■ China ■ Asia (other) ■ World (other) ■

New quality assurance framework

In September 2024, the Executive Board adopted the new Educational Quality Policy Framework. This includes a particular focus on better embedding the Vision on Teaching and Learning into the quality assurance cycles. In addition, the associated working group was tasked with looking for opportunities to reduce teaching workloads. This was done by better aligning quality assurance systems and processes and supporting them with technical solutions where possible. For example, the Programme Committee Dashboard supports programme committees to carry out their statutory tasks and minimises the work of support and management staff in supporting programme committees. The new 'Quality Assurance Dashboard' substantially simplifies the preparation of annual reports at the programme level.

Various management bodies regularly share knowledge about quality assurance and educational quality at the UvA. The quality assurance consultation with faculty quality assurance policy officers is one example; another is the consultation with the chairpersons of the examinations boards. These expert groups also contribute to translating decentralised policy frameworks into faculty policy, and help to identify and then address bottlenecks in policy.

Improvements in teaching logistics

Through intensive cooperation between service units, faculties and staff units, significant improvements have been made to various teaching logistics processes and supporting IT systems over the past year, with a strong focus on user experience. In line with the Strategic Plan, processes have been harmonised wherever possible to make the educational organisation flexible, decisive, service oriented and cost efficient.
New and improved digital capabilities have been implemented to give students more insight and a better overview of their studies, while better supporting the delivery and development of online and in-person learning. For example, a UvA-wide registration process for minors has been set up for students. The student website has been given a visual upgrade and a live chat feature has been implemented. The teaching feedback system Evalytics has been rolled out UvA-wide, making UvA Q more future-proof. In addition, a new central online testing environment has been implemented. For peer feedback, an application has been implemented that provides students with a rich learning environment, strengthening small-scale teaching with interaction.

International classroom

The proportion of international degree students has increased in recent years. The composition of the UvA's international population is characterised by a high degree of diversity, in terms of cultural and socioeconomic background as well as religious orientation. The ever-increasing diversity within cohorts presents both challenges and opportunities. An important goal within the education and internationalisation policy is to improve the quality of teaching and learning processes, as well as the inclusiveness of these international classrooms. To that end, in 2024, the UvA TLCs established a Special Interest Group (SIG) on the 'International Classroom'. This SIG comprises members from almost all faculties, as well as representatives from Academic Affairs/International Strategy and Student Services.

In 2024, the Special Interest Group organised 'International Classroom' seminars for students and staff, including a workshop during UvA Education Day. In addition, the SIG set up a website and started developing a handbook that provides a set of teaching tools for lecturers. The work on this handbook builds on the results of the 'Erasmus+ TICKET' project and the senior Comenius project 'Challenges and Opportunities in International Classrooms', implemented by the Faculty of Social and Behavioural Sciences. The overarching goal is to develop and share a module on teaching skills for the 'International Classroom'. This will support lecturers in creating inclusive and effective learning environments.

EPICUR

EPICUR is among the first generation of European alliances to test a new way of intensifying collaboration between higher education institutions through the creation of a European university. The EPICUR Alliance aims to promote and develop closer partnerships between its academics, students and administrative staff, to become a fully-fledged federation of universities offering a European learning, education and research experience. In the 2023 – 2024 academic year, 99 UvA students participated in an EPICUR exchange. In 2024, in collaboration with the University of Strasbourg, the UvA developed a new hybrid mobility format, the horizontal course 'Diversity across Boundaries', available to students from their first year of study.

High-profile education projects

UvA Teaching Awards 2024
During UvA Education Day 2024, the 'new-style' UvA Teaching Awards were presented for the first time. The central TLC developed a new format for this election, with four categories: student-activating teaching, inclusive teaching, collaborative teaching and innovative teaching. Lecturers Farid Boussaid (Political Science, Faculty of Social and Behavioural Sciences), Giorgia Romagnoli (Economics and Business Economics, Faculty of Economics and Business), the teaching team behind the new Bachelor's programme in Computational Social Science (Faculty of Social and Behavioural Sciences) and the team behind the Biomimicry minor (Faculty of Science) each received a UvA Teaching Award.

'Create a Course Challenge' winners
Each year, the Institute for Interdisciplinary Studies (IIS) organises the 'UvA Create a Course Challenge'. For this challenge, students are encouraged to submit an idea for a course, which they then develop in association with IIS curriculum developers. The following year, the winner becomes a student assistant in the course they developed. In 2024, Bachelor's student in Psychology Emilia Bienek and Master's student in Biomedical Sciences Sissi Chen won the challenge with their idea for the course 'Sex, Stigma and Steroids: Debugging the Hormonal Code of Mind and Behaviour'.

Comenius grant recipients
Comenius grants enable lecturers to shape their visions and plans for educational innovation in higher education. In 2024, UvA lecturer Remco Jongkind (Amsterdam UMC) received a Comenius Teaching Fellowship worth €50,000 for his project 'AI4Feedback: offering students faster, more frequent and more comprehensive feedback on their thesis using ChatGPT'. Ilja Boor and Linda de Greef (IIS, Faculty of Science) were awarded a €500,000 Comenius Leadership Fellowship for their project 'Empowered Minds: Integrating Cognitive and Affective Development in Today's University Education'.

From educational equality to the science behind black holes... it's all covered in the new UvA podcast *Net Echt*, where films and TV series are put to the scientific test. Podcast host Aron de Jong and co-host Peter-Paul Verbeek sit down with UvA scientists to find out: are these films almost real (*Net Echt*), or just not quite?

4.   Research

The UvA is characterised by a connection between academic quality and social engagement; this is reflected in its research, which is of very high quality. Further embedding interdisciplinary collaboration across faculty boundaries was a management priority in 2024. The theme of sustainability also received extra attention. Another management priority was developing the University's technological profile.

Research Policy

The UvA is a leading player in the academic world. The UvA is unique in being ranked among the top universities internationally for virtually the entire spectrum of arts and humanities, social sciences, natural sciences and medical sciences. Driven by their boundless curiosity, UvA scientists conduct innovative and fundamental research in collaboration with the best in the world.
In recent years, the UvA has been successful in attracting personal grants (such as the Innovational Research Incentive scheme and ERC grants). The UvA performs relatively well with regard to programmes for personal grants for junior and mid-level researchers in particular. Virtually all of the UvA's areas of research rank highly on the international stage. However, in a rapidly changing world, what is good today may not be good enough tomorrow. The UvA will therefore continue to invest in fundamental research in its disciplines. Based on that foundation, the UvA will stimulate innovation in research and education, including through interdisciplinary collaboration. For almost all disciplines, digitalisation, and the possibilities offered by artificial intelligence, have been high on the agenda for many years.

To continue to innovate in its academic work, the UvA encourages not only internal but also external collaboration. UvA scholars and scientists realise that knowledge (including fundamental knowledge) is generated in interaction with others. The number of external partnerships is being expanded and strengthened, at the local, national and international level. The UvA already has a wide range of locations and networks in society. The UvA collaborates with leading international universities, including through the League of European Research Universities (LERU), and participates in collaborations with public and private parties. Academics launch spin-offs (commercial applications) and sit on boards and committees. The UvA aims to make it easy for researchers and other staff to engage in external collaborations and, where possible, expand or make better use of its networks in society.

Thematic interdisciplinary collaboration

The Strategic Plan, Inspiring Generations, aims to boost collaboration between disciplines on four social themes, in addition to more focused research programming choices. Since 2021, these themes are 'Responsible Digital Transformations', 'Healthy Future', 'Resilient and Just Society' and 'Sustainable Prosperity'. Each theme has its own steering committee, a web page and the ability to engage in interdisciplinary research collaboration, which should filter through into teaching at UvA. In 2024, a start was made on evaluating the themes and looking ahead to adjustments to be made for future years.

Funds are available for each thematic steering committee under the Strategic Plan. In 2024, calls were again launched for two research tools: seed grants and mid-size projects. Seed grants are awarded to interfaculty research projects with a budget of up to €50,000; €150,000 per Strategic Plan theme is available to award as seed grants each year. In 2024, grants worth a total of €2 million were awarded to mid-size projects by the Executive Board, with each mid-size project having a budget of around €200,000.

In 2023, a tool that facilitates interfaculty teaching on the four themes was launched. In 2024, this tool was implemented with the aim of establishing long-term working arrangements, thereby strengthening the certainty of interfaculty degree programmes.
In parallel with the midterm review of the Strategic Plan, a review of the 'Thematic Collaboration' programme was launched in the second half of 2024.

Establishment of the UvA climate institute SEVEN

In 2024, with an additional boost from the Executive Board, the UvA Climate Institute SEVEN was established, bringing together knowledge from all seven UvA faculties. SEVEN will use this UvA-wide knowledge to combat climate change and make vulnerable societies all over the world more resilient. Radical and transformative changes are needed to meet the agreed climate goals. To contribute to these changes, SEVEN will apply a systems perspective and interdisciplinary and transdisciplinary working methods to all issues, bringing together all available knowledge and expertise within the UvA.

The name SEVEN does not only reflect the collaboration of all seven UvA faculties. In many cultures, religions and traditions, the number seven symbolises completeness, wisdom and enlightenment. SEVEN is led by a team in which all participating faculties are represented. SEVEN will conduct research and teaching with the participation of the broad UvA community, which now includes more than 150 employees with expertise in sustainability, united in the UvA Sustainability Platform (USP).

Open science

The UvA endorses the goals of open science, as described by UNESCO (2021), provided they actually add value to science and scholarship and do not harm the interests of the University and its researchers. The UvA open science programme for 2020 – 2024 primarily focused on digital sovereignty, FAIR data (Findable, Accessible, Interoperable & Reusable) and Research Data Management (RDM). In 2024, the UvA made progress on each of these topics. Steps were also taken in projects, especially with regard to RDM, that will lead to concrete results in the years ahead.

The UvA is closely involved in initiatives to promote digital sovereignty. Among other things, the UvA does this as a member of the LERU, as a member of the European Open Science Cloud Association (EOSC-A) and through the UNL 'Public Values' working group. Meanwhile, a 'values outlook' has been developed, which can be used to weigh academic values in conversations about, and choices in, digitalisation. A meeting with a broad range of attendees was held in June 2024 to raise awareness about this project and the issues surrounding digital sovereignty. At the end of the year, initial steps were taken towards drafting a concrete assessment framework for digital sovereignty, which can be used to make informed choices, particularly during the procurement of IT services and products.
In the past, UvA policies on scholarly communication were strongly focused on having researchers publish more open access articles. Part of this included national agreements with publishers (Read & Publish agreements), the 'Diamond Open Access Fund' and support for 'Green' open access publications in the University repository, UvA-DARE. As a result of these efforts, the percentage of articles published with open access increased from 63% in 2019 to 87% in 2023. The figures for 2024 will be published in the summer of 2025.

The UvA uses the Taverne amendment (section 25a of the Dutch Copyright Act) to systematically make short academic works publicly accessible via the University repository. In January 2024, the Executive Board adopted an opt-out system, with the University Library making works publicly accessible by default unless a researcher indicates their opposition to this. The use of the Taverne amendment has had a noticeable positive effect on the percentage of open access publication in recent years; due to the new opt-out system, this will be even more apparent in the 2024 figures.

It was agreed in 2024 that from 2025, the UvA will participate in 'Full Gold Open Access' agreements set up by UNL with two publishing houses (BCM and PLOS). The aim of the project is to give the UvA and other participating universities greater insight into expenditure and internal funding models for full open access, as well as to gain experience with discount schemes offered by full open access publishers and to collaborate with the Dutch Research Council in this area.

Finally, the UvA is also advocating at the national and international level for public infrastructure to be established, including a national publication platform based on university repositories. These efforts took concrete form in 2024 with the UvA's participation in a funding application to Open Science NL/the Dutch Research Council to establish such a national publishing platform.

The research data management (RDM) policy aims to ensure better archiving and more publication of research data, so that data is FAIR. In 2024, a report was drafted that mapped out the UvA's IT infrastructure. Based on this report, an Executive Board decision was drawn up, mandating the appointment of an RDM coordinator in 2025 who will be responsible for reviewing the UvA's central RDM guidelines. The RDM coordinator will also be responsible for the development and optimisation of digital infrastructure and services by ICTS and the Library. In this context, a product vision was presented in 2024 for a new portal, RMS-P. Based on this vision, work can start in 2025 to develop the new portal, which will be implemented in 2026.

Work continued in 2024 on the 'FAIR Data Hub', an integration platform that allows researchers to deposit data from existing infrastructure into a terminus for automated archiving and publication. This automation ensures more consistent and therefore more secure archiving, and facilitates publishing.

To strengthen the University Library's RDM services, funding has been obtained through Open Science NL to appoint qualified staff in the areas of data interoperability and research software. The UvA has also taken a leading role in three grant applications for national projects: two projects through the Thematic Digital Competency Centre for the Dutch Research Council's Social Sciences and Humanities domain, and one project concerning coordination of and fit-gap analyses for all projects funded by Open Science NL through the 'Open Science Infrastructure call'.

Major steps were also taken in 2024 towards a new UvA open science programme for 2025 – 2026, focusing on digital sovereignty, FAIR data and open access publication, citizen science, and recognising and rewarding open science.

Data Science Center

The UvA Data Science Centre (DSC) was established in 2020 for the period 2021 – 2025. Working out of the University Library, the DSC aims to strengthen and innovate data-driven research at the UvA. To this end, four programmes have been set up: first, the Accelerate programme, which connects data scientists and engineers to the seven faculties through stimulus funding and faculty matching. The *Affiliate* programme allows UvA staff to become members of the DSC network. Finally, there are two interdisciplinary PhD programmes, through which fourteen PhD candidates, with connections to all faculties, perform data-driven research.

Technology profile

The UvA conducts leading research in technology across virtually the entire spectrum of arts and humanities, social sciences, natural sciences and medical sciences. This gives the UvA a unique ability to respond to rapidly developing technologies, the pressing ethical and societal challenges they bring, and the demand for social and technological solutions to major social issues. It also allows the UvA to position and present itself more prominently at the national and international level. Based on initial advice from 2023, a task force was launched in 2024 to determine how the UvA can exploit these opportunities in the years ahead. After an exploration phase in which an environmental analysis was carried out and external parties were consulted, a vision for technology was formulated. The ambitions will be developed in greater detail in 2025, leading to a strategic recommendation for the new Strategic Plan.

Research Priority Areas

By awarding Research Priority Area (RPA) status to interfaculty research initiatives, the UvA aims to develop highly innovative fields of research at the intersection of different disciplines. Since 2018, interdisciplinary collaboration for methodological and general innovation has been the central focus in the funding of the RPAs. After a selection process in 2023, the RPAs 'Decolonial futures' and 'Emergent Phenomena in Society' began in January 2024. During 2024, through the same selection process, the RPAs 'Shaping Interfaces between Science and the Public' and 'Building Interdisciplinary Team Science for Future-Proof Higher Education' were selected to start in January 2025.

Broad range of UvA subject areas

	PLACES 1-20	PLACES 21-50	PLACES 51-100
Quacquarelli Symonds (QS) publishes rankings for each of 55 academic disciplines. In the 33 disciplines listed in this table (March 2025 edition), the UvA was in the top 100 worldwide.	• Communication & Media • Dentistry • Geography • Psychology	• Anthropology • Computer Science • English • History • Law • Library & Information Management • Medicine • Philosophy • Politics and International Studies • Social Policy and Administration • Sociology	• Accounting and Finance • Anatomy and Physiology • Archaeology • Biological Sci-ence • Business and Management • Data Sciences • Development Studies • Economics and Econometrics • Education • History Classic and Ancient • Hospitality & Leisure Man-agement • Linguistics • Marketing • Mathematics • Modern Lan-guages • Physics • Theology and Religion Studies • Statistics

Scaling up international partnerships

LERU
In 2024, the UvA contributed to strengthening collaboration in the League of European Research Universities (LERU). For example, the Rector Magnificus joined the LERU Board of Directors in January 2024. LERU comprises 24 leading European research universities with a combined total of more than 840,000 students. They have been very successful at integrating funds from European research funding programmes, including the European Research Council (ERC). In 2024, the LERU issued a position paper on the future shape of the Tenth Framework Programme (FP10) and a briefing document for all new members of the European Parliament and European Commission.

U21
The UvA is a member of Universitas 21 (U21). U21 is a global network of 29 research-intensive universities. U21 initiatives are divided into three pillars: Educational Innovation, Student Experience and Researcher Engagement. Last year, the UvA hosted a delegation led by the U21 Provost. In April 2024, the Rector Magnificus participated in the 'U21 Presidential Symposium' in Hong Kong. In October 2024, UvA staff members participated in the 'U21 Global Education and Senior Leaders Meeting' in Shanghai. Ten UvA students participated in the 'U21 Global Citizens' programme. Fifteen scholarships were awarded to students who wanted to attend a summer or winter programme with a U21 partner in 2023 – 2024.

A student from the Faculty of Law on the Roeterseiland Campus.

Dentistry students practice many of the skills they need for treating patients using phantom heads in the preclinical lab.

5. Impact

In 2024, the UvA made additional investments in support for academics, lecturers and students to encourage valorisation. Additional 'Business and Impact Developers' were appointed to promote public-private partnerships. Projects such as the 'Holomicrobiome Initiative' and 'Quantum-enhanced measurement methods' received funding from the National Growth Fund and will add value to society. The UvA also made additional funds available, including through the Amsterdam Academic Angel Fund and the SSH Impact Fund. The IXA Learning Path Valorisation and Impact was launched to teach academics and PhD candidates how to make impact. The first 'UvA Alumni Impact Prizes' were awarded to alumni who have made outstanding contributions to society. Furthermore, the Bachelor's programme in Science, Technology & Innovation started, focusing on technological and societal challenges. The three faculties located on the Roeterseiland campus opened a new space for entrepreneurship and collaboration between researchers, businesses and civil society organisations: REC Impact. In addition, the Amsterdam LawHub, an incubator for legal innovation, celebrated its fifth anniversary. Finally, a UvA professor was appointed co-chair of the United Nations 10-Member-Group, which advises governments on science and innovation for the Sustainable Development Goals.

Partnerships with businesses and social institutions in the city and region

Within the Amsterdam Metropolitan Area, the UvA is working with multiple parties on knowledge transfer, a qualified workforce and a better living environment. In 2024, this included collaborations with the City of Amsterdam, including on the second part of 'The Jewish City' project, which aims to shine a light on Amsterdam's Jewish history. The UvA worked with ROM InWest to support entrepreneurs with social innovations, and collaborated on an initiative with AUAS, VU Amsterdam, Amsterdam UMC and ROM InWest to keep health care accessible and affordable. Scientists from the Institute for Biodiversity and Ecosystem Dynamics launched an AI-driven study of the Amsterdam water supply dunes with Amsterdam Waternet. In addition, together with the Humanities Venture Lab and the KNAW Humanities Cluster, UvA students and researchers set up the Climate Museum, a travelling pop-up museum about the climate crisis. Finally, in 2024, the UvA became an official knowledge partner of Amsterdam750, which, together with AMS Institute, the Amsterdam/Flevoland Regional Training Centre and other partners, will be asked to contribute to the city's 750th anniversary celebrations.

6.   Operational management

The University's operational management plays an important role in supporting teaching, research and impact. Staff in faculties and service units contribute every day, often behind the scenes, to the pleasant study and work environment and facilities that enable excellent teaching and research. The UvA strives to provide high-quality support that is organised effectively and efficiently. In that context, the start of the programme to improve internal service provision (ViDi) was a management priority.

Accommodation

In 2024, activities under the Accommodations Plan were focused on the buildings in the University Quarter, the Roeterseiland Campus and the Amsterdam Science Park.
Through the Accommodations Plan, the UvA creates suitable facilities on vibrant and attractive campuses in the city. The aim is for the UvA's accommodation to support its ambitions in the best way possible. This means that the university buildings do more than provide a roof over our heads: the campus should be a pleasant place to be, encouraging students and staff to study well, teach, conduct research, engage in valorisation and create impact for society.
The Accommodations Plan establishes spatial and financial frameworks for an efficient, effective and inflation-proof real estate portfolio. In the implementation of the Accommodations Plan, costs and quality are balanced and examined in a future perspective. In 2024, this challenge was greater than ever before, mainly because the future perspective of the University, with declining revenue and significantly smaller space requirements, have changed.

Prelude to a new accommodation strategy

Last year saw numerous external developments, which could potentially have a major impact on the size of faculties and hence their space requirements. The new Schoof government is committed to making severe cuts to education spending. Alongside the potential contraction of faculties, the fact that hybrid working is here to stay has given rise to an opportunity to use office space more efficiently. In view of these two developments, the projected size of the UvA shows a declining trend for the first time in years. Consequently, the underlying principle of the Accommodations Plan has changed from facilitating growth to accommodating contraction. In the 2025 Accommodations Plan, a number of space requirement scenarios were calculated. The range of space requirements produced by these calculations is broad, meaning that flexibility will be required in the portfolio strategy. Accordingly, work will be done in 2025 to develop a new Accommodations Plan.

With the original Accommodations Plan nearing the end of the planning period, and a number of large-scale, complex projects still in the pipeline, it is all the more important to carefully weigh the choices still to be made against the various scenarios in the future perspective. The new Accommodations Plan will translate these developments into choices that may affect projects and campuses.

The spending cuts in the current government programme underline the importance of making savings. Because of the Schoof government's spending cuts, when balancing effectiveness and efficiency, more attention will need to be given to the latter in the years ahead. For the accommodation strategy, these developments mean that opportunities to achieve cost reductions in the Accommodations Plan are being intensively sought. Measures being examined include a stricter space standard for offices, which would lead to a reduction in the floor space used, and critically evaluating investments.

Innovation districts and campus development

The 'Amsterdam Innovation Districts Strategy' and the associated action plan were adopted by the Amsterdam City Council in late 2023. The strategy envisages the development of eight 'knowledge quarters' into 'innovation districts' and describes the role knowledge institutions will play in these

districts. The strategy was developed with input from the knowledge institutions, including the UvA. Together with the other knowledge institutions and the city council, initial agreements have been made on the implementation of the strategy. The 'Amsterdam Innovation Districts Strategy' builds on the 'Environmental Vision: Amsterdam 2050'.

The 'Innovation Districts Strategy' and the accompanying action plan for each campus provide suggestions that would make it easier to meet the targets for the UvA campuses with assistance from Amsterdam City Council. Campus actions within the UvA are delegated to the campus organisations Science & Business (S&B), Humanities & Society (H&S) and REC Impact. The city council has unlocked funding to provide substantive support for district development. A number of project proposals have been drawn up in this context, and where co-funding is available, these will be taken up with the city council's Economic Affairs Department.

Improving sustainability

The approach of the 'UvA Energy Transition Road Map' mainly focuses on sustainability at natural moments according to the three-step strategy for energy-efficient design, known as the 'Trias Energetica' model. Major maintenance can then be used to accelerate or adjust sustainability improvements. This was expected to lead to a sharp drop in energy consumption between 2020 and 2025, due to the implementation of quick wins and major renovations.

Improving sustainability through major maintenance is not yet sufficiently embedded in the organisation. The schedule of sustainability improvements in the University Quarter has been subject to delays; according to the Road Map, 26 UvA buildings are scheduled to undergo sustainability improvements by 2030. Based on the current schedule, there will be six fully sustainable buildings and twenty buildings in which half of the sustainability measures have been implemented. This creates a risk that the decrease in energy demand will not continue and the target will not be achieved by 2040. In particular, the implementation of sustainability improvements in the city centre is getting in the way of achieving the Road Map. To reverse this situation, a number of measures have been proposed in an update to the Road Map. By intensifying and optimising the use of space, integrating a sustainability improvement programme into the major maintenance programme with a well-designed process, and starting a targeted approach to user-related energy, the UvA can limit the immediate sustainability challenge and significantly reduce overall CO2 emissions.

Roeterseiland Campus

Two more important milestones in the implementation of the Accommodations Plan were reached in 2024. On the Roeterseiland Campus, following a thorough renovation, REC P reopened in early 2024 as a high-quality teaching building for small-scale education concepts and contract teaching. In the summer, the renovation of REC JK was successfully completed; a challenging project that was achieved while much of the building remained in use. Under the direction of the Real Estate Development Unit (HO), faculties and service units have taken important steps in the further development of the Roeterseiland Campus. A Roeterseiland Campus Development Vision has been adopted that translates the substantive core ambitions from the Position Paper (2023) into a spatial planning task. The Development Vision contains five strategies: a pleasant work and study environment, hospitable and attractive, open and visible, sustainable, and flexible and agile. The Implementation Agenda formulates concrete actions to give effect to the five strategies.

Amsterdam Science Park

The Amsterdam Science Park is being developed into an attractive area for research, education and entrepreneurship in the natural sciences through a partnership between the City of Amsterdam, the Dutch Research Council and the UvA.

In 2024, the UvA continued work on LabQ, the new building being constructed for the Quantum Community. A preliminary design has been prepared and will be submitted for approval in early 2025. This preliminary design takes into account an accommodation concept geared towards use by partners and intended external letting for Quantum-related activities.

Financing

Forecast tangible fixed assets in buildings

This graph shows the expected changes in the book value of the buildings based on the current investment programme.

Legend: 2024 AP, 2025 AP
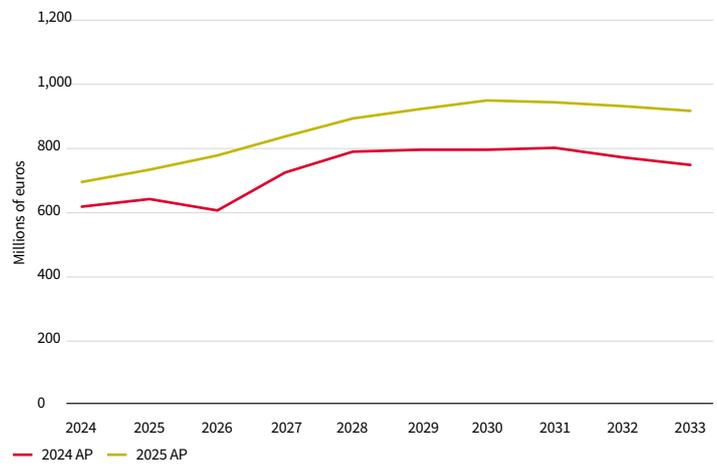
Forecast loans as a % of book value in successive budget years

In line with the Koopmans Committee report, on average, more than half of the book value is financed with equity.

Legend: 2024 AP, 2025 AP
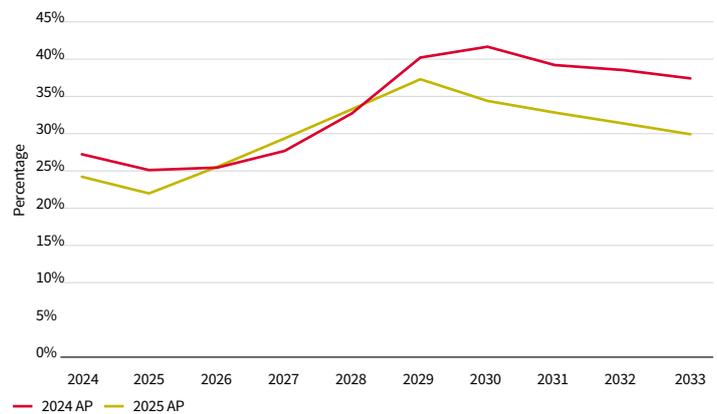
Forecast solvency in successive budget years

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

Legend: 2024 AP, 2025 AP
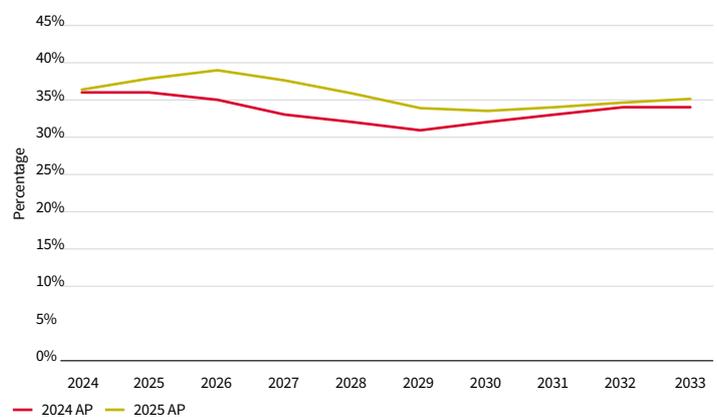
ASP904 (Amsterdam Science Park 904) is the main building of the Faculty of Science which, after a 15-year period of use, is due for a reinvestment focusing on sustainability improvements, major maintenance and adjustments to the workplace concept. Because of the energy savings it will produce, this project will contribute to solving LabQ's grid congestion problem.

For the Amsterdam Science Park area development, the UvA is carrying out joint land development with Amsterdam City Council. In 2024, a desire arose to review the land development arrangement to find solutions for the financial management of the partnership and to make room for new initiatives such as housing, an extended stay facility and green spaces. The review will focus on collaboration in the period up to 2035. After that, the UvA will be responsible for developing the remainder of the park, which will mainly consist of science support facilities.

In executive consultations regarding the joint land development with the Amsterdam City Council, it was concluded that the MacGillavry Tunnel will not be built during the land development planning period (up to 2035). The UvA has therefore written off the preliminary investment of €3.38 million. .

University Quarter

The listed buildings in the historic heart of Amsterdam need major renovations to make them suitable for teaching and research again. To this end, the UvA has drawn up a 'University Quarter Strategic Master Plan' in partnership with the Amsterdam City Council. In 2024, the UvA and the city council embarked on a new partnership strategy after an illuminating review.

The 'University Library' project has entered the final stage of implementation; construction is in full swing. It is scheduled to reopen on 1 September 2025.

For the Oudemanhuispoort (OMHP) project, the schedule for the entire project was adjusted in July 2024. It was decided to split it into two projects, which together represent a smaller-scale approach and provide a solution for obtaining the required major renovation, preservation and listed building restoration permits at a later date (for Project 2). The final part of the renovation has been moved to Project 3, which will not take place until after 2035.

A modified approach to the foundations was developed for BG5 in 2024, and was given a positive opinion by the Environmental Quality Commission, after a negative opinion in 2023. Work continued on the final design, which could be submitted for approval in early 2025.

Grid congestion also remains a risk for the 'Area-specific thermal energy storage for the University Quarter (TES-UQ)' project. To mitigate this risk, several initiatives have been launched to make the risk manageable.

The 'Gasthuiskerk' project, which involved foundation repairs and renovations, has been completed. The building is now in use by the Faculty of Humanities.

Grid congestion poses a major risk to buildings in the University Quarter, where new energy demand has exceeded energy consumption in recent years. Coordination and control in the area of grid congestion are centrally assigned to the Facility Services Energy Department. No solutions are available yet for BG5, OMHP or TES-UQ.

Finances

Partly as a result of external developments, the financial side of the Accommodations Plan is under additional pressure. In particular, the projects in the University Quarter are expected to be more expensive than initially estimated. For instance, additional funds have been included for measures to deal with grid congestion, which is preventing new and renovated buildings from receiving the necessary electricity in good time. In addition, stricter requirements from insurers mean that additional fire safety measures are needed in listed buildings. Rising construction prices in the market, combined with the complexity in the University Quarter, mean that the construction cost forecasts continue to increase.

The Accommodations Plan includes a financial assumption that the Accommodations Plan reserve will be positive in 2035. In 2024, the reserve was €30.5 million, which more than meets this standard. The underlying reasons include delayed investment in the University Quarter projects in particular, as well as delays to major maintenance. This does not mean that the financial challenges are becoming easier.

Many costs have been postponed, which will place the Accommodations Plan under financial pressure after 2035. The new Accommodations Plan will push the horizon for the Accommodations Plan reserve to 2040, and target financially sound real estate operations for the years beyond. This will take account of contraction scenarios.

Financing

In 2002, the UvA took out loans to finance the Accommodations Plan. The loans were used for the new Faculty of Science building and the renovations and new construction at the Roeterseiland Campus, among other projects. The loans had lengthy terms, which was appropriate for the long-term nature of the accommodation investments in question. Annual repayments are made on the loans. The loans are being repaid at around €7 million each year. At the end of 2024, the loans totalled €176 million.

The UvA's operating cash flow was extremely positive in 2024. The operating cash flow is expected to be positive every year, because part of the revenue is earmarked for covering investments and depreciation on investments. This depreciation is a cost, but not an expense, so it does not affect the operating cash flow. Moreover, the amount received in 2024 for starter and incentive grants exceeded the expenditure on these grants.

The operating cash flow is mainly used for investments and regular debt repayments. On balance, there was no substantial change in the cash position.

In the money market, interest rates were relatively high in the first half of 2024. These have declined somewhat since the summer. The substantial interest income generated by the UvA on its cash and cash equivalents position benefitted the operating result.

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

In terms of the loan portfolio, the Treasury Statute stipulates that the UvA must ensure that it has sufficient short and long-term cash facilities at its disposal to implement its plans. This also explains the commitment to ensuring a reasonable degree of assurance regarding the long-term interest expenses arising from the accommodation plans. The UvA ensures that only a small part of the financing obtained is subject to the variable money market interest rate. Around 85% of the loans are subject to long-term fixed interest rates for various maturity periods. Rising interest rates on the money and capital markets can therefore only have a limited effect on the UvA's interest expenses over the next few years and may even have a positive effect due to the interest income from cash and cash equivalents. Conversely, falling interest rates would be unfavourable for the UvA in the short term, but offer more favourable opportunities in the long term for the loan portfolio when the current interest rates expire.

The UvA's investment plans for the next few years are extensive. The funds for these plans will be drawn partly from the operating cash flow and partly from the cash position. In addition, external financing may need to be raised. The extent of this financing will depend on the review of the Accommodations Plan and will become clear over the course of 2025. The UvA monitors its financing needs and ensures that it continues to meet the solvency and liquidity criteria.

Spending cuts and transition policy

Management measures have been identified to address the government's spending cuts that will take effect in 2025, and funds have been released for the transition policy. The programme to improve internal service provision (ViDi) is funding university-wide opportunities to increase efficiency in operational management.

Digitalisation

The UvA sees digitalisation as a key driver to realise its ambitions. To help achieve this, the UvA Digital Agenda was drawn up in 2022. The Digital Agenda provides direction for the development of digitalisation. The digitalisation goals are mainly implemented within the Long-Term Implementation Plan (MJUP)/ICT portfolio, which serves as the implementation plan for the Digital Agenda and in which over €11 million was invested last year. The ICT portfolio include 42 initiatives that will ultimately provide new or improved digital facilities for students and staff. Some of these initiatives are joint UvA-AUAS projects. There are also broader developments at play.

Generative AI is transforming the UvA
The emergence of generative AI such as ChatGPT marked a turning point in the way we work, study and teach. The UvA must integrate AI into its vision and prepare for a world in which AI will become increasingly important. AI presents new opportunities in teaching, research, organisation and operational management, but also brings risks such as fraud in assessments, as well as challenges in the areas of reliability, privacy and regulation. The UvA is committed to responsible deployment of AI, based on the public values the UvA stands for.

Raising awareness around responsible digitalisation
Alongside aspects such as data, systems and infrastructure, there is an increasing social focus on the ethical and social elements of digitalisation. The key building blocks of responsible digitalisation are transparency, inclusiveness and digital sovereignty. A group of UvA researchers are taking part in a pilot involving Nextcloud, within the Algosoc research consortium and in collaboration with SURF. Nextcloud is an open-source collaboration environment that gives users full control over their data.

Improved service provision through the implementation of several major systems
A new Enterprise Service Management (ESM) system has replaced Topdesk, providing a unified platform for collaboration between departments, faculties and service units. At the end of the year, the ESM service went live for all UvA and AUAS ICT processes. To book rooms in 48 UvA locations, students and staff can use a new room booking tool. With SAP Ariba, a new procurement system has been introduced for the UvA and AUAS, giving more control over the procurement process.

Improved internal processes and information provision
The UvA has made significant strides in optimising internal processes to increase the overall efficiency and quality of its operational management. A central team has been established to promote process optimisation, with a focus on automation and Robotic Process Automation (RPA). This has saved over 500 hours of manual work. In terms of improving financial processes and systems, financial reporting and analysis have been improved. On the staff website, the 'Teaching' section has been set up with all relevant teaching logistics information in one convenient location. A 'course coordination dashboard' app has been developed for lecturers and course coordinators.

Strategic Framework for Institutional Data Adopted
The Strategic Framework for Institutional Data ('the data strategy') was adopted by the Executive Board after extensive consultation. The main aim of this strategy is to provide direction for working with data stored in UvA applications for teaching and research support and operational management. This includes using data to improve teaching and interpreting data to monitor policy measures.

Collaboration with external parties on campus
Within the 'Collaboration with external parties on campus' programme, work was done on the creation of a minimum viable product (MVP) to organise facilities for LAB42 tenants, outside the UvA's infrastructure where possible. Integration with the map management system proved more difficult than expected and was also delayed due to a lack of capacity, so the MVP could not be completed in 2024.

Increasing cyber resilience and information security
Digitalisation of teaching and research requires the UvA to maintain adequate information security. Persistent cyber attacks on organisations, including educational organisations, make it clear that the threat is real. The situation calls for increased cyber resilience. The UvA has taken significant steps in the area of information security to ensure a secure digital learning environment for students and staff. The Ministry of Education, Culture and Science has provided funds under the Administrative Agreement to help universities implement UNL's action plan. As a result, 2024 saw the ongoing implementation of this action plan; for more details, see Chapter 10, 'Administrative Agreement', of this annual report.
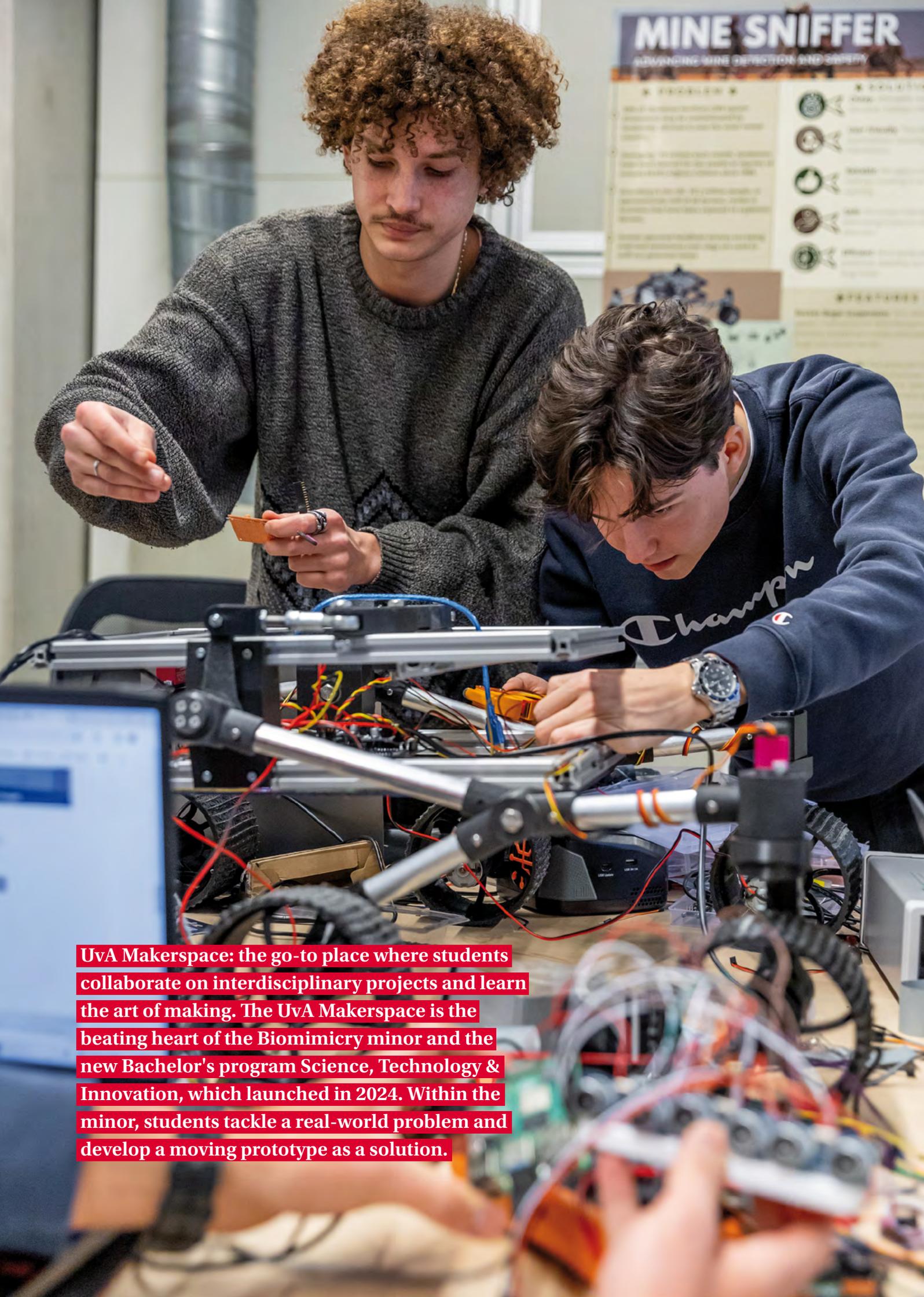
UvA Makerspace: the go-to place where students collaborate on interdisciplinary projects and learn the art of making. The UvA Makerspace is the beating heart of the Biomimicry minor and the new Bachelor's program Science, Technology & Innovation, which launched in 2024. Within the minor, students tackle a real-world problem and develop a moving prototype as a solution.

7. Sustainability

The UvA has an ambition to lead the way in sustainability in teaching and research to help shape our future. As an organisation, the UvA also wants to contribute to a sustainable society. As a result, the UvA is working to reduce our environmental footprint by 25%. To further shape our ambitions, strengthening interdisciplinary collaboration in the area of sustainability is a management priority.

Intensification of Implementation White Paper adopted

In 2024, it was decided to intensify efforts to achieve the UvA's sustainability goals. A comprehensive review showed that the existing targets in the 'Sustainability White Paper' are still applicable, but more effort is needed to achieve them. The UvA will work on the theme in the years ahead, including by establishing a Sustainability Office and a Sustainability Advisory Council. Meanwhile, in 2024, activities were carried out across the full breadth of the UvA and goals were achieved.

Research
Due to the breadth of its research activities, the UvA is ideally equipped to study sustainability issues. To strengthen this position, the climate institute SEVEN was launched in 2024. SEVEN weaves together knowledge and research from the seven faculties to combat climate change and make vulnerable societies more resilient. In doing so, SEVEN will apply a systems perspective and interdisciplinary and transdisciplinary working methods to all issues.

'Sustainable Prosperity' remains a UvA-wide strategic theme to improve social impact. Several mid-size and seed grants were granted in 2024 under the 'Sustainable Prosperity' theme-based collaboration. A working conference explored how UvA Sustainability Platform (USP) research could be used to reduce the UvA's environmental footprint. This resulted in inspiring exchanges between operational management and scientists. In the years ahead, the aim is to better understand the footprint (through data) and enable scientists to be involved in this work (through living labs).

Education
The UvA has two primary goals with regard to sustainability in education: including sustainability in all curricula in an appropriate way and offering all students an opportunity to specialise in sustainability by choosing sustainability courses or tracks. In this context, following a successful pilot, the in-depth pathway 'Sustainability in the Visible Learning Paths Programme' was launched in 2024. Degree programmes that follow this in-depth pathway set their own level of ambition, develop a sustainability vision, then incorporate sustainability into the curriculum. The programmes receive tools and guidance from experts in the areas of sustainability in education and co-creation.

Impact and community

Social impact is one of the main goals of the UvA sustainability programme. Since sustainability is a broad and interdisciplinary theme, there are several initiatives within the UvA working on sustainable impact with their own focus.

SustainaLab, a sustainability hotspot focused on cross-fertilisation between businesses, public authorities, large companies, citizens and academia, hosted more than 100 events in 2024 (88 facilitated and 20 self-organised events). Through these events, SustainaLab contributes to connecting academics with partners. Collaboration with VPRO 'Tegenlicht Meet Ups' is a regular feature.

From May to September, there was a pop-up Climate Museum in BG3 and the Oudemanhuispoort complex. The Climate Museum provided a platform for UvA academics working on sustainability. The Climate Museum consisted of an exhibition and a programme of events, workshops and tours of the museum.

The UvA Green Office organised sustainable events and workshops, such as a repair event at the UvA Bike Kitchen. It also contributed to the UvA's sustainability policy, for example in the selection of a sustainable bank.

Amsterdam Green Campus benefitted from an expansion of capacity. This enabled it to participate in eight projects, including 'Crop XR', which aims to breed resilient crops. Amsterdam Green Campus is focused on stimulating, setting up and coordinating complex projects and learning communities under the themes of 'Agricultural Sector', 'Food', 'Nature-inclusive City' and 'Lifelong Learning'. It does this in collaboration with the business community, public authorities and other educational institutions.

To promote research and education on the theme of water, the 'domoreforwater.org' platform was created, uniting research questions, students and researchers.

Operational management
The UvA aims to reduce its environmental footprint by 25% in five years, including by making its buildings fossil free and 'Paris Proof' (energy consumption <70kWh/m2 per year). In accordance with the Energy Transition Road Map, the UvA is working to phase out natural gas use and drastically reduce its overall energy consumption.

The Energy Transition Road Map Update was adopted in September. It proudly sets out the achievements over the past four years. Nevertheless, the energy transition challenge remains substantial, and it is not clear whether the 2040 targets will be met. To meet the targets, the UvA is broadening its energy efficiency focus to look beyond climate control in buildings. For example, action is now being taken to reduce energy consumption in lab facilities at Amsterdam Science Park. Buildings will also need to be used more intensively to further reduce the UvA's overall energy consumption.

Around 8% of the UvA's CO_2 emissions stem from the construction and maintenance of its buildings. In addition to energy use, the environmental impact of construction activities is therefore a key focus area. The focus on circularity in the construction of LAB 42 resulted in this building winning the 2024 National Steel Award in the Reuse category.

In 2024, the UvA produced 865,155 kg of waste, bringing it close to the target in the white paper of 792,000 kg of waste by 2026. In the 2023 – 2024 academic year, 44,015 students and 6,320 staff members (50,335 people in total) used these facilities at the UvA. This resulted in an average of 17.19 kg of waste per user.

As part of the efforts to reduce the carbon footprint of food, a large-scale project measuring food waste in catering was carried out for the first time in 2024. As much as 33% of food is wasted due to no-shows and over-ordering (measurements taken at UvA and AUAS sites). This baseline measurement will function as a starting point for reducing food waste in the years ahead. The partial replacement of animal-based foods with plant-based foods is probably the most efficient way to reduce the environmental impact of food. Considerable strides have been made in this area in recent years: in the cafeterias, the proportion of plant-based food has almost doubled, from 12.8% in 2018 to 24.9% in 2024. In catering, the proportion of plant-based products increased almost sixfold over this period, from 4.9% to 28.8%.

Together with Amsterdam University of Applied Sciences, the UvA launched a tendering procedure for a sustainable transaction bank in late 2024.

Data on the environmental impact

Energy consumption per student in GJ

This graph shows the actual consumption of gas and electricity in gigajoules per student. To avoid double counting, gas consumption used for electricity generation has not been taken into account. The increase in electricity consumption is connected to the delay in implementing sustainability improvements in the buildings and the expiry of the COVID-19 measures relating to building use.
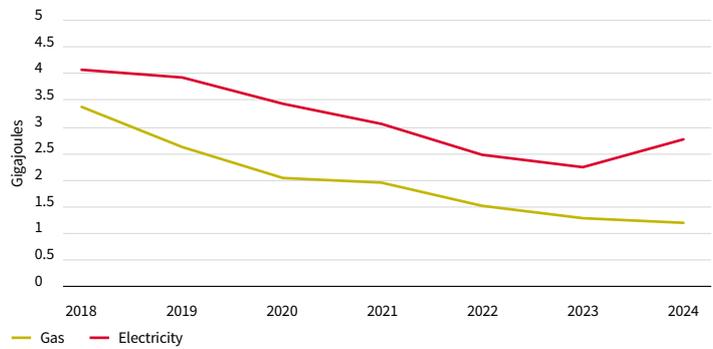
CO$_2$ equivalent in kg/student

This graph shows the CO$_2$ equivalents of gas and electricity consumption, not corrected to account for the purchase of green energy.
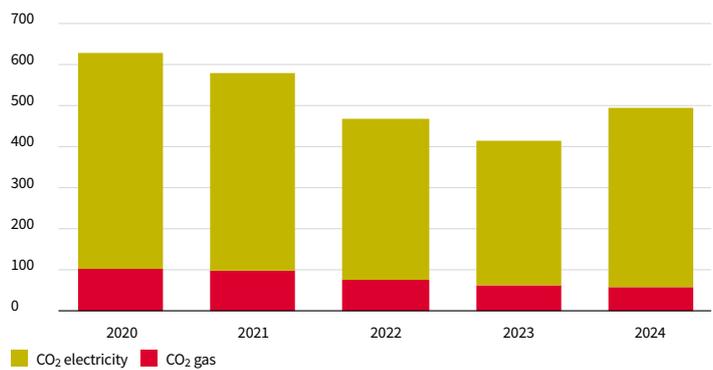
Trends in waste production

On balance, waste production has decreased in recent years, although this partly depends on relocation operations, which generally cause a spike in paper and furniture waste. The goal is to reduce waste production to 792 kilotonnes by 2026.
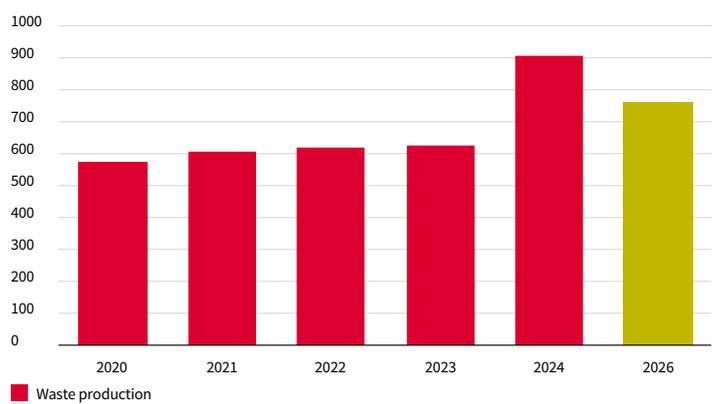
This table provides an overview of recent developments with regard to our 'Paris proof' objective.

	2010	2021	2024	2040
Energy consumption (kWh)	271	141	120	70
Gas [m³]	9,400,000	1,734,677	1,400,000	0

Reflections of the Joint Meeting

The spending of Quality Agreement funds by the various faculties of the UvA is a subject of constant attention and evaluation. The general impression is that the faculty representative advisory bodies have generally been adequately involved in the spending of the Quality Agreement funds. New and amended plans are usually submitted to the faculty student council and/or programme committees, which can respond in writing. The student representative advisory bodies have also been involved in evaluating quality agreement fund projects and have been asked about their impact. The Joint Meeting, comprising the individual members of the Central Works Council (COR) and Central Student Council (CSR), has a positive view of the level of involvement in and the spending of the Quality Agreement funds.

On the Teaching Facilities theme, the Teaching Facilities Advisory Committee, in which the COR and CSR are represented, worked intensively in 2024 to assess and approve submitted plans. Co-operation has been sought between faculties, especially on the Roeterseiland Campus, leading to more efficient use of new and existing teaching facilities. At the final meeting of the Teaching Facilities Advisory Committee for 2024, plans were made for the effective spending of the re-maining Quality Agreement funds on this theme. A specific focus is required on rolling out suc-cessful initiatives (best practice) more widely. The committee's approach is seen as very positive and has led to an acceleration in the implementation of plans. The UvA-wide coordination of the use of Quality Agreement funds has proved instructive and has contributed to a more efficient use of resources.

There have been differences between faculties in terms of the level of involvement and consul-tation, but the overall view of the Joint Meeting is largely positive, with regard to both the level of involvement of faculty representative advisory bodies and the spending and projects themselves. Looking ahead, the challenge remains to maintain the quality of teaching despite the transition to lump-sum funding. This will require a clear strategic vision and the ongoing in-volvement of the representative advisory bodies to ensure that the initiated improvements are sustained.

8.   Quality agreements

The government used the savings created by the introduction of the student loan system in 2015 to make money available to invest in education. This money is known as the 'student loan system funds' and is earmarked for improving the quality of education. In April 2018, the Minister of Education, Culture and Science signed an agreement with the umbrella organisations and student unions with regard to the general shape of the 2019–2024 Higher Education Quality Agreements. Following the publication of the 2024 Annual Report, a report on the entire period of the quality agreements (2019 – 2024) will be posted on the UvA website.

In 2018 – 2019, the UvA engaged in an intensive process of theme selection and plan development that involved active consultation with the university community. The UvA selected the following themes for the spending of the funds:

- further lecturer professionalisation;
- suitable and high-quality teaching facilities;
- more intensive and small-scale education.[1]

In addition, funds were allocated to the faculties to set up Teaching & Learning Centres (TLCs), which play an important role in the areas of lecturer professionalisation, knowledge sharing and educational innovation.

General overview

2019 was the first year of implementation of the Quality Agreements. Immediately after the initial phase, the implementation of many projects was hampered by the COVID-19 crisis, causing expenditure to lag in the early years. However, the University has now managed to spend virtually all of the available funds – in some cases, after making adjustments in consultation with the representative advisory bodies.

The UvA has invested heavily in the further professionalisation of lecturers; not only by organising a wide range of training courses, but also by making grants and development hours available for teaching-related innovation and research. In parallel with the efforts at the central level relating to teacher professionalisation, the faculties have been working on the intensification of education. They have done so in ways appropriate to the degree programmes they offer. Spending on this theme proceeded well in 2022, and this trend continued in 2024. The total budget for 2024 has been fully spent, and a small start has been made on spending the available reserve. The unused funds from previous years amounts to €8,946,000. The organisational units plan to spend this by 2025 (the 2024 – 2025 academic year) at the latest.

Table 1: Budgeted figures and actual results by theme, 2024 plus remainder of 2019 – 2023 funds (amounts x €1,000)

SPENDING OF FUNDS BY THEME: AVAILABLE 2024 FUNDS + REMAINDER OF 2023 FUNDS	RESTANT 2023	BEGROTING 2024	BESCHIKBAAR 2024	REALISATIE 2024	RESTANT 2024
Intensification of education	7.3	23.3	30.6	21.5	9.1
Further lecturer professionalisation	0.6	4.3	4.9	5.4	-0.5
Suitable and high-quality teaching facilities	3.1	0.9	4.0	3.0	1.0
Teaching and Learning Centres (TLCs)	0.0	0.3	0.3	0.3	0.0
Other	-0.3	0.0	-0.3	0.4	-0.7
Totaal	**10.7**	**28.8**	**39.5**	**30.6**	**8.9**

* The entire budget for Amsterdam University College (AUC) and the Faculty of Dentistry (ACTA) is included under 'Intensification of education'. The spending by AUC and ACTA falls under 'Intensification of education', 'Further professionalisation of lecturers' and 'Other' (including teaching facilities).

[1] The UvA chose to rename this theme 'Intensification of education'.

Table 2: Actual spending by organisational unit, 2024 plus remainder of 2019 – 2023 funds (amounts x €1,000)

SPENDING OF QUALITY AGREEMENT FUNDS BY FACULTY	REMAINDER 2023	BUDGETED 2024	AVAILABLE 2024	ACTUAL 2024	REMAINDER 2024
Faculty of Humanities	1.9	4.2	6.1	4.3	1.8
Amsterdam Law School	0.9	2.5	3.4	3.2	0.2
Faculty of Science	2.5	5.1	7.6	4.9	2.7
Faculty of Economics and Business	0.3	3.2	3.5	2.9	0.6
Faculty of Social and Behavioural Sciences	1.9	6.2	8.1	6.3	1.8
Faculty of Medicine	2.8	3.3	6.1	5	1.1
Faculty of Dentistry	0.1	1.1	1.2	1	0.2
Amsterdam University College	0	0.6	0.6	0.7	-0.1
UvA-wide	0.3	2.6	2.9	2.2	0.7
Total	**10.7**	**28.8**	**39.5**	**30.5**	**9**

The tables show that within the 'Lecturer professionalisation' theme, the funds were properly spent in 2024. Spending on the TLCs also continued. On the central theme of 'suitable and high-quality teaching facilities' (referred to as 'teaching facilities' for the sake of simplicity), following a catch-up in 2023, the available funds are now almost fully spent. However, much of the funds already allocated to faculties under this theme have yet to actually be spent: some of these plans were launched in 2023 and 2024, with the rest to be launched in 2025. On the theme of 'intensification of education', once again a large portion of the available funds were spent in 2024, though slightly less than the budgeted annual amount. There is still money left over from previous years. This is because it has proved difficult to spend large amounts of one-off funding under this theme, making it impossible to accelerate the catch-up of the underspending that occurred in the initial phase (which overlapped with the COVID-19 period).

Table 3: Forecast use of funds by theme, 2024 – 2025 (amounts x €1,000)

FORECAST SPENDING OF FUNDS BY THEME	AVAILABLE 2025	ACTUAL 2025	REMAINDER 2025
Intensification of education	9.1	6.1	3.0
Further lecturer professionalisation	-0.5	1.2	-1.7
Suitable and high-quality teaching facilities	1	1.1	-0.1
Teaching and Learning Centres (TLCs)		0.1	-0.1
Other	-0.7	0	-0.7
Total	**8.9**	**8.5**	**0.4**

All organisational units have drawn up plans to spend the remaining funds before the end of the 2024 – 2025 academic year.

Table 4: Forecast use of funds by organisational unit, 2024 – 2025 (amounts x €1,000)

FORECAST SPENDING OF FUNDS BY FACULTY	REMAINDER 2024	ACTUAL 2025	REMAINDER 2025
Faculty of Humanities	1.8	1.8	0.0
Amsterdam Law School	0.2	0.2	0.0
Faculty of Science	2.6	2.4	0.2
Faculty of Economics and Business	0.7	0.7	0.0
Faculty of Social and Behavioural Sciences	1.8	1.8	0.0
Faculty of Medicine	1.1	1.1	0.0
Faculty of Dentistry	0.2	0	0.2
Amsterdam University College	0	0	0.0
UvA-wide	0.5	0.5	0.0
Total	**8.9**	**8.5**	**0.4**

In 2024, each faculty's representative advisory bodies were involved in the process of deciding how the Quality Agreement funds should be used. More detail on how the representative advisory bodies were involved at the decentralised level is provided in the sections on the individual faculties.

UvA-wide lecturer professionalisation

Progress
When the Quality Agreements were launched, the UvA decided to develop additional professionalisation courses for lecturers, focusing on different aspects of the vision on teaching and learning. Some of these courses have been organised by the central TLC, with the remaining funds being allocated to the faculties for faculty or programme-specific lecturer professionalisation. One of the central goals was to expand the range of UTQ+ workshops and modules (UvA Advanced courses) for lecturers who already hold a university teaching qualification (UTQ) and want to gain further skills in specific aspects of teaching. Another goal was to introduce UvA-wide pre-UTQ courses for beginning lecturers. Implementation of these UvA-wide activities is the responsibility of the UvA's central TLC, which has steadily expanded its range of professionalisation modules since 2019.

Reflections of the Supervisory Board

The Supervisory Board has taken note of Chapter 8 of the 2024 UvA Annual Report in which the Executive Board reports on the progress made in implementing the quality agreements. The Supervisory Board observes that the report on the student loan system funds likewise corresponds to the information provided to it over time by the Executive Board.

In 2019, after consultation with the university community, agreement was reached on how to implement the 2019 – 2024 quality agreements. For the spending of the corresponding funds, the UvA chose three themes: further lecturer professionalisation, suitable and high-quality teaching facilities, and more intensive and small-scale education. There was also a focus on setting up Teaching & Learning Centres for lecturer professionalisation, knowledge sharing and educational innovation. The Supervisory Board believes these themes were well chosen at the time and remained relevant over the years.

The implementation of the quality agreements in 2020 and 2021 was hampered by the COVID-19 pandemic. As a result, spending fell short of the targets for a while. The catch-up process began in 2021. Since 2022, the spending has proceeded well. A year ago, the Supervisory Board noted that the 2023 funds had largely been spent; it now appears that the 2024 funds have been fully spent. A start has also been made on spending the remaining funds from previous years. The intention is to spend the rest of the funds, just under €9 million, by the end of 2025 at the latest.

Spending on the theme of lecturer professionalisation proceeded well in 2024. Some of the courses offered under this theme are organised by the central TLC, while the rest are decentralised. The Supervisory Board appreciates the fact that the range of courses offered is updated, with courses on AI included, and also that the courses cover the full spectrum: from pre-UTQ courses for beginning lecturers, to in-depth courses on specific aspects of teaching for lecturers who already hold a University Teaching Qualification (UTQ).
The theme of 'suitable and high-quality teaching facilities' focuses on facilities to support student-activating teaching methods. A positive aspect is that faculties can opt for a standard package or for custom solutions that benefit small-scale, intensive education. Applications are assessed by an advisory committee that explicitly evaluates whether an investment will actually lead to an additional quality boost.

With regard to the theme of 'intensification of education', a large portion of the available funds were spent in 2024. There are ambitious plans for spending the funds remaining from previous years.

As in previous years, in 2023 the faculty representative advisory bodies were involved in deciding how the Quality Agreement funds should be used. The way in which the representative advisory bodies were involved and received information varied from faculty to faculty. This is reflected in the section describing the progress made on the themes by each faculty. Several years ago, the Joint Meeting called attention in its reflections to the extent to which the representative advisory bodies were informed of the progress made on projects and given an opportunity to actively contribute to their content. At the time, the Supervisory Board indicated that it expected the Executive Board and the representative advisory bodies to discuss the matter. The Joint Meeting has now made positive remarks about the level of involvement.

The Supervisory Board is satisfied with the approach and the results achieved. It is good to note that after the early delays in spending, mainly due to the COVID-19 pandemic, implementation of the quality agreements has matured in recent years. It is important that the spending of the remaining funds proceeds as agreed and is not delayed any further.

Lecturer development

A large number of customised courses in the area of lecturer development were offered in 2024, with around 300 participants in total. Individual courses were also offered again, with the number of times the courses were offered and the number of participants declining slightly (20 times instead of 24, with 154 participants instead of 163). The number of UTQ participants remained almost the same: 98 participants in 2024 compared with 91 in 2023. Last year, new courses were added on AI and 'Hot Moments' (Heated, Offensive and Tense Moments) in the lecture room.

The area of knowledge sharing has seen a big increase in activities. The Special Interest Groups (SIGs) have grown, in terms of both the number of participants and the number of activities organised. In addition, Edusnacks webinars were organised for the first time last year, with the aim of sharing evidence-informed knowledge on educational themes with lecturers in an accessible way. Several TeachMeet sessions also took place.

For 2025, the six previous focus areas will be continued; in addition, 'facilitating physical space for experimentation' has been added as a seventh spending objective for the central Quality Agreement funds:

– Standard UvA advanced courses (UTQ+ modules)
– Educational research fellows
– Development hours/grant system
– Developing online expertise and expanding the range of courses in the areas of blended learning and AI
– Scholarly development
– Faculty trainers
– Support and space for experimentation

UvA-wide teaching facilities

Progress
When the Quality Agreements were launched, a budget was made available at the central level for the creation of suitable teaching facilities to support a diverse range of student-activating teaching methods. The desire was to align the Learning Resource Centre with the wide variety of teaching methods. Faculties could choose to spend this money on a 'standard package' (flexible furniture, whiteboard walls and power strips in tutorial rooms) or on facilities to support small-scale, intensive education in a different way (custom solutions).

In 2024, the Teaching Facilities Advisory Committee met four times and made significant progress on this theme. The advisory committee handled a large number of applications and approved nearly all of them. The Executive Board then granted the funds to the respective faculties. In practice, in some cases these funds will not actually be fully spent until 2025, which explains any discrepancies in the overview below compared with Table 1.

Around €215,000 is still available for the teaching facilities theme until the end of the 2024 – 2025 academic year. The advisory committee will continue on its current path, so it is expected that the budget for this theme will be almost completely spent.

Table 5: Projects in the central 'teaching facilities' theme in 2024 (amounts x €1,000)

FACULTY	PROJECT	2024
Faculty of Humanities	Upgrade PCH 1.04 and 1.05	66
	2023 overrun	8
Faculty of Economics and Business	Active learning REC-E	27
	Virtual classroom REC-E	57
	Knowledge clip studio REC-A	67
Faculty of Science	Active Learning Science Park G	280
	Active Learning Science Park L	48
Faculty of Medicine	MoFa project	52,5
Amsterdam Law School	Furniture for skills training in REC A	28
Total		**633,5**

Progress by faculty

The progress made by each faculty is described below for the themes of 'Intensification of education,' 'Lecturer Professionalisation' and 'Teaching and Learning Centres'. The progress made by the AUC will be described in a report from VU Amsterdam. The AUC is a partnership between the UvA and VU Amsterdam.

Faculty of Dentistry (ACTA)

The ACTA focused on all three UvA themes in 2024. Under the theme of 'intensification of education,' progress was made with developing and implementing the portfolio for the third year of the Bachelor's programme. In addition, in the Oral Health Sciences Master's programme, the 'Entrustable Professional' profile was modified based on the results of a review. In the area of lecturer professionalisation, a pilot project was carried out for the Clinical Teaching Qualification, after which the first full round of this course was rolled out. Under the 'teaching facilities' theme, an examination room was made available for team-based learning and work was done to raise awareness among students about the facilities available on the VU Amsterdam campus.

Progress in spending the Quality Agreement funds was reviewed every two to three months in meetings between the Faculty Student Council, the Director of Education and the Controller.

Faculty of Medicine (AMC-UvA)

In 2019, 15.4 FTE medical educators were deployed for projects in medical degree programmes. By 2024, this deployment had grown to 22.6 FTEs. Medical educators focus on more 'blended' and small-scale education, with a particular focus on the first year of Bachelor's programmes, the pre-Master's programme, and programme-based assessment in Master's programmes. For Medical Informatics, junior lecturers were appointed in 2019 and 2020 to bring innovation to teaching through blended teaching methods and mentoring. Due to labour market shortages, the number of junior lecturers was unable to be increased in 2023 and 2024, but it is hoped that this will be possible in 2025. The electronic patient file (EPD) has been integrated into the Master's programmes, and an open-source version has been introduced (OpenMRS).
1.5 FTE staff members have been assigned to deliver lecturer development activities such as UTQ/advanced UTQ/Live Online Learning within the Faculty of Medicine TLC. Professionalisation and collaboration with the VUmc continued in 2024. New initiatives included the 'Brave Doctors' debate series, a TLC magazine and a professional newsletter. The training of lecturers, including medical educators, continued with the UTQ and professional development community.
In 2023, €1,900,000 of the Quality Agreement funds were reallocated to small-scale education in the teaching side of Amsterdam UMC, known as the MoFa (faculty modernisation) project. MoFa also includes the 'eHealth Living Lab' for digital healthcare innovation.
Expert groups have been formed within the Faculty of Medicine TLC for AI, e-learning, VR/XR, and

Diversity & Inclusion. The TLC is embedded in the UvA-wide TLC network and contributes to various groups and initiatives, such as the Blended Learning Community. Efforts and the allocation of funds will continue in 2025.

The Faculty Student Council and the UvA Faculty of Medicine management team continued their regular bimonthly meetings in 2024, discussing all relevant matters with an open agenda. In addition, representatives from the Student Council sit on the steering committee for the MoFa project. This steering committee had a late start in 2024, but has held monthly meetings since April, with minutes being taken.

Faculty of Economics and Business (FEB)

In 2024, the Faculty of Economics and Business decided to fund existing projects and educational expenses rather than start new initiatives. The 'Learning in Context/Your Future First' project remained an important part of the curriculum, aimed at guiding students in their preparations for the labour market. Demand from lecturers for administrative support from student assistants remains high.

To intensify education for the large student population, student assistants were used for technical and administrative support, giving lecturers more time to improve their courses. These assistants also helped develop and implement new teaching methods. The Economics and Business TLC offered coaching and training to lecturers last year, and there was a major focus on programmes such as the Social Mentor programme for first-year students, 'Bachelor Connect', 'Master Skills' and the 'Study Toolkit'.

In addition, new initiatives were introduced, including the implementation of Dutch-language tracks in Bachelor's programmes and the expansion of the online pre-Master's programme.

In terms of lecturers' professional development, funds were used for various workshops and training sessions. The 'Lecturer Development Plan' provided guidance to junior lecturers, while other lecturers were given access to professional development time. The TLC developed a 'Basic Teaching Skills for Teaching Assistants' programme, with plans to extend it to PhD candidates with teaching duties. It also experimented with new teaching methods and AI applications.

The faculties on the Roeterseiland Campus jointly invested in the REC-P building, with flexible furniture, new study spaces, and the fitting out of an online classroom and a knowledge clip studio. The Economics and Business TLC supported educational innovation and lecturer development with platforms for knowledge sharing and a new 'Formative Teaching Observation' programme, focusing on teaching skills feedback and support. This programme, which started in January 2025, aims to increase the reach of the Economics and Business TLC and improve the quality of education within the faculty.

In November 2023, an information and brainstorming session was organised by the College and Graduate School directors, with the representative advisory bodies being invited to discuss ongoing projects and suggest new initiatives. This made the allocation process for 2024 significantly easier.

Faculty of Humanities

In 2024, there was a major focus on the intensification of education and the strengthening of students' research skills. Additional lecturer hours were allocated to support the final year programme in both Bachelor's and Master's programmes. This included more thesis tutorials, thesis symposia and lectures on research themes, as well as new modules focusing on writing and methodological skills. Personal supervision of students by experienced academics was also expanded, and the thesis allowance for Bachelor's and Master's students was increased.

In Master's programmes, interactions with the city and external partners were intensified. Collaborations with knowledge institutions, museums and cultural organisations were strengthened to provide students with practical experience and internship supervision.

Academic student counselling in the College of Humanities and Graduate School of Humanities was expanded. Tutoring was expanded to all years of the Bachelor's programmes as well as to Master's and pre-Master's programmes, with additional hours allocated for more intensive supervision. The capacity of study advisers had already been increased, and was increased further in 2024.

In the area of lecturer professionalisation, a wide range of UTQ+ training courses were offered in 2024, focusing on topics such as inclusive teaching, social safety, giving feedback and managing workloads. Both generic and customised versions of these courses were offered. The redesign of the UTQ was completed, ensuring better alignment with lecturers' professionalisation needs. Specific professionalisation programmes were developed on the use of generative AI.
With regard to teaching facilities, lecture rooms 1.04 and 1.05 in the PC Hoofthuis Building were renovated; these rooms were made suitable for active teaching methods and cultural dialogues. Teaching rooms F2.11B and F2.11C in the Bushuis Building were also redesigned for student-activating teaching, in line with the faculty's vision on teaching and learning.

The Humanities TLC supported lecturers and programme directors with educational issues and developing tests. Eleven educational innovation grants were awarded this year, focusing on the themes of blended learning and active teaching methods. In addition to workshops and a podcast studio, the TLC provided individual support and coaching sessions, which contributed to improving educational quality.

In 2023, the representative advisory bodies were involved in the plan for additional investment in thesis supervision in both Bachelor's and Master's programmes in the 2024 – 2025 academic year. This plan was discussed with the Works Council and Faculty Student Council in June 2023, and the board made a final decision in September 2023. Since no new plans were formulated in 2024 and no changes were made to the spending goals, no dialogue with the representative advisory bodies was necessary. Naturally, the representative advisory bodies (the Works Council and Faculty Student Council) were kept informed through the quarterly reports..

Faculty of Science

Under the theme of 'intensification of education', the Faculty of Science focused on giving more time and attention to students, preparing them better for their future profession and career, and community building. More university lecturers and postdoctoral researchers with extensive teaching duties were appointed. Specific projects such as plagiarism prevention and improving support for students with autism were expanded. In addition, the 'Statistics and Mathematics Support Hub' (SMASH) became a permanent feature, providing support and materials for mathematics and statistics.
New projects in 2024 included the development of the Math4AI website, a reassessment of the tasks and responsibilities of study advisers and the introduction of knowledge clips for Forensic Science students. New initiatives for the professional development of lecturers were also launched.
To help students prepare for the job market, professional skills workshops were offered in the Master's programmes. Projects such as 'Unibuddy' paired students with alumni and employers.
The 'Teacher Training' Programme was launched to increase enrolment in teacher-training programmes. Other initiatives included a User Interaction Lab for Information Science students and Virtual Fieldwork for Earth Sciences students. A 'Thesis Matching Platform' was set up to centralise the provision of information on final projects.
Community building in the faculty was promoted through the organisation of events for international Master's students, among other activities. Initiatives such as the 'Bèta Break' platform and activities organised by the study associations committee also received support.
The faculty's teaching facilities were improved with the development of Active Learning Spaces: seminar rooms with a flexible layout. The Science TLC continued to work on lecturer development, educational innovation and knowledge sharing, with an emphasis on inclusion/diversity and the use of generative AI in teaching. The work programme of the Science TLC focused on increasing lecturer participation and organising knowledge-sharing activities.

During the year, the Faculty Student Council and the Works Council were verbally informed of developments and progress. Both councils were also sent a copy of the annual report on the Quality Agreement funds.

Amsterdam Law School

Bachelor's and Master's programmes in law
In 2024, Amsterdam Law School continued to work on the intensification of education in its Bachelor's and Master's programmes, focusing on student-activating teaching and increased student engagement. The new Bachelor's programme began in the 2023 – 2024 academic year and was implemented in phases, with a focus on courses in the latter part of the programme in the first half of 2024. Design of the updated curriculum began in mid-2022, with lecturers being guided to redesign courses, learning objectives and assessment formats in accordance with the faculty's new vision on teaching and learning.
A big part of this curriculum update was skills-based education in the 'Amsterdam Law Firm' (ALF) programme, focusing on experience-driven learning. Lecturers in this programme are partly funded with Quality Agreement funds. In September 2024, the ALF was extended to the second year of the Bachelor's programme, which saw more lecturers become involved.
For the Master's programmes in law, student-activating teaching in small-scale settings was boosted, both within the regular curriculum and within the ALF. Based on new graduation profiles, existing learning paths were made explicit and new learning paths were developed. All Master's programmes went through the 'Visible Learning Paths' programme and organised working conferences to embed educational innovation. The themes covered included formative assessment, affective learning objectives and the impact of AI, and the faculty TLC provided support.

PPLE
Within the Bachelor's in PPLE, the Quality Agreement funds were used for educational professionalisation and student guidance and support. Mentors received training in communication skills and lecturers who run tutorials underwent extensive training. Students received more feedback on their writing skills and additional tutorials were set up for the Politics major.
Lecturer professionalisation received plenty of attention, with in-house courses and bootcamps for beginning lecturers. UTQ courses and workshops on educational design, student-activating teaching methods and assessment. A new course for onboarding new course coordinators was rolled out.

Teaching facilities and the TLC
Teaching facilities in the faculty have been improved with flexible furniture in lecture rooms REC-A2.12 and 2.13; these rooms have been made suitable for active teaching methods. The TLC also assigned a student assistant to support lecturers and hired an external teaching adviser to replace a staff member on maternity leave.

The representative advisory bodies were closely involved in the spending plans, with advice from the Works Council and Faculty Student Council being integrated into the new Bachelor's and Master's programmes. Figures for spending in 2023 were reported in early 2024, and similar reporting on 2024 figures is expected in 2025.

Faculty of Social and Behavioural Sciences (FMG)

Over the past few years, the Faculty of Social and Behavioural Sciences has invested significantly in student-focused and activating teaching, with the aim of increasing student engagement and satisfaction. The faculty has focused on four main themes: differentiation and interconnectedness, balance between contact hours and independent study, learning in context, and feedback and regulation. Because of the differences in content between the faculty's degree programmes, specific interventions vary, with programmes choosing their own mix of intensive and non-intensive teaching methods. This process was guided by long-term plans that were drawn up in consultation with programme committees and other stakeholders and reviewed annually.

Successful initiatives include the use of alumni in courses, support for academic writing through the online writing coach CWrite, development of knowledge clips in the Pedagogical and Education Sciences programmes, awareness-raising workshops on diversity and inclusion, more intensive feedback on thesis proposals and peer feedback groups for Research Master's students.

The Social and Behavioural Sciences TLC manages the faculty's professionalisation budget. It organised various activities in 2024, including workshops on AI in education, and training courses on diversity and inclusion. The number of places in UTQ programmes and the Educational Leadership Course were also increased. Specific training courses on computational skills and problem-based learning (PBL) were offered, as well as peer feedback sessions for lecturers supervising Bachelor's projects.

Faculty teaching facilities were improved through projects including the completion of the space for the Bachelor in Computational Social Science and the Valorisation Floor in REC-J/K, as well as the further development of the AV Lab and study spaces in REC-L. Flexible furniture was purchased for some lecture rooms to support active teaching methods.

The faculty's TLC played a crucial role in 2024, with a particular focus on social safety issues and the integration of AI into education. The TLC organised workshops and contributed to events such as UvA Education Day. It also worked on developing a new vision and action plans, collaborating with the central TLC, and providing support to lecturers through a wide range of training courses and workshops.

The involvement of the representative advisory bodies is ensured through regular coordination with the Faculty Student Council and the Faculty Works Council. The long-term plans were discussed with and approved by these councils, and input from the programme committees played an important role in the evaluation and adjustment of the plans. Quarterly reports are always shared with both councils to keep them informed of progress and spending.

9.   NPO

Introduction

The government launched the National Education Programme (NPO) in 2021. This programme contains a series of measures for all education sectors to alleviate the medium and long-term effects of the COVID-19 pandemic and improve future prospects. Funds under the programme were being distributed in two tranches. In the second tranche, the NPO funds were distributed on the basis of administrative agreements for education and research. For the second tranche, the UvA developed specific plans that achieve the objectives of the administrative agreements. In this COVID-19 section, the UvA reports on its spending of the second tranche of NPO funds. The final year in which these funds could be spent was 2024. The funds were (almost) fully spent.

Table 1: Budgeted figures and actual results for NPO funds, 2021 – 2024 (amounts x €1,000)

UvA TOTAL	RECEIVED 2021	RECEIVED 2022	SPENT 2021	SPENT 2022	SPENT 2023	SPENT 2024	REMAINDER
FUNDING							
Teaching component funding: COVID-19 allowance (2nd tranche)	5,306	4,740	892	3,354	3,987	1,662	170
Research funding	3,201	3,201	2,070	3,377	939	16	0
Teaching component funding: extra student intake 2020 – 2021 academic year	17,008	0	17,008	0	0	0	0
Teaching component funding: compensation for tuition fee reduction	12,955	27,663	12,955	27,663	0	0	0
SUBSIDIES							
Extra help in the classroom scheme	1,396	0	1,396	0	0	0	0

Implementation of the Administrative Agreement: Research

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

At the UvA, the allocated NPO funds were almost entirely spent on extending researchers' temporary contracts to enable them to complete their research.

Table 2: Budgeted figures and actual results for NPO research funds by faculty, 2021 – 2024 (amounts x €1,000)

FACULTY	REMAINDER 2021	ALLOCATED 2022	AVAILABLE 2022	SPENT 2022	REMAINDER 2022	SPENT 2023	SPENT 2024
FEB	43	166	209	209	0	0	0
ACTA	0	11	11	11	0	0	0
FdR	0	130	130	130	0	0	0
FGw	444	444	887	887	0	0	0
FMG	644	1,240	1,885	929	955	939	16
FNWI	0	1,211	1,211	1,211	0	0	0
Total	**1,131**	**3,201**	**4,333**	**3,377**	**956**	**939**	**16**

Table 3: Budgeted figures and actual results for NPO research funds UvA-wide, 2022 – 2024 (amounts x €1,000)

NPO RESEARCH EXCLUDING THE FACULTY OF MEDICINE	RESEARCHERS WHO RECEIVED ASSISTANCE IN 2022	TOTAL COST FOR 2022	BUDGET FOR 2022	RESEARCHERS WHO RECEIVED ASSISTANCE IN 2023	TOTAL COST FOR 2023	BUDGET FOR 2023	RESEARCHERS WHO RECEIVED ASSISTANCE IN 2023	TOTAL COST FOR 2024	BUDGET FOR 2024
A. NPO researcher support programme	115	3,377	4,332	29	939	955	1	16	16
B. UVA funds	14	246		97	2.252		35	473	
Total	**129**	**3,623**	**4,332**	**126**	**3,191**	**955**	**36**	**489**	**16**

Implementation of the Administrative Agreement: Education

The Administrative Agreement on Education states that knowledge institutions must implement measures aimed at providing students with additional supervision and support. The Agreement also sets out that the funds must be spent on the following themes:

- Student wellbeing and social connection to the degree programme
- Support and supervision for clerkships/clinical internships in medical degree programmes;
- Limiting study completion delays and dropouts from teacher-training programmes resulting from a shortage of internship places;
- Flexible intake and progression

Table 4: Budgeted figures and actual results for the second tranche of NPO funds for education 2021 – 2024 (amounts x €1,000)

TEACHING COMPONENT FUNDING: COVID-19 ALLOWANCE (2ND TRANCHE)	SPENT 2021	SPENT 2022	SPENT 2023	SPENT 2024	TOTAL
Flexible intake and progression	554	1,718	2,116	1,521	5,909
Student wellbeing and social connection to degree programmes	91	363	826	89	1,369
Support and supervision for internships	29	122	97	0	248
Clerkships and teacher training	19	374	377	19	789
Teacher-training programmes	94	559	407	0	1,060
Other (language skills, participation in national secondary/higher education connection)	105	199	163	33	500
Not yet allocated	0	0		0	0
Total	**892**	**3,334**	**3,986**	**1,662**	**9,873**

Student wellbeing

Strengthening the central part of the supervision structure
The additional capacity among student psychologists that had already been achieved using NPO funds was maintained. As a result, the waiting time for a first appointment with a student psychologist was no more than two weeks all year. In addition, more efforts were made to connect the theme of wellbeing with education, by offering workshops embedded in degree programmes. The team of student counsellors had their hours expanded; in 2024, in collaboration with the Safety and Security team, they began implementing the 'Guidance Handbook' on concerning behaviour among students. The use of student assistants for the ASD buddy programme provided a qualitative boost in guidance and support. The Student Careers Centre worked to provide accessible career counselling to students through the 'Career Desk' pilot. The pilot was conducted on the Roeterseiland Campus; having proved successful, it will now also be offered on the City Centre campus and at the Science Park on a weekly basis.

Strengthening a sense of belonging
In collaboration with the faculties, work is under way to further develop the 'Soft Landing' programme.

Student wellbeing project leader
The hiring of a student wellbeing project leader resulted in improved communication about services, including through the website, Canvas and social media. A number of events were organised around the theme of wellbeing, such as 'UvA Wellbeing Week', and there was collaboration with teaching

Table 5: Budgeted figures and actual results for student wellbeing, 2022 – 2024 (amounts x €1,000)

ACTIONS	BUDGET 2022	ACTUAL 2022	BUDGET 2023	ACTUAL 2023	BUDGET 2024	ACTUAL 2024
Strengthening central supervision structure	700	347	353	353	0	0
Continuing UvAcare	200	26	174	135	89	89
Total	**900**	**373**	**577**	**488**	**89**	**89**
UvA work on national project	389	51	338	338	0	0

staff through student surveys on the theme of wellbeing. There is also the UvA-wide Student Wellbeing Network, which works well and is a platform for knowledge sharing on student wellbeing and related topics.

Support and supervision for clerkships (clinical internships)

Clerkships in medicine
Because of the COVID-19 pandemic, the waiting time for clerkships for Master of Medicine students

Table 6: Budgeted figures and actual results for support for AMC-UvA clerkships, 2024 (amounts x €1,000)

	BUDGET 2024	ACTUAL 2024	AVAILABLE
Support for clerkships	19	19	0

has increased. Using the NPO funds, the number of clerkship places and additional electives have been expanded, to reduce the waiting time for Master's students. The remaining NPO funds were spent by the Faculty of Medicine in 2024 to procure existing clerkship places via Radboud University in Nijmegen.

Clinical internships at ACTA
The NPO funds allocated to ACTA to support clinical internships were already fully spent in 2023.

Study completion delays and dropouts from teacher-training programmes
The NPO funds for teacher-training programmes were already fully spent in 2023.

Implementation of the theme of flexible intake and progression

Assessment and remediation of language skills
Research shows that the language skills of many UvA students leave much to be desired. To promote study success, it is important to give all Bachelor's students at the UvA the opportunity to sit a diagnostic language test at the start of their studies, and for those whose language skills are weak to be offered remedial training. NPO funds were again used to administer a free and voluntary diagnostic language test to all first-year Bachelor's students and to offer remedial courses in both Dutch and English language skills.

In 2024, the Institute for Dutch Language Education (INTT) once again ran diagnostic language tests for first-year students: the 'Academic Literacy Test' (ALT) for students in English-language programmes and the 'Academic Language Skills Test' (TAT) for students in Dutch-language programmes. Students were also offered remedial courses and other support. For students who failed the diagnostic tests, the Writing Centre ran the extracurricular courses 'Beter Schrijven' (for Dutch) and 'Academic Writing Support' (for English). The Writing Centre also offered 'Writing Skills' and 'University Writing'

crash courses as well as a range of workshops in which students could participate voluntarily. Crash courses and workshops were offered at least once in every study period.

The NPO budget for 2024 (€33,200) was not sufficient to cover all the costs of the tests and remedial courses. To make up the shortfall, the faculties were asked to contribute in proportion to the number of students from their faculty who participated in the tests and courses. A clear need for testing and remedial courses has been identified in recent years, alongside the other services offered by the Writing Centre. The aim is therefore to continue these activities, and long-term funding is therefore being sought.

Below is an overview of actual numbers for 2024. The number of participants in the tests is lower than last year. The success rate in the ALT is similar to last year's; remarkably, the success rate in the TAT is higher. There was one more remedial group than last year, but the groups were generally slightly smaller.

Table 7: Actual numbers of students who participated in language skills testing and remedial courses in 2024

ACTUAL NUMBERS OF STUDENTS WHO PARTICIPATED (JANUARY – DECEMBER 2024)	DUTCH	ENGLISCH
Total number of first-year Bachelor's students invited to take part (all first-year students apart from Law and Communication Science (CW))	4,826	3,248
Number of students who sat the diagnostic test (excluding Law and Communication Science)	1,069	1,099
Number of students who passed	906	857
(as a %)	85%	78%
Number of students who failed	163	242
(as a %)	15%	22%
Participants in the Write Better and Academic Writing Support courses (6 and 9 groups respectively)	91	168
Participants in one or more workshops: (9 Dutch and 10 English workshops)	75	110
Participants in Writing Skills and University Writing crash courses 7 and 9 groups per language respectively	91	119

Amsterdam Law School and the Communication Science programme in the Faculty of Social and Behavioural Sciences carried out their own language testing, as they did last year (not included in the above figures). At Amsterdam Law School, a total of 760 students sat the test, and 152 of them were invited to take part in remedial courses. In the Communication Science programme, 290 students sat the language test, and 34 completed a remedial course.

Table 8: Budgeted figures and actual results for language skills remedial courses run by the INTT, Communication Science and Amsterdam Law School, 2023 – 2024 (amounts x €1,000)

	BUDGET 2024	ACTUAL 2024	AVAILABLE
Language tests and remedial courses: INTT, Law and Communication Science	33	33	0

Secondary/higher education connection

To improve the connection between secondary and higher education, the UvA joined a nation-wide UNL project. The UvA received €78,000 per year for the project in 2021 and 2022. Within the UNL network, it was agreed that these NPO funds would be spent on one or more of the following themes: (1) academic skills, (2) study skills and (3) knowledge sharing. Following an inventory, it became apparent that a nationwide approach is not feasible. This initially led to a delay in spending. The funds were ultimately not spent as initially planned, partly because it proved impossible to recruit a project leader in this area.

Actions taken by each faculty on the theme of flexible intake and progression

FGw

In 2024, funds were spent on all NPO themes: this spending took the form of extra capacity for academic counselling, online coaching through 'Siggie', a student helpdesk, and resources for extracurricular activities organised by degree programmes. A financial contribution was also made to the INTT's Writing Centre. The remaining funds were fully spent in 2024.

FEB

In 2024, the NPO funds were spent on the ongoing implementation of the Active Learning programme. The remaining amount was allocated to the Study Advisers project, with the agreement of the programme committee, the Works Council and the Faculty Student Council. This led to improvements being made to the 'Academic Route Planner', a tool to help students better plan their studies. It also led to more intensive thesis supervision for students and improvements to the binding study advice (BSA) process. These measures are in line with the objectives of the NPO, including reducing study delays and promoting student wellbeing. A small amount (€15,000) remained unused.

FMG

Since 2021, the Faculty of Social and Behavioural Sciences has spent the NPO funds on additional thesis supervision and intensification of academic student counselling. Some of the NPO funds were also used to expand the range of extracurricular activities, social activities and introductory events organised by the faculty. In addition, the capacity of the study advisers was expanded, additional lecturers were hired and an extra policy adviser was appointed. The €61,000 in funds remaining for 2024 was fully spent.

FNWI

The funds were used in a broad range of ways to support the flexible intake and progression of students. In 2024, money was spent on employing an additional study adviser, and on a project aimed at supporting the academic counselling team with its activities. A coordinator and student assistants were also funded for the 'Statistics and Mathematics Advice and Support Hub' (SMASH). Students can visit the hub for extra support in mathematics and statistics. Finally, funds were allocated to develop modules and teaching materials in mathematics and statistics for the online learning environment SOWISO.

AUC

The AUC mainly used the NPO funds for individual coaching of students in compulsory first-year methods courses (one-to-one tutoring for and by students), as well as funding for extra help sessions related to compulsory first-year courses, provided by the courses' lecturers to small groups of students. The NPO funds allocated to the AUC were fully spent.

FdG

To promote flexible intake and progression, work continued on the ongoing vitality project. A celebration was also held for the final performance of 'Koffie, Kruk en Kop Houden' (A Coffee, A Stool and Shut the Hell Up) at the Nieuwe de la Mar Theatre. Finally, the 'Sex Matters' course was funded for the Faculty Student Council (FSR) board.

FdR

In 2024, Amsterdam Law School broadly continued the actions it had originally formulated in 2021. In the College of Law, these actions included extra supervision through an expansion of study adviser capacity and additional guidance and support of new first-year students and pre-Master's students through a more extensive mentoring programme. In the Graduate School of Law, study adviser capacity was expanded, additional support was provided for thesis writing, and guidance and support activities for new incoming students were organised through the mentor groups.

ACTA

The funds available for this theme were already fully spent in 2023.

Table 9: Budgeted figures and actual results for flexible intake and progression for all faculties, 2024 (amounts x €1,000)

MONEY SPENT BY EACH FACULTY	BUDGET 2024	ACTUAL 2024	AVAILABLE
FGw	347	347	0
FEB	757	743	14
FMG	62	62	0
FNWI	115	115	0
FdG	250	117	133
FdR	129	129	0
AUC-UvA	10	10	0
ACTA-UvA	0	0	0
Total UvA	**1,670**	**1,523**	**147**

10. Administrative Agreement on Higher Education and Science

The Administrative Agreement on Higher Education and Science 2022 was adopted by the House of Representatives in July 2022. It records the agreements between universities and the Minister of Education, Culture and Science to strengthen the foundations of the system, create space for diverse talent and increase social impact. In 2023, the UvA took important steps towards achieving the aims of the Administrative Agreement and spending the funds.

Table 1: 2023 financial position

FINANCIAL POSITION		
Investments in RD&I (Rathe-nau def.)	M€	112.2
Direct government funding	M€	1074.1
Indirect government funding	M€	80.5
Contract research funding	M€	176
Teaching-to-research ratio		54/46%

Strengthening the foundations

Starter and incentive grants
Faculties awarded new starter and incentive grants in 2024. Reducing workloads was a key starting point. The awarding of grants was halted in the summer, after it became clear that the funds for the grants are likely to largely expire from 2025 onwards.
Table 2 shows the allocation of starter and incentive grants in 2023 and 2024. The UvA would like to honour awards made for starter and incentive grants. In accordance with the Administrative Agreement, a starter or incentive grant can be spent by the researcher at any time within a six-year period. Consequently, the awarded grants can be spent by the researchers over the next few years. Table 2 also shows the actual of spending of awarded grants in 2023 and 2024 and the expected spending in future years.

Table 2: Starter and incentive grants awarded in 2023 and 2024.
Unfettered research (incl. Medicine and ACTA *3)

UNFETTERED RESEARCH (INCL. MEDICINE)	2023	2024
Starter grants awarded	80	103
Incentive grants awarded	125	122
AMOUNTS OF INCENTIVE GRANTS AWARDED		
<= €50,000	45	39
€50,001 - €100,000	8	6
€100,001 - €150,000	53	46
€150,001 - €200,000	7	16
€200,001 - €250,000	6	1
€250,001 - €300,000	6	14
>= €300,000		

DISTRIBUTION OF GRANTS BY RESEARCHER CATEGORY	2024	2024
Starter grants		
University lecturer	80	103
Incentive grants		
Professor	34	39
Assoc. prof.	46	38
University lecturer	45	41
Other academic staff (e.g. university medical specialists, other academic research staff)		4

DISTRIBUTION OF GRANTS BY DISCIPLINE AND GENDER		
Starter grants	*M/V*	*M/V/X*
Nature	3/0	8/8
Health care	5/7	1/2
Law	8/6	7/5
Behaviour & Society	13/29	11/20
Language & Culture	8/11	19/16/1
Various times	1/1	0/5
Total	**38/54**	**46/56/1**
Incentive grants		
Nature	3/4	20/15
Health care		0/4
Economy	28/9	14/5
Law	15/19	19/16
Behaviour & Society	21/20	13/10
Various times	3/3	3/3
Total	**70/55**	**69/53**

DISTRIBUTION OF GRANTS BETWEEN CATEGORIES *2)
RESEARCH FACILITIES (ALL TEMPORARY APPOINTMENTS)

Starter grants		
Research facilities		K€ 222
PhD candidates	K€ 184	K€ 3,039
Researcher (postdoc)	K€ 20	K€ 251
Other academic staff	K€ 20	K€ 393
Support staff	K€ 39	K€ 0
Incentive grants		
Research facilities	K€ 75	K€ 85
PhD candidates	K€ 423	K€ 2.825
Researcher (postdoc)	K€ 13	K€ 102
Other academic staff		K€ 59
Support staff	K€ 4	K€ 97

INCREASING GRANT HOLDER RESEARCH TIME (ALL PERMANENT APPOINTMENTS)

Starter grants		
Assistant professor *1)	K€ 71	K€ 518
Incentive grants		
University lecturer	K€ 133	K€ 604
Other academic staff	K€ 277	K€ 1,356

AVERAGE INDIRECT COSTS PER GRANT	K€	PERCENTAGE
Starter grants	9.1	35%
Incentive grants	8.7	36%

*1) This relates to the expenses of the individual grant holder.
*2) The government grant for the Faculty of Medicine will be transferred to Amsterdam UMC, which is responsible for the administration of this faculty.
*3) ACTA is a partnership between the University of Amsterdam (UvA) and Vrije Universiteit Amsterdam (VU Amsterdam). VU Amsterdam is responsible for the administration. The total number of grants that ACTA has awarded is included in the number of grants. The financial figures include only the UvA share of the grants.

Table 2A: Starter and incentive grant forecasts through 2031

STARTER GRANTS FORECAST (X €1,000)	2025	2026	2027	2028	2029	2030	2031
1. *Research facilities*	133	184	204	151	31	20	-
2. *Appointment of researchers or research support staff (temporary)*							
- PhD candidates	11,349	14,380	15,016	10,548	2,580	309	38
- Researchers	564	585	339	251	171	-	-
- Other academic staff	1,547	1,735	1,360	969	530	55	-
3. Increasing grant holder research time (permanent)							
- University lecturer	1,384	1,817	1,548	1,145	758	196	41
Total	**14,978**	**18,701**	**18,468**	**13,064**	**4,070**	**580**	**79**

INCENTIVE GRANTS FORECAST (X €1,000)	2025	2026	2027	2028	2029	2030	2031
1. *Research facilities*	504	341	248	105	31	-	-
2. *Appointment of researchers or research support staff (temporary)*							
- PhD candidates	5,069	4,694	4,190	2,062	96	-	-
- Researcher (postdoc)	1,736	581	140	133	11	-	-
- Other academic staff	48	5	4	-	-	-	-
- Support staff	97	78	57	24	7	-	-
3. Increasing grant holder research time (permanent)							
- University lecturer	991	818	628	574	353	37	-
- Other academic staff	65	22	22	18	-	-	-
Total	**8,510**	**6,540**	**5,289**	**2,916**	**498**	**37**	**-**

Overheads

The UvA uses a comprehensive cost model that is applied to all of the University's activities. The main features of the model are:

- All costs must ultimately be justified in terms of the interests of the UvA's core tasks, namely research and education.
- All UvA tasks and organisational units are classified according to their relationship to these two core tasks.
- The main cost drivers of all activities are identified.
- Using these cost drivers, all of the UvA's costs are ultimately allocated to the educational or research activity, depending on the direct or indirect relationship with the value that these activities add to education and research.

The comprehensive cost model consists of the following components:

- Direct costs: The staffing and material costs directly incurred for the activity in question, which would not otherwise have been incurred.
- Indirect costs: The costs that the UvA must incur to enable staff to do their jobs. Indirect costs consist of the following components:
  - Costs of non-productivity due to illness (% mark-up on direct staffing costs)
  - Redundancy pay costs (% mark-up on direct staffing costs)
  - Other staffing costs (% mark-up on direct staffing costs)
  - Central overheads (€ per hour)
  - Standard workplace overheads (€ per hour)
  - Departmental overheads (€ per hour)
  - Institute overheads (€ per hour)

The application of the comprehensive cost model for starter and incentive grants takes into account a maximum of 20% indirect costs over the entire duration of the grant. If part of the grant is used for staffing costs, indirect costs will be realised. If all or most of a grant is used for material costs, the

indirect cost amount will be less than 20%. If the actual indirect costs exceed 20% of the full grant amount over the entire duration of the grant, the UvA will bear these higher indirect costs.

Research quality
The sector plans and the start-up and incentive grants have increased the scope for unfettered research. There is also scope to spend more time on research in proportion to other university tasks (teaching and valorisation). One of the aims of the UvA's Strategic Plan is to increase this scope by strengthening partnerships.

Table 3: The UvA's position in various rankings

RESEARCH QUALITY	2021 POSITION	2022 POSITION	2023 POSITION
QS World University Rankings	55	53	55
Times Higher Education World University Rankings	60	61	58
CWTS Leiden Ranking	81	95	103
Academic Ranking of World Universities	101-150	101-150	101-150

Sector plans
The sector plans reflect joint agreements made by the universities. They are a tool for the focused, cohesive strengthening of education and research. The plans outline the concrete approach and funds the sector as a whole will use to fulfil the shared commitment to seizing key opportunities and addressing the main constraints. The plans will be developed into more specific plans for each university.
In 2023, the UvA made €21.9 million of the Administrative Agreement funds available to the faculties to address teaching-related constraints. Of this amount, €12.8 million was spent in 2023; the remainder will be used for this purpose in 2024.

Table 4: Funds allocated and spent in 2023 under the Administrative Agreement

SECTOR PLAN	BALANCE 2023	ALLOCATED 2024	SPENT 2024	BALANCE 2024
Social Sciences and Humanities	5,312.1	11,088.9	10,287.9	6,113.1
Science	4,713.0	5,207.1	2,279.2	7,640.9
Subtotal	**10,025.1**	**16,296.0**	**12,567.1**	**13,754.0**
Medicine and Health	2,679.7	5,674.5	4,239.9	4,114.3
Total	**12,704.8**	**21,970.5**	**16,807.0**	**17,868.3**

Table 4A: Comparison of targets with actual figures

SECTORPLAN	BUDGETED FTEs	ACTUAL FTEs
Social Sciences and Humanities	90.30	80.58
Science	33.00	23.00
Subtotal	**123.30**	**103.58**
Medicine and Health	44.70	75.42
Total	**168.00**	**179.00**

Quality of education
In recent years, improving educational quality has been a major focus for the UvA. The student loan system funds and the money from the National Education Programme have been used to improve the quality of education. The UvA has also made extra investments in the TLCs, which support lecturers through training courses and coaching. In addition, work has been done on constructive alignment via a curriculum information system, in which exit qualifications are developed for Bachelor's programmes, among others, using learning paths. In the coming months, the UvA will continue developing its plans for spending the structural funds.

In 20 years, educational demand has more than doubled, from 21,000 students in 2002 to 44,000 students in the 2023 academic year. Up till now, the financial consequences of this growth have been absorbed under the government grant. The incidental funding that the UvA has received has always been spent on specific purposes rather than helping to alleviate the growing educational demand.

Table 5: Quality of education

QUALITY OF EDUCATION	2022	2023	2024
Student-to-staff ratio	12,4%	11,9%	12,0%
General student satisfaction (National Student Survey)	69.7	69.5	69.5
Involvement of representative advisory bodies (representative advisory bodies monitor)		Note has been taken of this	

Internationalisation
For many years, the UvA has been pursuing a conservative policy with regard to the recruitment of international students. The revised 'Code of Conduct for International Students' came into force at the start of 2024. This code of conduct contains agreements made by higher education institutions with respect to dealing with international students. The biggest change is the introduction of the 'Higher Education Code of Conduct language tests standard language table' and the associated process descriptions. The aim is to provide research universities and universities of applied sciences with a tool for self-regulation.
In anticipation of the Balanced Internationalisation Bill, Dutch universities are implementing their own immediate measures to control the intake of international students and increase Dutch language skills.

The number of international students grew by 10.2% in the 2022 – 2023 academic year. In the 2023 – 2024 academic year, this percentage fell to 7.6%. The rise in the total number of students in the 2023 – 2024 academic year was entirely caused by the increase in the number of international Bachelor's students.

Table 6: Developments in the area of internationalisation

INTERNATIONALISATION	2023 – 2024 ACADEMIC YEAR
Language of instruction in programmes and tracks, NL/EN	199/98
Absolute numbers and growth figures of EEA students	543 (1.5%)
Absolute numbers and growth figures of non-EEA students	454 (8.2%)
Dutch nationals in non-Dutch programmes and tracks	8,920
EEA nationals in non-Dutch programmes and tracks	6,623
Non-EEA nationals in non-Dutch programmes and tracks	1,164
Stay rate (students and academics)	23%/78%

Creating space for diverse talent

Social safety
The UvA has a comprehensive code of conduct for social safety. Once a year, the Executive Board discusses the various reports relating to social safety in the institution. These include the reports of the complaints committee, the ombudsperson, confidential advisers and the employee and student monitors. The UvA runs a staff satisfaction survey every second year, and students are surveyed annually (through the National Student Survey). These surveys include questions about perceptions of social safety.
In 2023, the biennial Employee Monitor was conducted within the UvA, along with the social safety monitor for students. The results show that the amount of undesirable behaviour experienced has more or less returned to pre-COVID-19 levels, after declining during the pandemic. They also show

that women and international students experience undesirable behaviour more frequently, Women also experience sexual harassment and assault more often than men.

Table 7: Percentage of students and staff who feel safe

SOCIAL SAFETY	
Percentage of students who feel safe at the institution	85.1%
Percentage of staff who feel safe at the institution	78.6%

Equal opportunities

Through education and training courses and a comprehensive package of terms of employment, the UvA aims to offer equal opportunities to all staff. The UvA has drawn up a 'Gender Equality Plan' with activities and measures aimed at strengthening the position of female staff, while the talent mentoring programme is part of the UvA's efforts to retain staff from diverse backgrounds. The UvA has also committed to a target for positions offered under the Participation Act.

The UvA has been working for years to improve accessibility and study success for students whose background makes studying at university a less likely course of action for them. The Central Diversity Officer has developed various projects to achieve these goals.

A study at the UvA shows that there is no significant difference in remuneration between male and female academics. The study looked at remuneration including allowances (if any), adjusted for factors such as position, work experience and percentage of time spent by academic staff on research.

Table 8: Intake, progression and graduation of students, and new hires, promotions and departures of staff, by gender

DIVERSITY	MALE	FEMALE
STUDENTS		
New hires	39.0%	60.9%
Progression	39.6%	60.4%
Graduation	38.4%	61.6%
EMPLOYEES		
New hires	40.9%	58.4%
Promotions (% of gender)	6.9%	7.6%
Outflow (% of gender)	8.0%	8.1%

Student wellbeing

Student wellbeing is an ongoing focus for the UvA. UvAcare activities continued in 2024. UvAcare is a large-scale programme focusing on student wellbeing. Measures were also taken in the context of the National Education Programme. In 2024, the main focus was on prevention and healthy mental wellbeing through buddy and peer-to-peer activities.

To ensure the focus on student wellbeing is embedded in policy, a project was launched to develop a UvA-wide vision on student guidance and support. This vision could serve as a guide for the further development and monitoring of initiatives in the area of student wellbeing.

Workloads
The staff satisfaction survey included a series of questions about perceptions around workloads.

Table 9: Workload perceptions

WORKLOADS	
Workload perceived to be too high	37.3%
Overtime identified as cause of excessive workload	68.7%
Percentage of academic staff on permanent and long-term (>4 years) contracts	74%
Percentage of academic staff on fixed-term contracts	26%

Recognition and rewards
The aim of the 'Recognition and Rewards' programme is to make the UvA more attractive as an employer. The goal is to achieve balanced recognition and rewards for all contributions to the University's core tasks. There is a widely held belief that the current recognition and rewards system does not do justice to the full spectrum of academic tasks. A new 'Recognition and Rewards' Committee was set up in 2023. This committee will focus on the five priorities of the national 'Recognition and Rewards' programme, to which the UvA has committed. In 2023, based on a design process, the first drafts for 'differentiated career paths' were developed. They will be trialled in 2024.

Increasing social impact

Macro-efficiency
In 2024, knowledge utilisation was further incorporated into the ongoing development and implementation of the Strategic Valorisation Framework to extend the social impact of research and education at the UvA and achieve a dramatic increase in valorisation. The UvA expanded impact support in 2024. A working group has also started exploring ways of getting students more involved in valorisation activities.

Cyber security

The digitalisation of teaching and research requires the UvA and AUAS to maintain adequate information security. Persistent cyber attacks on organisations, including educational organisations, make it clear that the threat is real. The situation calls for increased cyber resilience. The UvA and AUAS have taken significant steps in the area of information security to ensure a secure digital learning environment for students and staff. In 2023, the Ministry of Education, Culture and Science provided funds under the Administrative Agreement to help us implement the action plans of the umbrella organisations for research universities (UNL) and universities of applied sciences (Netherlands Association of Universities of Applied Sciences, VH). We therefore continued implementing these action plans in 2024.

Measures to raise awareness of cyber threats

Raising awareness
To ensure staff and students are aware of the risks posed by cyber threats, the CISO office is implementing an awareness programme, in collaboration with the Privacy Officers and Data Protection Officer.
In 2024, the programme consisted of campaigns on topics such as phishing and incident reporting. Following a pilot in 2023, market research was conducted for e-learning modules. SURF's annual privacy and security awareness measurement was also carried out at the UvA and AUAS. The UvA scored slightly better than in 2023; its score was equal to the sector benchmark.

Crisis exercise
In March 2024, as part of 'NOZON', the annual sector crisis exercise, a table-top cyber crisis simulation was initiated by SURF, with this year's simulation being held at the Administrative Centre, AUAS's teaching logistics and central service unit. An evaluation report was written and shared with the Executive Board and stakeholders.

HALON security event (Hack all Education)
Students and staff from a number of research universities and universities of applied sciences, including AUAS and the UvA, participated in HALON (Hack All Education in the Netherlands) a hacking event for and by educational institutions. The UvA facilitated this year's event. (https://www.surf.nl/nieuws/halon-2024-met-72-gevonden-kwetsbaarheden-weer-een-succes).

Risk management measures

Policy
The UvA's revised Information Security Policy (IS Policy) was provisionally adopted by the Executive Board and submitted to the Central Works Council for advice or approval. The AUAS IS Policy was provisionally adopted by the AUAS Executive Board and submitted to the AUAS Central Representative Advisory Council (CMR) for advice.

Several thematic IS policy documents have been drafted to give effect to the SURFaudit Assessment Framework. These thematic policy documents are in the review phase.
The thematic IS Workplace Policy has been delayed; it cannot be adopted due to uncertainty about its impact on the organisation. The CISO has drawn up a plan, and an AUAS/UvA working group has been created to produce an impact assessment.

Implementation of VIBE improvement programme
The umbrella organisations for research universities and universities of applied sciences have set a target for all educational institutions to achieve Maturity Level 3 in the SURFaudit Assessment Framework, the standards framework for information security in higher education. To achieve this level, AUAS and the UvA must have demonstrable information security processes in place. The CISO initiated a programme in 2023, which was approved in 2024, with an ambition to reach Maturity Level 3 by 2026.

Basic measures
In 2024, a sector-wide rollout of multi-factor authentication (MFA) for student education systems was implemented. MFA enables accounts to be protected with an additional authentication step. By the end of 2024, almost all systems and services were equipped with MFA. In early 2025, MFA will be in use on all remaining services.
In 2024, all students were given the option of using EduVPN, a VPN service created by and for educational institutions through SURF. The network was divided into zones in 2024. All services were zoned first, followed by the networks comprising staff, researchers, students and their equipment. Backup of user data stored in the cloud has been transferred to a non-cloud-based backup solution.

Improvements to Security Operations Centre (SOC)
The SOC monitors a large part of the infrastructure of the UvA and AUAS. To provide insight into actual or potential incidents detected in the infrastructure, the SOC sends vulnerability reports to the management teams and ICTS management. The SOC is also responsible for following up on incidents and vulnerabilities reported to the management teams.

Measures to increase chain cooperation

Together with SURF and the wider higher education sector, the UvA is working on a new SURFSoc service called SURFsoc NG (NG stands for Next Generation). The UvA and AUAS are working with the broader education sector and SURF to develop a joint, affordable SOC service.
The CISO office, in collaboration with SURF, has developed templates for information security policies on various thematic policy documents required under the SURFaudit Assessment Framework. It also contributed to the sector-wide design of the SURF Security Baseline.

Measures to improve monitoring

Internal audits
In 2024, a number of faculties were once again assessed against the SURFaudit Assessment Framework. The results led to faculty improvement plans. These improvement plans were incorporated into the organisation-wide long-term improvement plan.

External security audit performed
An external IS audit took place at the UvA again in 2024.

Open access

From 1 January 2021, UvA researchers will be expected to register their academic publications immediately after publication. They must upload the corresponding publisher's version (or at least the accepted manuscript) to the University's Current Research Information System (CRIS/Pure) for long-term archiving. In addition, researchers are expected to publish their work with open access. The UvA sees it as its duty to achieve its 100% open access ambition in a way that is secure and affordable for its community. To this end, it has developed a multi-track policy.

A major step in the implementation of the open access policy was taken at the end of 2023, when the Executive Board decided to make short academic works by all UvA researchers freely accessible from 2024.

Tabel 10: Open access

OPEN ACCESS	
Percentage of academic knowledge that is open access	81%

Long-term financial trend outlook

Increase in UvA revenues with and without Medicine

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

FdG   Rest of the UvA   Academic staff, rest of UvA
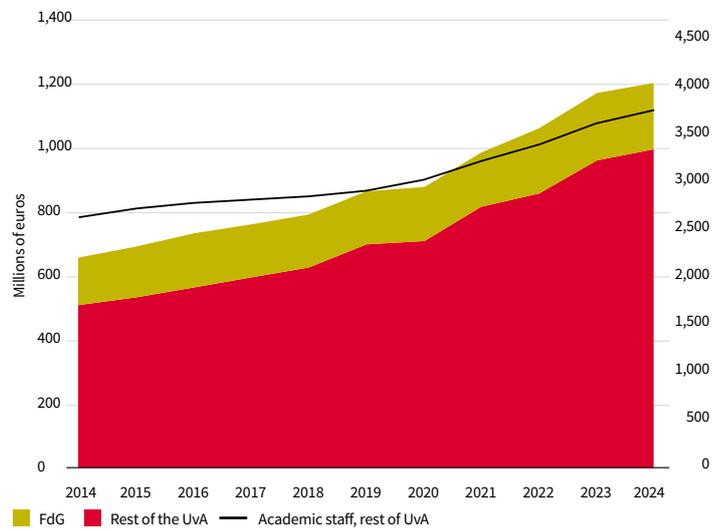
Development of government funding and educational demand since 2002 (corrected for inflation)

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

Education budget   Research budget   Students   Educational demand
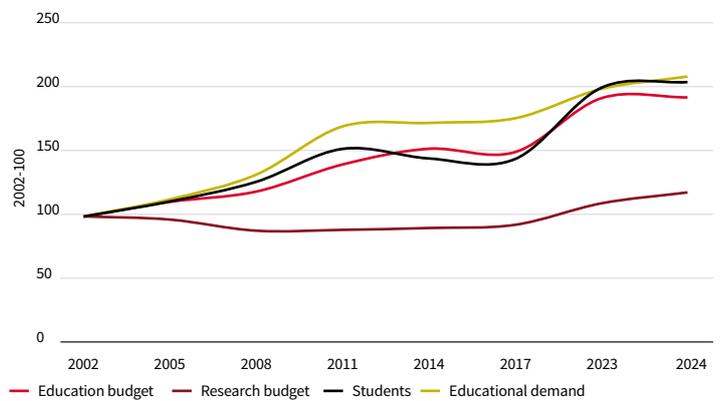
Increase in equity (UvA, non-consolidated)

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

Asbestos reserve   Accommodations Plan reserve   Other reserves
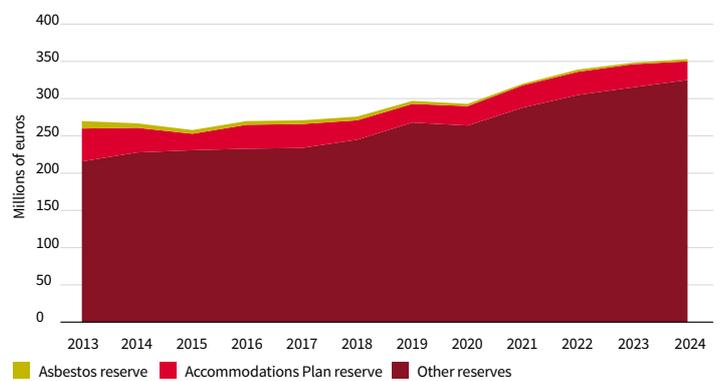
11. Financial report

2024 financial result

The group result achieved for the 2024 financial year was a positive result of €1.3 million. The non-consolidated budget for 2024 forecast a result of €0 million. The actual figures in a number of areas were higher than the figures included in the budget. Examples include the higher wage compensation/ cost-of-living adjustment and unbudgeted allocations in the government grant, higher tuition fees and higher income from contract research and teaching. These were offset by deviations with a negative impact on the operating balance, such as a failure to realise budgeted sales proceeds and an unbudgeted write-down. Page 88 presents a summary of the normalisation of the result, setting out the key causes of deviations from the budget. Chapter 12 presents the continuity section, with the 2025 budget and the UvA's long-term forecast. Prompted by the current government's spending cuts and the negative impact on the University's revenue that is expected to result, the UvA has identified impact scenarios and management measures. These will be developed further in 2025.

The positive result was added to the reserves. The non-consolidated Solvency II ratio decreased from 39.3% to 38.7%, but still meets the external and internal alert thresholds. The UvA uses internal alert thresholds to monitor the state of affairs around solvency and enable agreements on numerical trends. The use of alert thresholds was introduced by the Inspectorate of Education. For the internal alert values for the Solvency II ratio (equity plus provisions/total assets), the UvA applies 38% as the lower limit and 44% as the upper limit. The Inspectorate applies a minimum threshold of 30%. The UvA's normative public equity remains well below the Inspectorate's alert threshold.

Exceeding an alert threshold is considered by the Inspectorate as an indication that an institution may be experiencing a financial or continuity risk or, in the case of excessive reserves, creating unnecessary buffers. Internal thresholds have less to do with the continuity risk (which is already catered for in other ways) and more to do with the issue of whether capital is being used in a suboptimal way, including with regard to making contributions to society. The internal treasury policy and treasury plan are the frame of reference for these thresholds.

Internal policy on reserves

At the end of 2024, €214.1 million of the UvA's equity was earmarked as a general reserve. The faculties, service units and other organisational units collectively have a public special-purpose reserve with a total value of €89.3 million. An overview of the public special-purpose reserves is included in the annex to the 2024 Annual Statement of Accounts.

The general faculty reserves are above the standard of 10% of revenue established in the internal financial management regulations. Positive balances from previous years were spent by the faculties and the holding company on the formation of special-purpose reserves or to strengthen the general reserve position. The special-purpose reserve for real estate administration is the equalisation reserve for the implementation of the Accommodations Plan.

2024 financial result

2024 Consolidated statement of income and expenses

INCOME		BUDGET			EXPENSES		BUDGET	
	2024	2024	2023			2024	2024	2023
Government grants	664.3	665.0	626.2		Staffing costs*	832.2	698.8	754.7
Other government grants	-	-	-		Depreciation	53.5	47.4	51.1
Tuition fees and similar	146.0	139.3	130.6		Accommodation expenses	76.9	71.0	82.1
Income from work performed for third parties	298.7	141.0	289.3		Other expenses	182.1	170.2	183.2
Other income*	28.2	34.3	32.1					
Total income	**1137.2**	**979.6**	**1078.2**		**Total expenses**	**1144.7**	**987.4**	**1071.1**
					Financial income and expenses	8.3	6.0	3.3
					Share in results of associates	0.4	1.8	0.6
					Minority interest	0.1	-	0.1
					Overall result	**1.3**	**0.0**	**11.1**

* = 2023 figures restated for comparison purposes
[1] Figures for contract research by the Faculty of Medicine satellite organisation (€123 million) are excluded from the budgeted figures but included in the actual figures.

RESULT – AMOUNTS X €1 MILLION	ACTUAL 2024	BUDGETED FOR 2024	DIFFERENCE
Faculties and institutes	-10.1	-12.9	2.8
Service units	2.4	-0.5	2.9
Executive staff and policy	-1.7	-2.3	0.6
Central result	-2.8	-9.1	6.2
Total Teaching and Research	**-12.3**	**-24.8**	**12.5**
Real estate and treasury administration	12.7	24.8	-12.1
Non-consolidated result	*0.5*	*-*	*0.5*
Result from other consolidated affili-ates	*0.8*	*-*	*0.8*
Consolidated result	*1.3*	*-*	*1.3*

Clarity

The Clarity on the Higher Education Funding System memorandum issued by the Ministry of Education, Culture and Science requires certain themes to be reported on in the Annual Report. This section explains the UvA's activities in relation to these themes. Theme 2 from the Clarity memorandum has been replaced from the 2023 Annual Report onwards by accounting according to the Policy rule on investing public funds in private activities.

- *Outsourcing components of government-funded education to a non-government-funded (private) organisation*
  The UvA did not outsource any components of government-funded education to private organisations in 2024.

- *Funding for international students*
  At the UvA, international students are enrolled as students only if they fully comply with the rules of procedure set out in the Enrolment Provisions. Enrolled students are eligible for government funding only if they fully comply with the relevant laws and regulations.

- *Funding of tailor-made programmes*
  The UvA does not offer or develop any tailor-made programmes funded by third parties.

Balance sheet and reserves 2024

Consolidated balance sheet as at 31 December 2024

ASSETS	31/12/2024	31/12/2023
Fixed assets		
Intangible fixed assets	2.5	3.1
Tangible fixed assets	615.6	603.6
Financial fixed assets	19.3	6.6
	637.4	**613.3**
Current assets		
Stocks	0.1	0.1
Receivables	83.5	87.7
Marketable securities	-	-
Cash and cash equivalents	300.0	286.1
	383.6	**373.9**
Total assets	**1,021.0**	**987.2**

LIABILITIES	31/12/2024	31/12/2023
Equity	361.9	360.7
Provisions	41.5	35.9
Non-current liabilities	168.9	176.0
Current liabilities	448.7	414.6
Total liabilities	**1,021.0**	**987.2**

NORMALISED RESULT		2024
Consolidated result		1.3
Incidental factors impacting the result		
Write-down of work in progress	4.1	
Total from incidental factors impacting the result		**4.1**
Normalised operating result 2024		5.4
Deviations from the 2024 budget		
– Higher government grant for cost-of-living adjustment	4.0	
– New, unbudgeted allocations in government grants	3.1	
– Lower spending of Administrative Agreement funds	-8.5	
– Higher revenue from tuition fees	6.7	
– Higher income from contract research and teaching	6.0	
– Unrealised sales proceeds	-10.0	
– Lower other income	-5.3	
– Higher staffing costs	-8.7	
– Higher accommodation costs	-3.1	
– Underspending of Other Expenses budgets	18.9	
– Higher interest income	2.3	
– Lower share in results of associates	-1.0	
– Balance of other movements (individually small in size)	0.2	
Elimination of the other deviations	4.6	-4.6
– Difference between consolidated and non-consolidated results		-0.8
Budgeted operating result 2024 (non-consolidated)		0.0

OVERVIEW OF FACULTY RESERVES (AMOUNTS X €1 MILLION)	YE 2024	YE 2023	MOVEMENT 2024
Total special-purpose reserves	50.9	52.5	-1.6
Total other reserves	155.6	164.2	-8.6
Total reserves	**206.5**	**216.6**	**-10.1**

PUBLIC SPECIAL-PURPOSE RESERVES (AMOUNTS X €1 MILLION)	YE 2024	YE 2023	MOVEMENT 2024
Faculties			
Faculty of Humani-ties	7.1	8.3	-1.2
Amsterdam Law School	3.0	3.1	-0.1
Faculty of Science	15.6	18.3	-2.7
Faculty of Economics and Business	11.5	9.1	2.4
Faculty of Social and Behavioural Scienc-es	13.4	13.4	-0.1
Faculty of Dentistry	-0.1	-0.1	0.0
Amsterdam Universi-ty College	0.1	0.2	-0.1
Institute for Ad-vanced Study	0.2	0.2	-0.1
Faculties subtotal	*50.9*	*52.5*	*-1.6*
Service units and other organisational units			
Accommodations Plan reserve	29.9	25.7	4.2
Asbestos reserve	2.4	2.4	-
Reducing workloads	-	2.4	-2.4
Central quality agreements reserve	0.4	0.1	0.3
Educational innova-tion-HiC	0.3	3.0	-2.7
Service units	4.1	4.1	-0.0
Executive Staff	1.3	1.3	-0.0
Other	0.1	0.0	0.1
Total service units and other organisational units	**38.5**	**39.1**	**-0.6**
Total public special-purpose reserves	**89.3**	**91.6**	**-2.3**

Policy rule on investing public funds in private activities

From the 2023 reporting year onwards, the UvA reports annually on the investment of public funds in private activities according to the 'Policy rule on investing public funds in private activities'. For 2024, the reporting focuses on UvA activities where there is a private interest in the use of the government funding, in addition to the performance of the funded statutory task. The reporting table below shows investments of public funds in private activities. The invested public funds refer to the government-funded staff, floor space and facilities used by the UvA to carry out the private activities. The income refers to the external funds received by the UvA to carry out these private activities. The 2023 figures have been adjusted based on new information about the scope, interpretation and application of the policy rule. The adjusted 2023 figures are included in the amounts shown in the 'Amount of income to end of 2024' column and the 'Amount of invested public funds to end of 2024' column.

The figures for each activity are broken down to show the use of public funds and the use of external income; the 2023 annual report showed net use.

Investment of public funds in private activities

	TYPE OF ACTIVITY	AMOUNT OF INCOME TO END OF 2024*	AMOUNT OF INVESTED PUBLIC FUNDS TO END OF 2024*	CHANGE IN INCOME IN 2024	CHANGE IN INVESTED PUBLIC FUNDS IN 2024
1	Contract teaching	31.9	23.3	16.4	11.9
2	Housing	2.7	1.3	1.5	0.7
3	Services	23.2	24.8	10.6	11.7
4	Secondment	4.6	4.6	2.8	2.8
	Total	**62.4**	**54.0**	**31.3**	**27.1**

* = The 2023 figures included in these amounts have been adjusted for comparison purposes

Further explanations for each activity are given below.

1.   Contract teaching

In organisational terms, contract teaching takes place within the faculties of the UvA.
It is the UvA's policy to offer private activities on a cost-recovery basis, using a full-cost model and including a risk premium; this policy also applies to contract teaching. Part of the decision-making process within the faculties when starting new contract teaching activities is understanding the extent to which the activities will cover costs and identifying the risks. In addition, the extent to which the activities will contribute to government-funded education and research is an important consideration in the decision-making process. Only activities that have a strong connection and genuinely add value are developed and implemented. All contract teaching carried out at the UvA by the faculties makes a positive contribution to the UvA in both substantive and financial terms. The faculties periodically analyse the results and make adjustments where necessary to ensure that value continues to be added. The financial result from this activity is used by the faculties to invest in teaching and research.

The preliminary investments for the development of new programmes were made using government funding. These programmes will be offered at full rates, including a risk premium, and the initial investment is expected to be recouped within a very few years. In 2023 and 2024 combined, preliminary investments totalled €400,000, while over the same period the income was €100,000.

2.   Housing

This is an activity that takes place within the UvA. The UvA Student Services (StS) service unit is responsible for managing this activity. The UvA helps students, PhD candidates, postdoctoral researchers and other academic staff find their way in the increasingly competitive and expensive Amsterdam housing market. In line with policy and based on the added value that support provides to these groups, the UvA has a number of agreements with different housing providers. As with students, it is of great importance to the UvA that young staff have access to suitable housing at the start of their employment. The UvA offers short-term and long-term accommodation for the duration of a research project or visit. Under UvA policy, a fee is paid to cover the vacancy costs that would otherwise be borne by the UvA. This applies to both student housing and housing for young staff members. In 2024, the staffing costs paid from public funds were €700,000. The StS director monitors implementation in accordance with the agreements and reports to the Executive Board in the regular planning & control cycle. The StS controller reviews compliance with the agreements and the associated financial settlements. Periodically, there is an evaluation of whether the activities and financial compensation are still appropriate.

3.   Services

All service activities take place within the UvA. Responsibility for managing the activities described below lies with the UvA's service units, real estate administration and faculties. The deans and directors of the organisational units concerned report to the Executive Board on the activities as part of the regular planning & control cycle. The organisational units' controllers periodically review compliance with collaboration agreements and the associated annual financial settlements. The UvA policy for all service activities is that customers are charged the full cost (including a risk premium) or market rates.

The UvA is aiming to create lively campuses where learning (teaching, research, valorisation and support for these three core tasks) is optimally facilitated.

To this end, the UvA seeks connections and collaboration with partners. Some of these partners use the UvA's buildings and building-related services. The faculty or service unit charges them commercial rates based either on full costs including a risk premium, or market prices. These arrangements are underpinned by contracts, which are periodically reviewed and adjusted if required. Part of the decision-making process within the UvA around collaborations is understanding the extent to which the activities will cover costs and identifying the risks. The extent to which the activities will contribute to education and research is also a consideration in the decision-making process. Only activities that have a strong connection to the university's public-interest task and that genuinely add value are developed and implemented. The UvA thus makes a conscious decision about which activities are a good fit for the University and which are not, and bundles the latter under UvA Ventures Holding BV.

Although valorisation is a statutory task, universities do not receive funding for it. Accordingly, private revenue is obtained to perform this task. The activities listed in the reporting table also cover the private part of the UvA's valorisation activities. This includes REC Impact and the Law Hub and the renting of space there, as well as various collaborative activities at the Amsterdam Science Park. The Amsterdam Science Park is a hub for education, research and knowledge-intensive businesses. Many valorisation activities take place in collaboration with other parties, including in the field of AI. Arrangements have been made to settle start-up costs and results. The use of government funding also covers valorisation feasibility studies.

Of the total amount of public funds invested in 2024, €3.0 million related to services to consolidated UvA companies, including to the Stichting Universitair Sport Centrum (USC). The USC has a strategic partnership with the UvA, aimed at jointly ensuring that sport adds value to the UvA's primary process by supporting the wellbeing of students and staff. The UvA also subsidises the USC for student and staff sport, as well as subsidising student associations. This subsidy (€3.5 million in total for 2024) is not included in the reporting, as the UvA does not consider the provision of this subsidy to be a private activity. The UvA has contributed to the sports facility for many years and is a substantial supporter. The UvA is closely following discussions on the use of public funds for student facilities. If it becomes necessary in the future to alter the policy and financial arrangements, the UvA will take a closer look and make adjustments where necessary. For 2024, a consistent course of action was adopted.

The Services category also includes €200,000 in income from merchandise sales. The merchandise is sold at full cost in the shop located at Spui square and through the UvA's online shop. In addition, the UvA provides floor space to the caterer for the purpose of providing food for students and staff on the campuses. The caterer pays a fee per square metre and a kick-back fee, but these fees are lower than the internal settlement rate. This is a deliberate choice, made with the aim of investing in high-quality and affordable food services for students and staff. The net contribution to the caterer in 2024 was €300,000.

4.   Secondment

Secondment is a private activity that takes place within the UvA. Several faculties and service units second staff to other knowledge institutions to contribute to education and research in the region. This also adds value to the UvA's teaching and research. In line with UvA policy, each secondment is based on a loan agreement, which sets out arrangements concerning matters such as financial compensation. Organisational unit directors and controllers review compliance with the arrangements set out in the agreements. Within the UvA, the basic principle is that secondment must at least cover costs. Compliance is verified as part of the annual internal and external audits. The settlement of shared costs and risks with Amsterdam University of Applied Sciences (AUAS) for staff working for the AUAS/UvA shared service is not included in the reporting.

Contract research

The UvA receives grants for many research projects. As the policy rule and conditions do not apply to grant spending, these projects have not been included in the reporting. Contract research for companies is entirely self-funded and therefore is also not included in the reporting.

Land development

The UvA is collaborating on land development with Amsterdam City Council. The assumption is that the joint area development will end up producing a positive financial result by the end of the project. Within the UvA, management of the GREX has been delegated to the real estate administration. The collaboration arrangements are set out in an agreement and reviewed regularly. The investment estimate, risks and management measures are updated annually to ensure the positive result is achieved. The land development project was explained in the operational management chapter. The preliminary investment written off in 2024 at the expense of the University's private reserve is shown in the financial analysis chapter (summary of the normalisation of the annual result).

In 2024, PPLE not only moved into a brand-new building, but also celebrated its 10th anniversary – a festive milestone marked with a lustrum celebration. Students, alumni, staff, and friends of the program came together to celebrate ten years of interdisciplinary education.

12. Continuity

Unprecedented government spending cuts

Current government policy is expected to result in a substantial drop in income for the UvA. While preparing the 2025 Budget, efforts were made to identify as clearly as possible how the government's spending cuts will affect the UvA. The discontinuation of starter and incentive grants from 2025 is reflected in the 2025 Budget. From 2026 onwards, the expected decline in revenue due to the passing of the Balanced Internationalisation Bill and the reduction in the government grant will be described, but these figures have not been incorporated into the long-term estimates, as there are still too many uncertainties. An update for 2026 – 2029 will be provided in the 2026 Framework Letter, based on the information available at that time.

Impact scenarios and management measures for the government's spending cuts have been identified. In addition, funds have been released for the transition policy. It was stated in the 2025 Accommodations Plan that the UvA plans to draw up a new strategic Accommodations Plan. In teaching and research, too, the UvA continues to look for ways to spend money as efficiently as possible, taking advantage of investments in ICT and standardisation.

2025 budget and 2026 – 2029 long-term budget

This continuity section is based on the 2025 Budget, as adopted by the Executive Board and approved by the Supervisory Board, including the long-term estimates contained therein. The 2025 Budget and the long-term estimates are based on a forecast for 2024 drawn up in the autumn of 2024. For the purpose of this continuity section, the figures have been updated with the annual figures for 2024. The long-term financial estimates are based on forecasts issued in autumn 2024 by the faculties, service units and other organisational units. The projected student numbers are in line with the numbers included in the 2025 – 2028 long-term budget. Given the uncertainties associated with current government policies, the long-term estimates are less firm than in the past.

The tables provide a summary of the 2024 Annual Statement of Accounts, the 2025 Budget and the 2026 – 2029 long-term estimates in millions of euros (UvA non-consolidated), including the relevant financial ratios.

2025 – 2029 long-term budget and actual 2025 figures

FORECAST FIGURES	2024	2025	2026	2027	2028	2029
- Academic staff (FTE)	3,761	3,986	3,912	3,858	3,823	3,783
- Support staff (FTE)	2,509	2,659	2,610	2,574	2,550	2,523
- Executive Board and management (FTE)	50	53	52	51	51	50
Total staff (FTE)	6,320	6,698	6,574	6,483	6,425	6,357
Students	44,008	44,015	42,104	41,376	41,264	41,264

OPERATING INCOME (AMOUNTS X €1 MILLION)	2024	2025	2026	2027	2028	2029
Government grants (Ministry of Education, Culture and Science)	663.5	696.1	693.1	682.0	671.0	671.0
Other government grants and subsidies	-	-	-	-	-	-
Tuition, course, lecture and exam fees	146.0	157.2	157.6	158.4	159.1	159.1
Income from work performed for third parties	147.0	150.2	147.6	146.5	148.3	148.3
Other expenses	19.0	35.8	26.4	26.7	27.4	27.4
Total expenses	**975.5**	**1,039.2**	**1,024.7**	**1,013.7**	**1,005.8**	**1,005.8**
Staffing costs	707.5	749.8	735.9	725.8	719.2	711.6
Depreciation	51.3	47.6	49.0	47.4	45.1	54.9
Accommodation expenses	74.1	80.2	78.0	76.4	76.1	76.1
Other expenses	151.2	167.8	163.3	164.8	165.1	161.9
Total expenses	**984.1**	**1,045.4**	**1,026.2**	**1,014.5**	**1,005.5**	**1,004.6**
Net income and expenses	**-8.6**	**-6.2**	**-1.5**	**-0.8**	**0.3**	**1.3**
Financial in-come and ex-penses	8.3	3.0	0.4-	1.1-	2.2-	3.2-
Non-recurring income and ex-penses	0.0	0.0	0.0	0.0	0.0	0.0
Result	**-0.3**	**-3.2**	**-1.9**	**-1.9**	**-1.9**	**-1.9**
Tax	0.0	0.0	0.0	0.0	0.0	0.0
Share in results of associates	0.8	1.9	1.9	1.9	1.9	1.9
Result after tax	**0.5**	**-1.3**	**0.0**	**0.0**	**0.0**	**0.0**

Key financial figures and financing

Based on the budget, the key financial figures for the UvA will remain within the agreed ranges in 2025. With regard to liquidity, the expectation is that the current investment plans for the next 10 years will not be able to be financed entirely from internal cash flow or liquid assets. Although the exact extent and timing may change, it is currently expected that external financing will be necessary sometime in 2026 or from 2027 onwards to maintain the UvA's liquidity ratio at or above the alert threshold of 0.5 used by the Inspectorate of Education for universities. At the moment, it is hard to estimate how much the UvA will need to borrow in the form of new loans. This amount will also be affected by the new strategic Accommodations Plan. This will take into account the desired target level for solvency.

The long-term estimates for 2026 – 2029 assume around €190 million in new loans. If the current Accommodations Plan is fully implemented, solvency will start to decline over the years and drop below the internal alert threshold in 2028, partly due to the fact that the loans have been factored in. However, this ratio will still be well above the 30% limit set by the Inspectorate of Education. The debt service coverage ratio is well above the minimum threshold of 1.0 agreed with the banks. The UvA's normative public equity remains well below the alert threshold of the Inspectorate of Education for excessive reserves.

Accommodation

An investment schedule is included in the 2025 Budget and the long-term estimates, amounting to €293 million for the period 2025 – 2028 and €156 million for the subsequent years (up to the end of 2035).

The government's planned spending cuts are expected have a major impact on the size of the UvA and hence its space requirements. Space requirements are expected to decrease significantly in the coming years due to a decline in student and staff numbers. Whereas the accommodation strategy in recent years has been based on an assumption of growth, a contraction scenario is now coming into the picture for the medium term. The scenario analysis in the Accommodations Plan shows that the range of possible space requirements is widening, which will require greater flexibility in the real estate portfolio. As a result of hybrid working, there are also good opportunities to save costs by further reducing the use of floor space. The 2025 Accommodations Plan is based on the assumption that behaviour will not change, and it does not pre-empt the developments described above. However, the impact of the developments is such that updating the Accommodations Plan is no longer sufficient. Accordingly, next year work will begin on a new Accommodations Plan, including consideration of a wider range of actions to keep accommodation costs within the set frameworks and increase the pace of implementation.

ICT investments

ICT investments in education, research and operational management will be continued. The importance of information security is undiminished. Plans that have been initiated will continue. There are also a number of new ICT domains in which initiatives will be launched in the coming year (Data and AI for the UvA, Sustainability and Responsible IT).

In the ICT Projects Portfolio, decisions regarding new projects have been made in relation to the limited amount of financial headroom.

2025 – 2029 long-term forecast for the non-consolidated balance sheet and actual figures for 2024

BALANCE SHEET (AMOUNTS X €1 MILLION)	2024	2025	2026	2027	2028	2029
Intangible fixed assets	2.0	1.8	1.8	1.8	1.8	1.8
Tangible fixed assets	598.0	622.7	658.1	700.0	757.5	812.8
Financial fixed assets	58.3	60.5	62.7	64.9	67.1	69.3
Total fixed assets	**658.3**	**685.0**	**722.5**	**766.7**	**826.3**	**883.9**
Stocks	0.1	0.1	0.1	0.1	0.1	0.1
Receivables	73.3	73.3	73.3	73.3	73.3	73.3
Marketable securities	-	-	-	-	-	-
Cash and cash equivalents	273.8	204.9	143.0	129.3	118.1	119.9
Total cur-rent assets	**347.2**	**278.3**	**216.4**	**202.7**	**191.5**	**193.3**
Total assets	**1,005.5**	**963.3**	**939.0**	**969.4**	**1,017.8**	**1,077.2**
General re-serves	214.1	225.1	232.4	236.7	239.0	239.0
Special-purpose reserves	133.4	121.1	113.9	109.5	107.2	107.2
Other re-serves and funds	0.6	0.6	0.6	0.6	0.6	0.6
Total equity	**348.1**	**346.9**	**346.9**	**346.9**	**346.9**	**346.9**
Provisions	41.2	41.2	41.2	41.2	41.2	41.2
Non-current liabilities	169.0	161.7	154.1	201.5	258.9	321.3
Current liabilities	447.2	413.4	396.7	379.7	370.7	367.7
Total debt capital	**657.4**	**616.3**	**592.0**	**622.4**	**670.8**	**730.2**
Total liabilities	**1,005.5**	**963.3**	**939.0**	**969.4**	**1,017.8**	**1,077.2**

FINANCIAL RATIOS	2024	2025	2026	2027	2028	2029
Solvency II	38.7%	40.3%	41.3%	40.0%	38.1%	36.0%
Liquidity	0.78	0.67	0.55	0.53	0.52	0.53
DSCR	2.9	2.9	3.8	3.5	3.0	3.2
Alert threshold for excessive reserves	0.4	0.4	0.4	0.4	0.4	0.4

13. Risk section

Internal risk management and control system

In line with the 'Code for Good Governance in Dutch Universities', the UvA Executive Board ensures a properly functioning internal management and control system. The main standard elements of the UvA's internal risk management system are:

Governance structure
The way in which the UvA is governed is described in the Governance Model, the Management and Administration Regulations and the Faculty Regulations. These documents also describe the delegation of the powers of each administrative unit.

Three Lines
To manage risks, the UvA employs the Three Lines model, in which management (the Executive Board, deans and supervisors in the faculties and service units) is the front line in ensuring that the UvA's ambitions are fulfilled. Professional support, usually concentrated in staff departments filled with professionals, forms the second line. The UvA's third line of defence is its independent auditor.

Administrative consultation (PBOs, CBO and POs)
During periodic executive consultations (PBOs), the Executive Board and faculty management discuss the progress of plans and projects. The focus of these meetings is on the faculty strategic plans, operational management and education logistics, as well as on the financial impact of internal and external developments.
In the Central Executive Council (CBO), where consultations between the Executive Board and the deans take place, cooperation between the Executive Board and the deans has the highest priority. All major strategic and policy questions are discussed in the Executive Council prior to the Executive Board's decisions on such matters. During periodic consultations (POs), the Executive Board and the management of the individual service units discuss the strategic direction, needs, plans and risks in the context of supporting education, research and operational management.

2021 – 2026 Strategic Plan
The faculties translate the objectives set out in the Strategic Plan into their faculty plans, while the service units incorporate the ambitions into their own strategic plans. In addition, each year, a number of management priorities will be identified, described in detail and monitored. The goals and progress towards achieving them are placed on the agenda for executive consultations.

Planning and control cycle
The UvA uses a monthly closing system for its financial accounts and works with a cycle in which all units produce quarterly reports about progress in relation to the budget. The units report on all relevant aspects of operational management, following a set format. At the end of the year, the actual figures are included in the Annual Report and the Annual Statement of Accounts. The long-term investment agenda, with financial and other frameworks for accommodation, ICT and other investments, is part of the planning and control cycle.

Project management
It goes without saying that quality assurance is an important part of project management. Risks are regularly reported on and evaluated. Progress is assessed on the basis of financial and other frameworks.

UvA-wide risk overview

The UvA Risk Management Framework is an important guide to a common language and overview within the UvA and the starting point for the implementation of the risk management system. Risk management receives explicit attention throughout the year during UvA-wide risk sessions, collegial discussions and the implementation of the planning and control cycle. The UvA-wide risk overview is a qualified summary of the central risk database, which is compiled using the information provided. It contains an overview and analysis of the key risks and management measures in the areas of operational management and the continuity of the institution as a whole. Appended to the UvA-wide risk overview is a table showing all institution-wide risks and management measures recorded in the central risk database. Staff departments, faculties and service units also have their own, more detailed records and reports. These documents have also been fed into the central risk database. The UvA-wide risk overview is discussed internally by the Executive Board and shared with the Supervisory Board.

Fraud risks

Fraud risks are identified at a detailed level, and the necessary management measures are implemented at the same level. These measures are set out in the process descriptions and included in the risk analyses performed for the various focus areas. Examples of fraud risks include breaches of issued authorisations and segregation of duties in the focus areas of information security and administrative processes. This information is fed into the central risk database. These risks are part of the UvA-wide risk management.

Risk appetite

The UvA's risk appetite varies by risk. For the UvA, the risk appetite is mostly zero for safety and security risks or when compliance with laws and regulations is jeopardised. Risks for which the appetite may be higher are mainly those which could have positive outcomes for UvA strategy, UvA policy and academic autonomy. Examples include the development of new initiatives in the research agenda or programme portfolio. Once the risks have been identified and their likelihood and impact have been analysed, management measures are carefully chosen to reduce the expected impact to a level acceptable for that risk.

Key risks and management measures

The biggest risks in the UvA risk overview emphasise the negative changes to the general political climate for higher education in 2024. The biggest risks have mainly external causes, such as stricter laws and regulations and government spending cuts. The extent to which these risks can be managed is often limited, meaning that adjustments are required, including in the primary process and strategy. In addition, the risk of breaches of knowledge security and information security were identified as major risks. The UvA implements internal management measures (where reasonably possible) to reduce the impact of the risks to an acceptable level.

The table below shows the key risks from the UvA-wide risk overview and the central risk database. The risk categories are based on the categories used in the sector.[2] As is the case elsewhere in the sector, specific risks related to the 'pandemics and wars' category have been integrated into more general risks such as student and staff wellbeing, and macroeconomic impacts. This creates a complete picture of the key risks.

[2] EY Education Barometer 2024

Key for the table below:

On the left-hand side of the table is a description of the inherent risk, along with an estimate of the likelihood and the impact on the institution.

This estimate comprises the likelihood (L) that the risk will materialise (1 = significant, 2 = high and 3 = very high) and the impact (I) that the risk could have on the institution (1 = significant, 2 = high and 3 = very high). The likelihood is multiplied by the impact (L x I) and expressed as a number, then given a colour as follows:

Green (1 or 2): no action required;
Yellow (3 or 4): action is desirable to reduce the risk;
Red (6) or dark red (9): immediate action required.

In the overview, management measures are shown in a separate column; these management measures are necessary to minimise the occurrence of the risk and its negative impact on the UvA. The overview also shows the residual risk, where the likelihood and impact displayed relate to the estimated possible negative consequences for the UvA following implementation of the relevant management measures.

DESCRIPTION OF RISK	TYPE	LIKELIHOOD	IMPACT	LXI	MANAGEMENT MEASURES	LIKELIHOOD	IMPACT	LXI
1 Quality of education and research								
Insufficient resources are available to ensure academic quality, especially research intensity (ratio of research income to teaching income)	Strategic	3	3	9		3	3	9
According to research by PwC Strategy (2021) commissioned by the Ministry of Education, Culture and Science, more research funding is needed to reduce workloads and achieve the desired ratio between education income and research income. Instead, the current government has decided to invest even less in higher education. As a result, there may be a loss of research quality. In addition, less money will be available for education. The UvA is a research-based university. Loss of research quality affects education.					The UvA is monitoring and analysing the impact and is developing alternative financing options, such as trying to focus more on European funding opportunities. Within the UvA, cost-saving options relating to support services are being developed (for the benefit of education and research). Together with UNL, the UvA is committed to lobbying the Ministry of Education, Culture and Science for more funding (including research funding).			
Laws and regulations may be imposed on the University under the proposed legislation around internationalisation in higher education, which may require several degree programmes to be converted to Dutch.	Strategic Compliance	3	3	9		2	3	6
The Balanced Internationalisation Bill sets out additional rules concerning the lan-guage in which Bachelor's degree programmes are taught at the University. The bill could have a major impact on the international student intake and on international staff numbers, which could both fall. Consequently, the bill could also have a substantive impact on research and education, which may be weakened as a result. Internationally, it could become less attractive to come and work at the UvA. It is possible that the UvA could lose international staff, which in turn could affect the quality of our teaching and research. Internal policies might have to be adapted in response, which may have implications for the organisation as a whole, especially in organisational units where many programmes are taught in English.					The UvA has set up a working group, which has come up with an impact analysis and alternative scenarios and simulations so we can respond to developments with internal policies. The language policy is being updated. Through these actions, the UvA aims to minimise the potential negative impacts. This is a complex issue. The bill has not yet been passed, and the Order in Council concerning the language test has not yet gone to the House of Representatives. There is a great deal that is still unclear. The UvA is providing feedback on the bill, along with other universities.			

DESCRIPTION OF RISK	TYPE	LIKELIHOOD	IMPACT	LXI	MANAGEMENT MEASURES	LIKELIHOOD	IMPACT	LXI
Higher education spending cuts	**Financial**	3	3	**9**		3	2	**6**

The government is implementing policy changes with negative consequences for education and research funding. The new government is making big cuts to higher education spending. This will have an immediate effect on institutions' budgets: funding will be cut before there are actually fewer international students. This will further reduce the funds available for education and research, preventing education, research and valorisation goals from being achieved.

The expected impact of the cost-cutting measures has been identified by the UvA, along with the measures necessary to absorb this impact. As a result, a UvA-wide strategy has been devised to deal with the effects of the spending cuts. The impact and measures have been estimated so that a UvA-wide strategy can be developed.

Two activities have also been launched to work on making operational management more efficient. The ViDi project is funding university-wide opportunities to increase efficiency in operational management without sacrificing quality. Work has also started to stress test university-wide services. This will describe the impact of a 15% drop in turnover, what measures can be taken to absorb this impact and what is needed to implement those measures.

The risk will be managed as effectively as possible through cooperation and lobbying with other higher education institutions.

2	**ICT, information security and knowledge security**							
	Intellectual property breach	**Strategic**	3	3	**9**	2	3	**6**

Knowledge security is an important issue that could have a major impact on the UvA as a knowledge institution. The consequences of a breach include the undesirable transfer of sensitive knowledge and technology and covert influencing of education and research. The inappropriate and undesirable use of knowledge ('dual use') is also a risk.

The UvA is continuing to implement the 'Knowledge Security' programme, along with the National Knowledge Security Guidelines. Awareness programmes are being run at the UvA to further raise awareness of this risk, and a Knowledge Security Advisory Committee has been established. A long-term plan will be adopted in Q2 2025 to implement the updated knowledge security guidelines. This long-term plan focuses on mitigating risks, complying with legislation and preserving academic freedom.

Imposition by the government of laws and regulations in the area of knowledge security	**Strategic**	3	3	**9**		2	3	**6**

The government is currently developing additional laws and regulations on knowledge security. These include the Screening Bill and the identification of sensitive technologies for which additional measures should be taken to limit the unwanted transmission of knowledge and covert interference. If these developments come to pass, they will affect the UvA's operational management. Academic freedom, the recruitment of academics and attracting students will also be affected.

The UvA provides input in government consultation rounds at the national level, as well as at the European level, both individually and through its networks. This includes consultation organised by LERU and Eecaro at the European level, and by committees set up by the Ministry of Education, Culture and Science and UNL at the national level.

IBreach of sensitive data and information security	**Continuity**	3	3	**9**		2	3	**6**

The UvA remains vigilant at all times to ensure that measures implemented by individual units are designed in accordance with the information security standards. Sensitive data might otherwise be disclosed, which could potentially cause a continuity disruption.

Nevertheless, the risk of a breach remains. If the risk materialises, it is important that it is appropriately handled, that the right staff members are involved and that both the incident and the handling of it are subsequently evaluated.

Regular audits are conducted using the SURF assessment framework for information security; audit and improvement plans are implemented and followed up. The UvA increases staff awareness through an awareness-raising programme; the UvA critically examines the privacy and security measures for all innovation programmes; measures are taken to destroy information in a timely manner when the law so requires or if the need-to-have deadline has passed. We have a Computer Emergency Response Team (CERT) to reduce the impact of an intrusion. Other measures, such as multi-factor authentication and virtual private networks, are preemptively put in place to reduce risks. Risk management is being rolled out more broadly.

DESCRIPTION OF RISK	TYPE	LIKELIHOOD	IMPACT	LXI	MANAGEMENT MEASURES	LIKELIHOOD	IMPACT	LXI
3 **Staff**								
Unrealistic task loads, insufficient workload reduction	Continuity	3	3	**9**		2	3	**6**
The Netherlands Labour Authority has found that academic staff at all universities have high, and often excessive, workloads. The spending cuts are expected to increase workloads even further. The lack of clarity around the outlook and the related uncertainty will also have a negative impact on perceived workloads.					A 'Psychosocial occupational stress' improvement plan has been drawn up. This builds on the results of the workload committee and includes improvement measures to reduce perceived high workloads and work-related stress. An important part of the strategy has resulted in the 'Realistic Task Assignments' joint working group. This group is working with the unions to develop measures to bring greater balance to the task loads of academic staff.			
Being unable to attract staff	Strategic	3	3	**9**		2	3	**6**
As a result of labour market shortages and domestic and international competition for talent, it is difficult to recruit staff for certain positions. This can mean that specific vacancies remain open for a long time, cannot be filled or attract candidates of lesser quality. As a consequence, there is insufficient capacity to meet educational demand or provide other services.					Attracting and retaining staff are among the priorities of the HR programme. Among other things, this means that recruiters have been hired to help fill hard-to-fill vacancies, particularly in ICTS and Facility Services, and the vacancies website has been significantly improved.			
Being unable to retain staff	Strategic	3	3	**9**		2	2	**4**
Being unable to retain staff with specific qualities that are difficult to find in the labour market					Attracting and retaining staff are among the priorities of the HR programme. Investments have been made to build up expertise and capacity in recruitment, staff education and training. In 2025, the focus will be on the internal labour market, to harness UvA talent for vacancies as much as possible. A 'mobility broker' will be one of the tools used for this purpose. In addition, the learning and development organisation is working to further professionalise and expand the training and education offer. An important foundation for this work will be the establishment of a supportive Learning Management System. The LMS will be put out to tender and implemented in 2025.			
4 **Organisation, culture and leadership**								
Non-compliance with General Data Protection Regulation (GDPR)	Compliance	3	2	**6**		2	2	**4**
The GDPR regulates the processing of personal data to protect data subjects. Failure to comply could lead to negative consequences for data subjects and fines/reputational damage for the UvA.					To manage the risk, privacy officials have been appointed and a privacy organisation has been set up. A long-term plan detailing the steps to reach an acceptable maturity level has been drafted and is being implemented. The privacy organisation includes the DPO, central and decentralised privacy officials and a privacy lawyer. The designing of fine-tuned policies, procedures and work instructions is underway.			
Sustainability energy targets not being met fast enough	Reputation	3	1	**3**		2	1	**2**
The UvA aims to contribute to the climate agreement to the best of its ability. Delays in the implementation of projects and maintenance work could lead to rescheduling throughout the portfolio. This could have a negative impact on the 2040 energy targets.					Managing this risk will consist of intensifying the implementation of the sustainability programme by tightening the requirements in the White Paper. Facility Services is working on an asset strategy that will provide better control over maintenance and make sustainability improvements an integral part of the periodically updated Long-Term Maintenance Plan. Major sustainability improvement operations in the buildings will be implemented as part of the reinvestments.			

DESCRIPTION OF RISK	TYPE	LIKELIHOOD	IMPACT	LXI	MANAGEMENT MEASURES	LIKELIHOOD	IMPACT	LXI
5 Accommodation								
Increasing costs and risks in accommodation projects	**Financial**	3	3	9		2	2	4
In the area of accommodation projects, there are various challenges that could lead to budget overruns or increased costs. Issues include price increases and higher costs related to changing internal and external guidelines/conditions, such as grid congestion, insurance requirements or obtaining permits. Higher costs would lead to an increase in accommodation costs or the inability to finance investments of the necessary size. At the same time, faculties' accommodation requirements may shrink due to government measures or savings targets, putting further pressure on the affordability of the Accommodations Plan. The impact of the changing conditions would play out in the short term, while decisions in the real estate portfolio would have an impact in the medium and long term. This increases the importance of flexibility in the accommodation strategy.					This will be managed by monitoring accommodation requirements in both the short and long term. Through scenario analysis, potential growth and contraction and other developments will be taken into account. Investment decisions will involve an assessment of future-proofing and affordability. In late 2024, a Quick Scan was performed on the risks of the major projects in the Accommodations Plan that are currently in preparation, on the basis of which a number of recommendations were made to increase manageability. For the entire real estate column, efforts are being made to set up and further professionalise risk management in order to gain timely insights into risks (likelihood and impact) and management measures.			
6 Wars and pandemics and their effects								
Social safety – radicalisation, polarisation, threats	**Safety**	3	2	6		1	3	3
Discontent, polarisation and radicalisation are prevalent in society. These can manifest in many ways, including as threats against individuals.					Based on developed scenarios, the UvA can act appropriately in response to forms of polarisation and violence. Policy frameworks will be tightened where necessary, incidents will be monitored and early detection will be used to prevent escalation.			
Misuse of knowledge and controversial collaborations	**Safety**	2	2	4		1	2	2
When academic research is set up, it may involve unethical subject matter and/or a collaboration with a party, at the national or international level, that is considered controversial. The UvA is committed to subjecting any decision to collaborate with third parties to careful consideration and taking whatever measures we can to prevent unethical use of knowledge and research outcomes.					The Policy Framework on Collaboration with Third Parties has been updated to reflect recent developments. A set of committees provide University-wide support to prevent controversial collaborations. The 'Collaboration with External Parties' assessment framework has been submitted to the COR and CSR for consultation.			

Annex 1

Members of the Executive Board and Supervisory Board

At the time of the signing of this annual report for 2024, the Executive and Supervisory Boards comprised the following individuals:

Executive Board of the University

POSITION		APPOINTED FOR THE PERIOD
President	Prof. Edith (E.H.) Hooge	1 June 2024 – 31 May 2028
Rector Magnificus	Prof. Peter Paul (P.P.C.C.) Verbeek	1 October 2022 – 30 September 2026
Member and Vice-President	Jan (J.W.) Lintsen, MBA	1 September 2017 – 1 September 2025

Supervisory Board

POSITION		APPOINTED FOR THE PERIOD
President	Jolande (J.C.M.) Sap	26 August 2024 – 25 August 2028
Member	Prof. Zofia (Z.) Lukszo	26 August 2023 – 25 August 2027
Member	Prof. Willy (W.J.M.) Spaan	1 May 2021 – 30 April 2025
Member	Omar (O.M.A.A.) Ramadan MSc MA	15 May 2019 – 14 May 2027
Member	Mohcine (M.) Ouass MBA LLM	26 August 2022 – 25 August 2026

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

Annex 2
Faculty deans and service unit directors

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

Executive Staff

POSITION	
Secretary General of the University	Leon (L.A.) van de Zande

Faculty deans

FACULTY	
Faculty of Humanities	Prof. Marieke (M.) de Goede
Amsterdam Law School	Prof. Mireille (M.M.M.) van Eechoud, LLM
Faculty of Medicine	Prof. Yvo (Y.B.W.E.M.) Roos
Faculty of Dentistry	Prof. Fedde (F.) Scheele
Faculty of Science	Prof. Peter (P.H.) van Tienderen
Faculty of Economics and Business	Prof. Roel (R.M.J.W.) Beetsma
Faculty of Social and Behavioural Sciences	Prof. Christa (C.) Boer

Service unit directors

SERVICE UNIT	
Administratief Centrum	Carola (C.) Galjaard, LLM
ICT Services	Lex (A.P.) Welman
Facility Services	Bert (E.F.H.) Zwiep
Universiteitsbibliotheek	Dr Carlos Reijnen
Studenten Services	Janneke (J.) van Marle
Bureau Communicatie	Henriette (H.C.A.) van Oosterzee
Bureau Kennistransfer	Rudi Rust
Huisvestingsontwikkeling	Kees Lammers
Bureau Studentengezondheidszorg	Sietse (S.) Wieringa

Appendix 3
List of abbreviations

ACTA	Academic Centre for Dentistry in Amsterdam
Amsterdam UMC, location AMC	Academic Medical Center, the UvA's teaching hospital
ANBI	Public Benefit Organisation
ASP	Amsterdam Science Park
AUC	Amsterdam University College
GDPR	General Data Protection Regulation
BG	Binnengasthuis
UTQ	University Teaching Qualification
BSA	Binding study advice
CAO NU	Collective Labour Agreement for Dutch Universities
CBO	Central Executive Council (comprising the Executive Board and the faculty deans)
CISO	Central Information Security Officer
COR	Central Works Council
CSR	Central Student Council
CvB	Executive Board
DEI	Diversity and Inclusion
EC or ECTS	Credit (European Credit Transfer System), measure of workload for a specific course or de-gree programme
EOI	Students enrolled in the first year of a degree programme at the institution
ERC	European Research Council, an EU body
FdG	Faculty of Medicine
FdR	Amsterdam Law School
FdT	Faculty of Dentistry
FEB	Faculty of Economics and Business
DPO	Data Protection Officer
FGw	Faculty of Humanities
FMG	Faculty of Social and Behavioural Sciences
FNWI	Faculty of Science
FTE	Full-time equivalent
GV	Joint Meeting of the COR and CSR, within the meaning of Section 9.30a of the WHW
HR	Human Resources
HRM	Human Resource Management
AUAS	Amsterdam University of Applied Sciences
ICT	Information and Communication Technology
IIS	Institute for Interdisciplinary Studies
INTT	Institute for Dutch Language Education
IXA	Innovation Exchange Amsterdam, cooperating Technology Transfer Offices
KNAW	Royal Netherlands Academy of Arts and Sciences
LERU	League of European Research Universities
MJA	Long-Term Agreement on Energy Efficiency
NPO	National Education Programme
NSE	National Student Survey
NVAO	Accreditation Organisation of the Netherlands and Flanders
NWO	Dutch Research Council
O&O	Teaching and research

OBP	Support and management staff
OCW	Ministry of Education, Culture and Science
QS	Quacquarelli Symonds
REC	Roeterseiland Campus
RvT	Supervisory Board
SEP	Standard Evaluation Protocol
SOC	Security Operations Centre
Sts	Student Services
TLC	Teaching and Learning Centre
UQ	University Quarter
UNL	Universities of the Netherlands
USC	University Sports Centre
UvA	University of Amsterdam
VO	Secondary education
VU	Vrije Universiteit Amsterdam
WHW	Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek)
TES	Thermal Energy Storage
WIB	Balanced Internationalisation Bill