

2021

The Year of Resilience

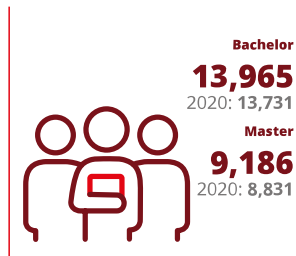
Annual Report 2021

Inhoud

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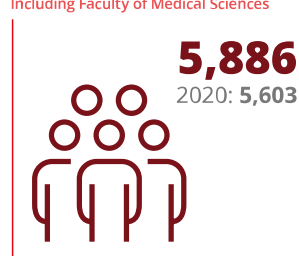
2021 in facts and figures

Total students

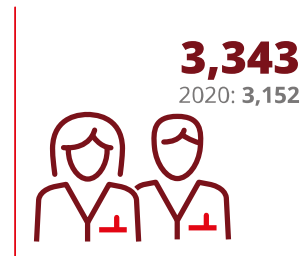


Total staff (FTE)

Including Faculty of Medical Sciences



Total academic staff (FTE)



Number of students per teaching staff member



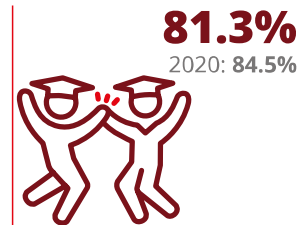
Quality of education

Students' satisfaction with the educational content (NSS)

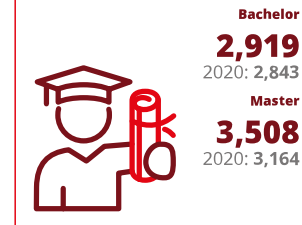


Student satisfaction

Students' satisfaction with the study programme in general (NSS)

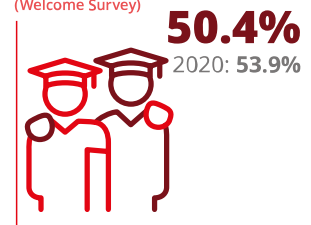


Diplomas earned



1st generation students

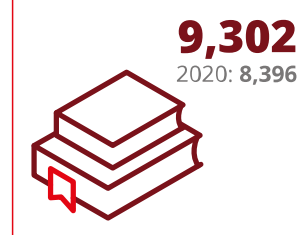
% of first-year students with two parents without a university-level education (Welcome Survey)



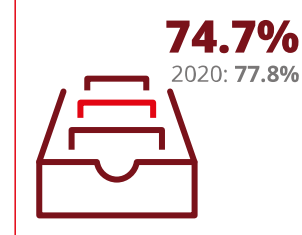
Rating on working at Radboud University



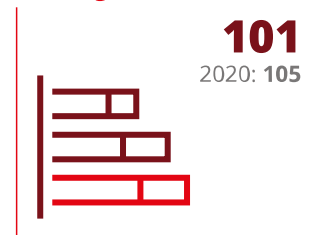
Total publications



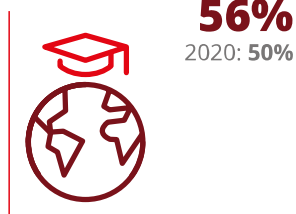
Open access publications



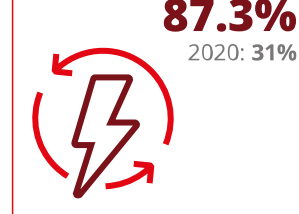
ARWU/Shanghai Ranking



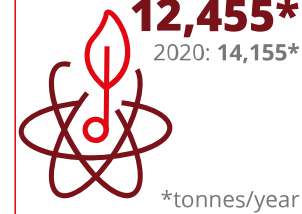
Study programmes with sustainability in the curriculum



Energy from sustainable sources



CO₂ emissions due to energy use



Result (x €1,000)



2021: The year of resilience



Was 2021 a year we will quickly forget? Absolutely not. The COVID-19 pandemic, which had defined 2020, also set the tone for 2021. In the first months of 2021, lectures mainly took place online and most employees worked at home. Our students' well-being was strained, and our employees' workloads were high. 2021 was a year in which all our students and staff had to deal with uncertainty and setbacks, each in their own way. Making and adjusting plans and schedules required flexibility. But together, we proved resilient enough to allow education and research to continue.

Although we were focused on getting back to campus, coronavirus measures were introduced in quick succession and rarely helped us meet each other in person on campus. At the end of the year, we had to backtrack again: the maximum class size went back to 75 students and working from home became the rule again.

Starting 1 January 2021, Radboud University and Radboud university medical center were each incorporated into their own foundations. The university remained part of Stichting Radboud Universiteit (formerly Stichting Katholieke Universiteit; SKU) and is managed by the existing Executive Board. Radboud university medical center falls under the newly established Radboud University Medical Center Foundation and is managed by the medical centre's existing Executive Board. Both foundations have their own supervisory boards.

The idea behind the demerger was that both organisations could respond more effectively to changes and social developments. The directors of both institutions emphasised that the demerger would not affect their mutual collaboration.

Radboud University wants to contribute to a healthy, free world with equal opportunities for everyone. We want to achieve that through high-quality research; good, personal and engaged education; contributions to social issues; a safe and inclusive work and study environment that invites people to meet and collaborate; and a solid financial foundation. That is why we are making additional investments in expanding our staff, ICT and information security. This conscious choice resulted in an operating deficit in line with the budget in 2021.

2020 taught us how to stay connected at a distance, and 2021 inspired us to think about life after the pandemic. Which things can stay the same, and what opportunities does the pandemic present for change and even possible permanent improvements? Which elements should we retain from the new ways of working, hybrid education, attention to student well-being, or the revaluation of the support services that kept the campus going in ever-changing circumstances? In short, 2021 taught us lessons for the future.

Daniël Wigboldus, Han van Krieken, Agnes Muskens
Radboud University Executive Board

The second year of the COVID-19 pandemic



In 2021, the university made every effort to give students, staff and visitors the opportunity to study, work and meet each other in the best possible way. This chapter and the corresponding appendix focus on how we dealt with the pandemic on our campus under ever-changing conditions. The National Programme for Education and Research (NPO) provided resources to mitigate the effects of the pandemic, and this chapter explains how we did so. Not only did we manage the effects of COVID-19, but we also conducted research about it. That is why we conclude this chapter with a sampling of knowledge development and solutions related to COVID-19.

1. Open and less open during the pandemic

The year got off to a bad start: the 2020 lockdown continued until 9 February, so distance learning and working from home remained the norm. When the curfew was added on 23 January (it would last until the end of April), measures were intensified, including adjusted opening hours for all buildings. Since that hindered education for some of our students, the BSA standard for all first-year students was lowered again by approximately one major course; students who had received a delayed advice in the 2019–2020 academic year also had to obtain fewer study credits from their first year in the 2020–2021 academic year.

After the measures were relaxed in the spring, our doors were reopened further and staff (from June) and students (from mid-May) were welcome on campus one day a week. The opening hours were also increased again. Around the summer, students received information about extra financial arrangements and compensation for study delays. These included the halving of tuition fees, a compensation scheme for Master's students, and the opportunity to submit claims to the Profiling Fund or Emergency Fund.

Also of note is the joint initiative between Radboud University and HAN in the spring: a pilot with rapid self-tests in response to the policy from the Ministry of Education, Culture and Science about maximising the opening of higher education in the 2021–2022 academic year. That pilot made it clear that a system with access tests for university education would be difficult to implement.

Lecture halls were open as often as the rules allowed and supplemented by using the halls in the De Stadsschouwburg and the concert hall at De Vereeniging. During the orientation week for new students in August, everything was done to make it possible for them to come together, including a market spread across the entire campus. "We did everything we could to bring students together on campus, while of course still adhering to the regulations", said Gerben Smit, Director of Campus & Facilities. "Going to campus more often has a positive impact on well-being."

"We did everything we could to bring students together on campus. Going to campus more often has a positive impact on well-being."

Gerben Smit, Director of Campus & Facilities

The opening of the new academic year in September coincided with a relaxation of the coronavirus measures. However, in the beginning, a maximum group size of 75 people still applied to lecture halls or classrooms and the libraries. And during orientation week and shortly thereafter, GGD Gelderland-Zuid set up a vaccination station in the Erasmus building where students and staff could get a coronavirus vaccine without an appointment. All the restrictions were lifted at the end of September, and the university announced that it was happy to be open as usual again. Face masks were no longer required, the social distancing rule disappeared, and the maximum group size was no longer applicable to any spaces, including exam halls. The good news for new students was that the orientation week could go forward – albeit in a modified form – with opportunities to come together in person.



This does not mean that every student could immediately enjoy the usual face-to-face education, as the university found it impractical to create new timetables as we went along. Some education remained online. Because of the expected influx on campus, the university administration called on students to carefully observe the coronavirus measures, especially in relation to vulnerable students and staff: "Keep your distance when others ask you to", the university urged. And "test yourself twice a week with a self-test, which can be ordered for free. If you have symptoms, stay at home and test yourself immediately." Staff were still advised to continue working from home and to only come to campus when necessary, for example to teach.

In November, an impending new wave of infections forced the government to introduce more stringent measures that initially spared the higher education sector. However, the maximum group size was immediately reintroduced for all occasions except exams. A new stricter regulation followed, locking up the campus after 5 p.m. This applied to the sports centre and all extra activities. An exception was made for education, but it was no longer possible to close a graduation ceremony or other festive event (such as an inaugural lecture or farewell address) with a reception.

At Radboud University, like everywhere else, 2021 ended on a low note, with a new lockdown from mid-December. This led to a series of new measures through at least mid-January in the new year: all education moved online (except for practical education) and there was a ban on all education-related and cultural activities. What did not change was the possibility to take (already scheduled) exams in person, and the libraries and study workspaces remained open (with a maximum of 75 people in each separate space). Due to growing concerns about student well-being, the university emphasised that even during the lockdown, students were welcome to talk to a student advisor, student counsellor or student psychologist.

Coronavirus had a major impact on student well-being again this year, but much less of one on study results. On average, students obtained more study credits in this second year of the pandemic than in the first year. This does not alter the fact that the pandemic did cause study delays for individual students.

National Programme for Education and Research

In early 2021, it was announced that there would be a National Programme for Education and Research (NPO). A total of €8.5 billion was made available for all education sectors together, with the goal of minimising and making up for the delays in education and research caused by the pandemic. Radboud University received €26.1 million in NPO resources in 2021 and will receive another €5.3 million in 2022.

	Realisatie	Toegekende NPO middelen			
	2021	2021	2022	Totaal	Toelichting
NPO Onderwijs					
Bestuursakkoord NPO onderwijs	0,7	3,8	3	6,8	Bijlage
Extra instroom studenten collegejaar 2020-2021	6,4	11,4	0	11,4	Continuïteitsparagraaf
Compensatie verlagen collegegeld	7,8	7,8	0	7,8	Continuïteitsparagraaf
Regeling extra hulp voor de klas	0,8	0,8	0	0,8	Model G jaarrekening
NPO Onderzoek					
Bestuursakkoord NPO Onderzoek	0	2,3	2,3	4,6	Bijlage
	15,7	26,1	5,3	31,4	

In line with the purpose of these resources, Radboud University used them to minimise and make up for delays in education and research caused by the pandemic. This not only involved delays in study progress and research, but also limiting the negative effects of the pandemic on the well-being of students and staff.

The resources from the NPO administrative agreement about education are being used to ensure the smooth intake and progress of students in scientific education, the promotion of well-being and social connection, and the reduction of internship shortages caused by the pandemic. The additional resources obtained as a result of the increase in the number of students (reference estimate) have been used to recruit additional staff. The purpose of this is to guarantee the quality of education and research and to reduce workloads. The compensation received for the halving of tuition fees for all students makes up for the lower tuition fee income. The resources from the subsidy scheme for extra assistance in the classroom were fully used to provide extra educational support (e.g., having student assistants keep track of online questions during a digital lecture).

The resources from the NPO administrative agreement about research are being used to extend the temporary contracts of researchers whose research has been delayed due to the pandemic. The table above shows where you can find more details about the NPO resources in this annual report.

2. Our research into COVID-19

As we did in the first year of the pandemic, we conducted a lot of research about COVID-19 in 2021, including its impact on people and society. Here is an overview of publications on this subject in 2021 to which Radboud researchers contributed.

Research into self-testing

In April, Radboud University and HAN University of Applied Sciences launched a pilot involving rapid self-tests for students. Those who tested negative would be allowed to attend lectures on campus. 400 students signed up for the pilot, which was also carried out in other student cities. This was part of an investigation by the Ministry of Education, Culture and Science into the best options for in-person education in the new academic year.

Inequality in the job market

Measures taken to prevent the spread of the coronavirus reinforced inequalities in the job market. This is evident from a theme issue of [Tijdschrift voor Arbeidsvraagstukken](#) (Labour Issues Journal), which compiled the results of some initial scientific studies on the effects of the coronavirus measures. The measures reinforced inequalities like unequal valuation of professions, unequal insecurity, unequal physical and mental risks and unequal distribution of care tasks.

Coronavirus strains family relationships

When combined with uncertainty about the future, work pressure and potential illness or financial worries, stress at home can increase significantly, according to the preliminary results of [research](#) by Esther Kluwer, professor by special appointment at Radboud University. Kluwer investigated the impact of the pandemic on Dutch relationships and families. Utrecht University and professional organisations for relationship and family therapy also participated in the research.

Additional health damage caused by inactivity

[Research](#) published in the Annals of Internal Medicine shows that people took around 11% fewer steps each day during the first wave of the pandemic. This means that coronavirus is causing extra health damage, given the scientific consensus on the major impact of inactivity on health. 26 diseases and disorders are partly caused by insufficient exercise, including cardiovascular disease and type II diabetes.

Fathers are playing a greater role in households

The pandemic has had a major effect on the work and home situations of Dutch families with children. That emerged from [research](#) conducted by sociologists from Radboud University, Utrecht University and the University of Amsterdam. It appears that fathers have taken on more household and care-related tasks since the pandemic began. At the same time, mothers have experienced more work pressure and have still taken on most of the household and care-related tasks

Decrease in GP visits

The COVID-19 pandemic led to a substantial [decrease in GP visits](#) in 2020 by patients with chronic physical health problems in Nijmegen and the surrounding area. The number of in-person visits by patients with mental health problems also decreased, although the demand for them remained the same. That was shown in research from Radboud university medical center published in the Annals of Family Medicine.

Small charities hit hard by COVID-19

The impact of COVID-19 on the charitable sector in the Netherlands in 2020 varied greatly between organisations. Of the 317 certified charities that responded to a survey, half reported a loss of income in 2020 because of COVID-19. The smallest organisations were hit hardest: they lost an average of 13.4% in income compared to 2019. That was shown in [research](#) conducted by Radboud University and the Netherlands Fundraising Regulator (CBF) that officially recognises charities.



"A lot of effort to achieve little"

Since the start of the pandemic, René Hagels has been an active member of the university's 'restart team'. That team coordinates what the coronavirus guidelines mean for the campus and ensures that students and staff stay informed. The team was downsized in 2021, but it has no less work. "The morning after every press conference, we met at 8:30 and asked: 'What do the new guidelines mean for our university?'"

[Read the interview online](#)

Mission, vision, strategy and core values

Our mission

Radboud University contributes to a healthy, free world with equal opportunities for all.

Our vision

Radboud University is a private university that emerged from the Catholic emancipation movement at the start of the twentieth century. In keeping with this tradition, staff and students feel a commitment to one another, to society and to the world. Our focus is on caring for each other and the world around us. We remain committed to the empowerment of social and cultural minorities. We want to have an impact, and in this we are guided by both academic questions and societal challenges.

Our strategy

Our 2019 strategy, '[A Significant Impact](#)', describes how we put our mission and vision into practice.

Research and education at Radboud University are closely intertwined. Our researchers and students explore and push the frontiers of knowledge and expertise, giving true meaning to their findings. We educate students to become expert, committed, critical and self-confident graduates who help to shape society by taking on positions of responsibility in which they demonstrate their understanding of issues. We are active across a wide range of collaborative disciplines and ask questions about the relationship between academia, society and sense of purpose. We also provide space for open discussion on social and ethical issues.

We are committed to providing high-quality research and education that is independent and accessible to all. We encourage an open intellectual climate in which students and staff inspire and challenge one another; a climate in which the talents and abilities of all individuals can flourish. Through rigorous, honest and transparent academic endeavour, we push the boundaries of our knowledge. We have the courage and responsibility to continually subject our findings and ideas to critical review. We reflect on our own actions and offer space for reflection to others.

Our strategy can be condensed into six goals:

1. We conduct high-quality and internationally accredited academic research with a focus on collaboration and pushing the boundaries of our knowledge.
2. We guarantee quality, commitment and personal contact in our education to help students develop into critically-minded scholars capable of taking on responsible positions that make a positive contribution to society.
3. We take a multidisciplinary and interdisciplinary approach to solving issues of social relevance.
4. We are an inclusive university that is committed to social safety and invests in the continuous development of its students and staff so they can inspire and challenge one another.
5. We have a (digital) campus that is sustainable and conducive to studying, collaboration and interaction.
6. We are committed to maintaining a strong and balanced financial position to ensure the continuity of research, education and support.

Our core values

The core values of Radboud University underpin our mission, vision and strategy and are at the forefront of everything we do.

Connected

- our students and staff are connected to the world around them;
- our education and research are connected;
- our academic disciplines are connected;
- the university of today is connected to its tradition, born out of the Catholic emancipation movement.

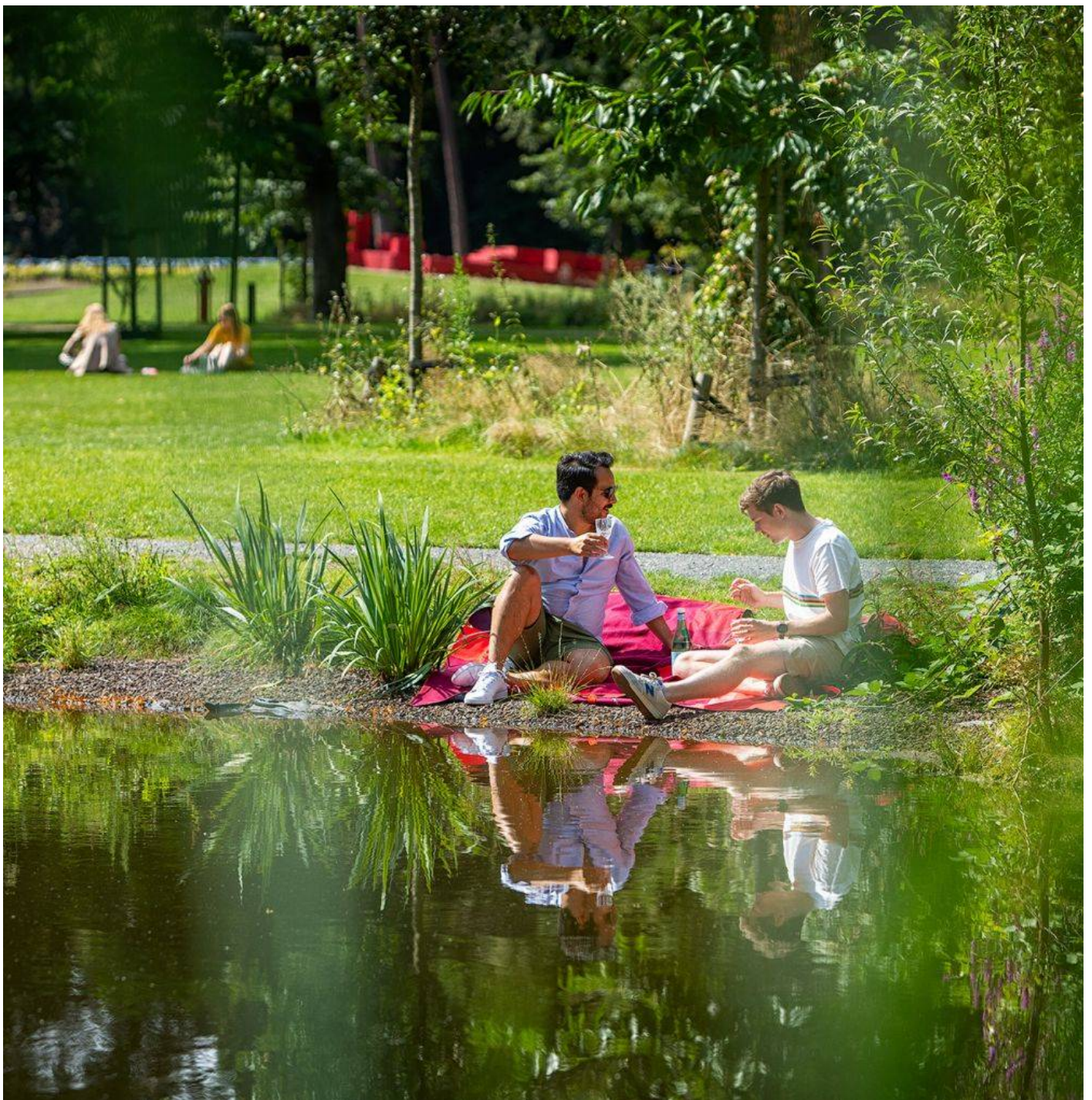
Curious

- about the world;
- about each other;
- about ourselves.

Reflective

- in our thinking;
- in our actions;
- in the social debate and the world around us.

How Radboud University makes a difference

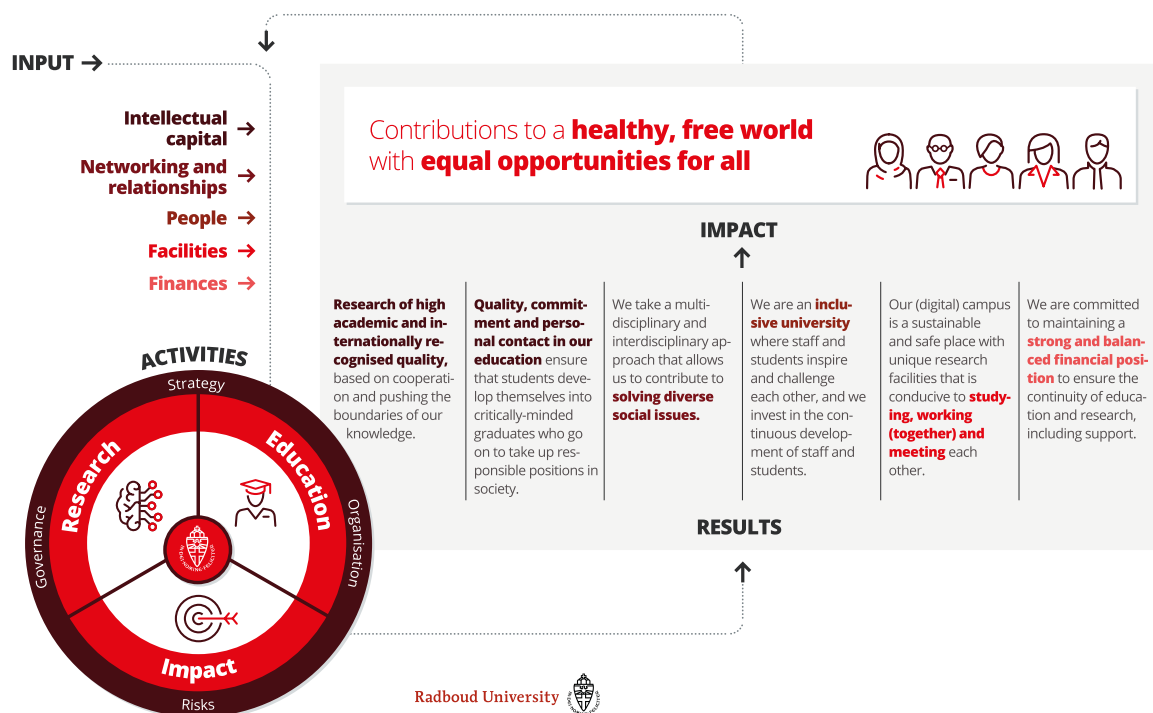


Radboud University wants to contribute to a healthy, free world with equal opportunities for everyone. We want to achieve that through high-quality research; good, personal and engaged education; contributions to social issues; a safe and inclusive work and study environment that invites people to meet and collaborate; and a solid financial foundation. This annual report shows how we achieved that in 2021.

In this chapter, we will first highlight our value creation model, which shows the resources and activities we use to work towards our strategic goals. It also illustrates that our results can be achieved only in cooperation with a wide range of internal and external partners.

1. Value creation model

VALUE CREATION MODEL RADBOUD UNIVERSITY



The value creation model illustrates how Radboud University plans to make a meaningful contribution to its students, its staff and the world as a whole. It shows which resources and activities can help us achieve our strategic goals, which together contribute to a healthy, free world with equal opportunities for everyone. The model is built on three pillars: input, activities, and output & results. Together they lead to impact.

Input

Value creation begins and ends with our intellectual capital: the knowledge, methods and other insights we use for good education and research. In addition, we need a superbly equipped (digital) campus with good lecture halls, high-quality research facilities, and equipment and software that makes (online) teaching and assessment possible. We also have staff and students who use their talents and qualities in education and research.

In our networks with relationships and collaboration partners, we can develop, share and apply knowledge in the world around us. These networks and relationships are also important inputs for the education, research and impact activities. Finally, funds are needed to finance the activities: a healthy financial situation makes our organisation future-proof and robust.

Activities

At the heart of the value creation model are our activities. Our strategy, 'A Significant Impact', underlines our commitment to be meaningful. We do this through education, research and impact. We support our activities through good governance, risk management and a robust organisation with a clear vision, mission and strategy.

Output and results

The education, research and impact activities convert inputs into various outputs. The outputs are related to the result goals and appear in various places in the form of key figures, referred to in this report as key performance indicators (KPIs). The most notable KPIs can also be found in [Radboud University at a glance](#). The outputs lead to results (outcomes) based on goals derived from our strategy. Because of this direct link to our mission, the result goals form the basis for the annual report. In this way, we contribute to a healthy, free world with equal opportunities for everyone.

2. Our contribution to a sustainable world

we contribute to the Sustainable Development Goals (SDGs) of the United Nations, the global framework for sustainability to which we are committed. At the same time, as a scientific institution, we want to continue to view the SDG framework critically, which is why it is not explicitly included in our value creation model. What concrete results emerged from the value creation model in 2021? How did we contribute to a sustainable world this year? And how can we show that our education and research are meaningful, both globally and in our immediate environment and on the campus itself? We will discuss this in the various chapters.

Research

At the behest of Universities of the Netherlands (UNL), efforts were made to map out how the publications of all Dutch universities relate to the SDGs. An overview can be found in the chapter on our research, which also includes a selection of research activities that are expanding boundaries and contributing to societal challenges.

Education

Radboud University trains its students to be critically-minded scholars capable of taking on responsible positions that make a positive contribution to society. In 2021, this ambition took shape through efforts to include sustainability in all our curricula. Which sustainability aspects or SDGs are emphasised, and how sustainability is represented, are determined in collaboration with stakeholders in the various disciplines.

Contributions to social issues

Thanks to our wide range of scholars, the university can respond to many relevant issues, especially when scholars from various disciplines work together to shed light on them. The chapter about our impact offers a selection of research with social relevance. On Radboud Impact Day, the university called on internal and external partners to contribute to creating a more sustainable world.

Inclusive and committed to all staff and students

As an inclusive university, our goal is to have all staff and students inspire and challenge each other, supported by continuous personal development. This presented everyone with additional challenges in this second coronavirus year, and it led to new sustainable insights about working and studying after the pandemic.

A (digital) campus that invites you to work and study

Every year, we take steps to make the campus an example of a green, sustainable and diverse environment. We do this by building more sustainable new buildings, by working towards greater biodiversity on the green campus, and by promoting sustainable behaviour.

3. Our sustainability programme

At the request of Radboud university medical center and Radboud University, Sustainalize conducted a 'materiality analysis'. This was done to gain insight into the topics that – based on expert research and according to our stakeholders – are important to tackle first in the joint sustainability policy for 2021–2025. This analysis resulted in 11 material themes for Radboud University:

1. Social impact of research
2. Sustainable buildings
3. Waste and circularity
4. Healthy and vital staff
5. Inclusive culture
6. Sustainable procurement
7. Energy management
8. Sustainable mobility
9. Student well-being
10. Sustainable catering
11. Sustainability integrated in education

A survey of internal management and external and internal stakeholders was used to prioritise these themes. The stakeholder groups were also invited to a stakeholder dialogue to discuss the outcomes in more detail. This provided an understanding of the underlying expectations and needs.

All 11 themes are included in the sustainability programme and are linked to objectives and activities. Which themes are given priority is decided periodically in consultation with the Executive Board and the Sustainability Programme Board. In addition, a joint implementation programme has been established with Radboud university medical center regarding the material themes.

One goal of the sustainability programme is to report better and more transparently about our impact on social and environmental goals. The way we will operationalise and measure our sustainability goals is still under development.

A sustainability dashboard that will show information for each material theme is expected to be ready in 2022. From then on, this report will include an explanation of the most important goals and our progress in achieving them (quantified where possible). This is in line with the recent European Commission proposal for a Corporate Sustainability Reporting Directive (CSRD).

To summarise the attention paid to these sustainability themes in the Annual Report:

Material topics	Reference in the report
Sustainability in research	Research for a more sustainable world
Sustainability in education	Education for a more sustainable world
Healthy and vital staff	Our people > Focus on staff well-being
Diversity and inclusion	Our people > Diversity and inclusion
Sustainable buildings	Sustainability on campus
Making an impact together	Impact
Waste and circularity	Sustainability on campus
Sustainable procurement	Sustainability on campus
Energy management	Sustainability on campus
Sustainable mobility	Sustainability on campus
Student well-being	Our people > Our focus on student well-being
Sustainable catering	Sustainability on campus

4. Together with our stakeholders

As an educational institution with a social mission, we are at the heart of society. Our network of stakeholders stretches across the full breadth of society, from far across the border to within the municipality of Nijmegen. These stakeholders – funders of our research, governments, scientific institutes and the business community – expect us to make our values visible. Based on impactful themes, we regularly explore who might be valuable partners for us.

Academic freedom, commitment, readiness for dialogue and expertise are important considerations here. We strive to share issues, find allies for initiatives, build trust and create added-value solutions for the short and long term. All university departments contribute to this in dialogue with external parties such as suppliers, knowledge institutions, regulators and civil society organisations.

Developments with our stakeholders

Although contacts within our networks were strongly influenced by COVID-19, in 2021, we – together with our partners – emphasised our ambition to make a difference. As a university, we strive to share issues, find allies for initiatives, build trust and create added-value solutions for the short and long term.

A powerful example in 2021 was the Radboud Impact Day on 18 November. The university called on everyone to contribute to a more sustainable world and received the commitment and cooperation of many stakeholders, such as the municipality, other knowledge institutions and civil society organisations.

The Executive Board maintained good relationships with the boards of Radboud university medical center, HAN and ROC Nijmegen, and with the heads of cultural institutions. Thanks to our close relationship with Keizer Karel Podia, we were able to use De Vereeniging and De Stadsschouwburg as lecture halls during the pandemic. We also continued regular consultations and working visits with the King's Commissioner and the Provincial Executive of the Province of Gelderland, and with the mayor and council members from the Municipality of Nijmegen.

The Provincial Executive paid an online working visit to the campus on 23 March, followed in October by the VVD faction of the Provincial Executive, which paid an in-person working visit on its own initiative. We also received two ambassadors, from Columbia and Mexico. Warm contacts were also maintained with several local organisations, such as the science film festival InScience. We also continued our positive collaboration with the Economic Board and the Alumni Board. Due to the pandemic, there were no Radboud Current Events Lectures at Nieuwspoord in The Hague this year, and the presentation of the Treaties of Nijmegen Medal was cancelled (this was moved to 2022).

Education that makes a difference



Our goal is to educate our students to become critically-minded scholars capable of taking on responsible positions that make a positive contribution to society. This was reinforced in various ways in 2021, including through the implementation of the strategic objective that all students be presented with and learn to reflect on sustainability issues in their curriculum. Below is an overview of the key developments in education, including some collaborations.

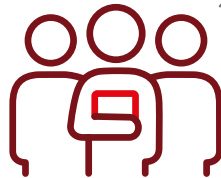
Key figures

Number of study programmes



Bachelor
38
2020: 38
Master
57
2020: 57

Total students



Bachelor
13,965
2020: 13,731
Master
9,186
2020: 8,831

Diplomas earned



Bachelor
2,919
2020: 2,843
Master
3,508
2020: 3,164

% alumni with a job on their level within 1.5 years

At least Master's level or further education



not yet known
2020: 67.2%

1st generation students

% of first-year students with two parents without a university-level education (Welcome Survey)



50.4%
2020: 53.9%

1. Developments in education

Quality assurance: Five study programmes received positive assessments

The following study programmes received positive assessments in 2021.

- Faculty of Social Sciences: the Research Master's programmes in Behavioural Sciences and Social and Cultural Science: Comparative Research on Societies.
- Faculty of Arts: the Research Master's programmes in Linguistics and Communication Sciences and Historical, Literary and Cultural Studies.
- Faculty of Law: the Research Master's programme in Business and Law.
- Faculty of Medical Sciences: the post-initial Master's programme in Quality and Safety in Patient Care and the Research Master's programme in Molecular Mechanisms of Disease.
- Faculty of Science: the Bachelor's programme in Biology and the Master's programmes in Biology and Medical Biology.

A request for continued accreditation of all these study programmes has been submitted to the Accreditation Organisation of the Netherlands and Flanders (NVAO).

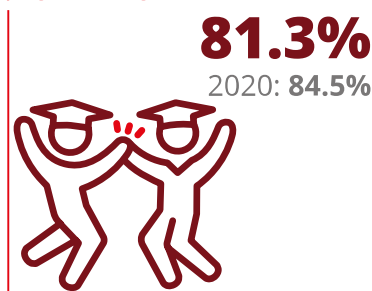
A mid-term quality assurance review was conducted in 2021. A 'quality summary' was drawn up for each faculty based on existing information and interviews with key figures in the faculties. Each quality summary mapped out the functioning of the quality culture and the quality assurance system and outlined the involvement of the participational bodies, the external advisory boards and other stakeholders. They also describe the ambitions and progress in educational improvement and innovation for each faculty. Finally, they show how the planning & control cycles interact at various levels.

Together, the quality summaries provide a good understanding of how quality assurance works in the faculties. A quality summary that goes beyond the faculties will be drawn up in early 2022, and it will provide starting points for the next steps in Radboud University's quality assurance system.

Good scores on student surveys

Student satisfaction

Students' satisfaction with the study programme in general (NSS)



Quality of education

Students' satisfaction with the educational content (NSS)



Number of students per teaching staff member

teaching staff member



In the various surveys on educational quality, Radboud University once again came out on top in 2021.

In the spring of 2021, nearly 10,000 Radboud University students participated in the **National Student Survey** (NSS), a high turnout. The [results](#) show that Radboud University students are generally (quite) satisfied with their study programme. This is reflected in the assessment of various statements (on a scale of 1 to 5), for three of which Radboud University students have a significantly higher opinion than students at other universities. The three statements are:

- General satisfaction with the study programme: 3.92
- General satisfaction with the atmosphere of the study programme: 4.03
- Would choose the same study programme again: 4.12

According to the **Keuzegids Universiteiten 2022**, Radboud University is the second best general university in the Netherlands. We only scored half a point less than first place Utrecht University, which was awarded 64.5 out of 100 points. This independent guide to Bachelor's programmes is largely based on the NSS. Points are assigned for areas such as quality of the content of the programme, lecturers, assessment, career orientation, and ambiance. Due to the new structure of the NSS, the areas for assessment differ from previous years. As such, the new rankings and assessments are not directly comparable with previous years.

Six of Radboud University's Bachelor's programmes received the ['Top Programme' designation](#) due to their high scores: Biomedical Sciences, Medicine, Dutch Language and Culture, Pedagogical Sciences of Elementary Education, Romance Languages and Culture Studies, and Dentistry. Another three study programmes did not receive the 'Top Programme' designation but did rank first in their field: [Dutch Language and Culture](#), [Notarial Law](#) and [Political Science](#).

Elsevier's 'Best study programmes 2021' awarded gold, silver or bronze medals to 11 study programmes at Radboud University. These study programmes were rated by students as above average in their field. Elsevier also uses results from the NSS, so most medal winners can be found in the summary above. Not yet mentioned study programmes with a medal: Communication Science, Physics and Astronomy, Art History, Law, and Sociology. Elsevier also awards medals to Master's programmes, two of which are in Nijmegen: Communication Science and Dentistry.

Grants awarded for education

Comenius grant

The Netherlands Initiative for Education Research (NRO) has awarded Comenius grants to four Radboud lecturers. The grants will enable the lecturers to put into practice their ideas for innovation in education. One of the grants will be used to update biodiversity education (Constant Swinkels and Wilco Verberk). The other two grant recipients are connected to Radboud university medical center: Jeanette Mostert for developing an educational module about commercial health checks, and Petra van Gurp for her project 'Your world and me', which shows students that as a doctor you can still be yourself, with your own qualities and shortcomings.

Teachers in Residence

Eight new [Teachers in Residence](#) joined the Faculty of Arts in 2021. They combine a job as a teacher in secondary education with an appointment at the university. In so doing, they help improve the connection between secondary education and the university, and they encourage students to get to know the teaching profession. Our Faculty of Arts introduced the concept six years ago and it is now the first faculty to have a Teacher in Residence for each school subject within the fields of language and culture, history, art and communication.

Two University Education Awards

The 2021 University Education Award was awarded to Rianne van Melik, and the University Education Award for Talent was awarded to Matthijs Moorkamp. Both are part of the Nijmegen School of Management. Van Melik is Associate Professor of Geography, and her achievements include being an educational innovator and a driving force behind key improvements in the curriculum. Moorkamp is Assistant Professor of Organizational Design and Development, and he uses his work experience as a consultant to link theory to (professional) practice in an engaging way.

Radboud Teachers Academy: Tackling the teacher shortage

The [Radboud Teachers Academy \(RDA\)](#) is once again fully committed to national, regional and local initiatives to combat the teacher shortage and improve the quality of teacher training study programmes in 2021. These efforts resulted in increasing enrolments (224 in 2021 versus an average of 188 in 2017–2019).

The RDA was able to achieve this feat thanks to collaborations with other training institutes and schools, known as partnerships in which prospective teachers are trained. In 2021, the number of partnerships increased to 14 with the addition of our partnership with the existing school of education in Limburg. In addition, a joint grant application with Windesheim University of Applied Sciences and the schools of the Veluwe Onderwijsgroep (Veluwe Educational Group) led to the establishment of yet another new partnership.

The new partnerships mean that starting in 2022, students from Limburg and Apeldoorn can be trained as first-level teachers in their own regions. Monique Scheepers, general director of RDA: "It's wonderful that students from South Limburg now also have easy access to first-level teacher training study programmes. This will help to reduce the shortage of academically trained teachers in Limburg."

The quality of education depends highly on the availability and well-being of teachers. Teacher shortages are partly caused by a (too) low intake in the profession, but also by high teacher dropout rates in the first years of employment. In 2021, the RDA was awarded a grant of just under €600,000 to research the factors that contribute to burnout and teacher dropout. A unique feature of the project is that it is being carried out in various sectors (primary education, secondary education and senior secondary vocational education) and it will involve both novice and experienced teachers. The research will address the tensions teachers experience about their roles in the school, which are believed to negatively affect their well-being and increase dropout rates.

"Students from South Limburg now also have easy access to first-level teacher training study programmes. This will help to reduce the shortage of academically trained teachers in Limburg."

Monique Scheepers, general director of Radboud Teachers Academy

Teaching and Learning Centre: 'Lessons Learned'

Coronavirus prevented many direct contacts in 2021, which was no advantage to Radboud University's [Teaching and Learning Centre \(TLC\)](#). It was set up in the spring of 2020 as a 'network organisation and meeting place for educational professionals'. The goal of sharing knowledge and innovating in education was pursued in various ways in 2021, but contrary to what was hoped for at the time of its establishment, most of the work was done online.

This was the case for the monthly 'inspiration sessions' and 'education cafés', which always attracted a few dozen visitors. The Education Days in March – four days with 22 workshops – attracted over 400 visitors, 60% of whom were online. The TLC also actively supported lecturers applying for a Comenius grant and awarded vouchers for educational innovation and research. [The TLC voucher system](#) – which allows applicants to buy time for plan development – is being expanded to include vouchers in the fields of ICT in education and lecturer well-being.

The TLC responded well to the many questions about distance education, which according to a TLC report this year – Lessons Learned – helped to raise its profile. In the coming years, the centre hopes this will also raise the profile of its other functions on campus, including educational research and lecturer development. In the latter field, the centre broadened its mission in 2021 to include lecturer well-being.

This year, the team of 'ambassadors' on campus – an important pillar in the TLC's network – was expanded to 15. According to the interim report, there is room for improvement in terms of embedding the centre on campus: for example, several faculties and their boards are not yet properly connected, and there is room for improvement in organisational embedding.

'For the Curious' course programme launched

[Radboud Academy](#), the umbrella organisation for Lifelong Development at Radboud University, launched a selection of courses called 'For the Curious', aimed at a broad range of interested people. In it, experts from Radboud University provide academic perspectives on current social issues in an interactive and accessible way.

Five course series were launched in the autumn, each consisting of four or five meetings in the evening: [AI for Life](#), [Our Precious Brain](#), [Pills in Perspective](#), [The Confessions of Augustine](#) and ['God' as a Political Factor](#). The courses took place in weeks with low numbers of coronavirus infections and were all attended by about 15 participants. The plan for the coming years is to offer ten programmes each year.

2. Education for a more sustainable world

Focus on sustainability issues in all study programmes

A major step towards helping students develop into critical and engaged scholars is the inclusion of sustainability issues in all study programmes at Radboud University. From 2022 onwards, every student who graduates from our institution will have been exposed to sustainability issues during their studies. This will be done by creating links to sustainability within existing courses and by adding separate modules on this theme. At present, 56% of all study programmes include modules that focus on sustainability issues.

In 2021, an inventory was made together with the faculties of the attention paid to sustainability in the current study programmes. Various workshops with students and lecturers identified where attention could be enhanced within the programmes. In addition, the university developed Bachelor's courses that are open to all students and focus on sustainability. These include the Sustainable Development Goals course and the new interdisciplinary Climate Crisis course.

Radboud Honours Academy also paid renewed attention to the topic in various projects, such as research on the vegan campus or in the Honours Lab on creating place-based, sustainable social impact: RE:PLACE – Transforming urban ecosystems. The Radboud Academy also devoted attention to sustainability in a programme for young professionals.

Study programmes with sustainability in the curriculum



56%
2020: 50%

In 2021, the first sustainability testimony was awarded: a note on the diploma supplement of a student who devoted their thesis to the intersection of natural sciences and public administration. Other study programmes and faculties will give this testimony to students who devote at least 21 study credits to this theme and focus their thesis on it. See [this link](#) for more information about sustainability in education.

3. Making an impact with our partners through education

With HAN and ROC: *City Deal Kennis Maken*

Radboud University students joined forces with students from HAN University of Applied Sciences and ROC Nijmegen to take on a new City Deal project. *City Deal Kennis Maken* – a collaboration between the university, HAN and ROC – offers students the opportunity to conduct research into sustainability issues and work with students from various backgrounds and with local residents and professionals. This form of education is also a challenge for lecturers.

The new project involves the creation of a 'harvest route' in the Meijhorst district of Nijmegen, along which people can pick fruit, nuts and flowers free of charge. Several Master's students from the university (science faculty) conducted a biodiversity study as part of the Reaching the Sustainable Development Goals elective. Together with their fellow students from HAN and Yuverta, they drafted a report with recommendations for the neighbourhood residents.

A new City Deal project on the circular economy was also launched this year. Furthermore, in 2021 the three educational institutions and the municipality expressed the ambition – after four years of running the City Deal programme – to integrate it more effectively into the various educational programmes.

With the University of Glasgow: Six dual degrees

In the autumn, Nijmegen and Glasgow strengthened their partnership by signing off on [six dual degrees](#) that have been jointly developed over the past two years. This gives substance to the Memorandum of Understanding (from 2018), which includes a collaboration fund to stimulate staff to develop joint innovative programmes.

The six programmes will offer students from both institutions the opportunity to gain international and intercultural experience. The six themes are: International Business, Economic Development & Social Change, Comparative Politics, Political Communication & Comparative Politics, Global Political Economy and Artificial Intelligence & Digital Society. Tom Elfring, Dean of Nijmegen School of Management: "We hope these six programmes will inspire further forms of collaboration."

With TU/e students: Selected for a rocketry experiment

Pinpointing the position of a rocket live, to within a few centimetres, throughout its flight: that is what a team of researchers and students from Eindhoven University of Technology (TU/e) and Radboud University will test during an experimental rocket launch in Sweden in March 2023. Their method – which is up to ten times more accurate than GPS – may allow better guidance of rockets to bring them down in the right place. They will also measure the arrival direction of cosmic rays.

The Eindhoven and Nijmegen team's experiment, called [PR4 Space](#), is one of the projects selected to participate in the European programme [REXUS](#), an initiative of the Swedish, German and European (SNSA, DLR, ESA) space agencies. This project launches two rockets a year, each carrying four to five experiments by student teams from different countries.

OnePlanet Open Education

OnePlanet Research Centre is the partnership established in 2019 between Radboud University, Radboud university medical center, Wageningen Research & Impact and Imec (an R&D hub for chip and digital technology). In addition to high-profile innovations – such as a swallowable pill that signals abnormalities in the gastrointestinal tract – the centre includes an education programme focused on social issues in the province of Gelderland. As part of this OnePlanet Open Education programme, the university works with provincial institutes for higher professional education (HBO) and senior secondary vocational education (MBO).

In 2021, students from the university and the HBO collaborated with the Fruittech Campus in Geldermalsen (an initiative of several regional training centres) on a project about more sustainable cultivation and a better way of determining fruit quality. Earlier, student teams had focused on giving better support and guidance to Parkinson's patients and children with obesity. 260 students have played active roles in Open Education to date.

Students and lecturers expressed their appreciation for the programmes in the evaluations. An Industrial Product Design student from HAN: "The collaboration with students from other study programmes was sometimes difficult in practical terms, but it was also inspiring to be introduced to totally different views and methods, so it was very informative." Angelique Brinkman, Social Work lecturer at ROC RijnIjssel (Arnhem), called the collaboration with students from the university and HBO a huge asset to her study programme. "Our students gain self-confidence that our practical knowledge and skills are of added value in the project."

Thea van Kemenade, Director of Health on the OnePlanet management team, called Open Education an example of the university's added social value: "Because it allows us to share our knowledge with other educational institutions and regional partners. In this way, we not only promote cohesion between educational institutions, but we also strengthen the relationship between education and the job market."

4. Quality agreements

Dutch universities have reached agreements with the Minister of Education, Culture and Sport on quality standards for the period 2019–2024. These are connected to the use of the study financing resources (studievoorschot). Radboud University created a plan to allocate those resources, and the Minister approved it in October 2019, based on a positive recommendation from the Accreditation Organisation of the Netherlands and Flanders (NVAO).

In this section, we will highlight the quality agreements for educational improvements, which have been partly implemented with the help of the study financing resources. We will look back on the period from 2019 onwards. A small part of the budget is spent centrally, but the majority is in the hands of the faculties. This section will account for the funds spent centrally and the process followed. We will also outline the choices made by the faculties. The [Quality Agreements](#) appendix contains more detailed descriptions of the faculties' quality agreements.

Faculty resources

Radboud University invests the vast majority of its resources at the faculty level. This means that decisions are made as close as possible to the primary educational process, although implementation may vary between faculties. All faculties have made their own plans for this. The table below shows the themes on which the faculties spent their resources. Most faculties' plans in the framework of the quality agreements are in line with previously formulated plans, strategies or visions. By far the most resources are invested in themes 1 (more intensive and smaller-scale education) and 2 (more and better student guidance). Examples of investments in theme 1 are the appointment of educational innovators at the Faculty of Science and the appointment of additional lecturers to reduce group sizes at the Faculty of Law. And at Nijmegen School of Management and the Faculty of Medical Sciences, integrated student counselling and the use of coaches are investments in theme 2.

These kinds of plans are dynamic. Changes are inevitable, but the faculties generally stay on course. As shown in the table below, there are differences between the original budget and the realisation in the period from 2019–2021. However, the vast majority of the funds was spent within the intended themes. Some differences are due to the use of additional own resources on projects made possible by the quality agreements. This means that more was and is being invested in implementing the quality agreements than was included in the original plans. The COVID-19 pandemic also caused projects to be delayed or accelerated, or to be redefined; for example, in recent years there has been an earlier and stronger focus on the plans for digitalising education. These changes and the justification for each action are accounted for at the faculty level. These justifications are described in the [Quality Agreements](#) appendix.

Original expenditure plan for the quality agreements	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted
(x €1 million)	2019	2020	2021	2022	2023	2024*
Ministry of Education, Culture and Science contribution	5.3	6.3	10.7	13.3	14.1	15.9
Executive Board supplementary contribution (= a + b - Ministry contribution)	1.6	1.2	1.3	1.3	1.2	1.1
Total available resources	6.9	7.5	12.0	14.6	15.3	17.0
Expenditure						
a. Faculty resource allocation						
- from prior investment period	4.9	4.9	4.9	4.9	4.9	4.9
- additional		1.0	5.5	8.1	8.9	10.5
<i>subtotal</i>	<i>4.9</i>	<i>5.9</i>	<i>10.4</i>	<i>13.0</i>	<i>13.8</i>	<i>15.4</i>
b. Central (from prior investment period)						
- opening hours and study workplaces in the University Library	0.2	0.2	0.2	0.2	0.2	0.2
- educational innovation with ICT	1.4	1.0	1.0	1.0	1.0	1.0
- web lectures	0.4	0.4	0.4	0.4	0.4	0.4
<i>subtotal</i>	<i>2.0</i>	<i>1.6</i>	<i>1.6</i>	<i>1.6</i>	<i>1.6</i>	<i>1.6</i>
Total	6.9	7.5	12.0	14.6	15.4	17.0
Realised quality agreements	Realised	Realised	Realised	Budgeted	Estimated	Estimated
	2019	2020	2021	2022	2023	2024
Resources						
- ministry of Education, Culture and Science contribution*	5.4	6.5	11.2	14.0	14.8	16.7
- additional from own resources	4.2	7.3	5.6	4.3	3.8	2.4
Total resources	9.6	13.8	16.8	18.3	18.6	19.1
Expenditure						
Faculties						
1. More intensive and smaller-scale education	2.3	3.9	6.0	7.5	7.4	7.8
2. Increased and improved guidance of students	2.6	3.2	3.8	4.3	4.3	4.4
3. Study success including admission and advancement	0.5	0.6	0.7	0.7	0.7	0.7
4. Educational differentiation	0.2	0.6	0.9	0.8	0.9	0.9
5. Appropriate educational facilities of good quality	0.8	1.4	1.2	1.8	1.8	1.8
6. Continued professional development of lecturers	0.8	1.3	1.4	1.6	1.8	1.9
<i>subtotal</i>	<i>7.2</i>	<i>10.9</i>	<i>14.0</i>	<i>16.7</i>	<i>17.0</i>	<i>17.5</i>
Central						
- University Library opening hours	0.2	0.1	0.1	0.2	0.2	0.2
- ICTO	1.6	2.3	2.0	1.0	1.0	1.0
- web lectures	0.6	0.5	0.7	0.4	0.4	0.4
<i>subtotal</i>	<i>2.4</i>	<i>2.9</i>	<i>2.8</i>	<i>1.6</i>	<i>1.6</i>	<i>1.6</i>
Total expenditures	9.6	13.8	16.8	18.3	18.6	19.1

* In accordance with third government funding letter 2021

Central funds

Of the funds that Radboud University has available for the quality agreements, the largest part has been distributed among the faculties. Only a small part has been invested at the central level (see table below).

Original expenditure plan for the quality agreements						
amounts x €1 million	Budgeted	Estimated	Estimated	Estimated	Estimated	Estimated
	2019	2020	2021	2022	2023	2024
Central (from prior investment period)						
- opening hours and extra study workplaces in the University Library	0.2	0.2	0.2	0.2	0.2	0.2
- educational innovation with ICT	1.4	1	1	1	1	1
- web lectures	0.4	0.4	0.4	0.4	0.4	0.4
	2	1.6	1.6	1.6	1.6	1.6
amounts x €1 million	Realised	Realised	Realised	Budgeted	Estimated	Estimated
	2019	2020	2021	2022	2023	2024
Central						
- opening hours and extra study workplaces in the University Library	0.2	0.1	0.1	0.2	0.2	0.2
- educational innovation with ICT	1.6	2.3	2	1	1	1
- web lectures	0.6	0.5	0.7	0.4	0.4	0.4
	2.4	2.9	2.9	1.6	1.6	1.6

Various initiatives were launched using the central funds. Extra study facilities were made available in the University Library by extending the opening hours and increasing the number of study workplaces. There were also investments in educational innovation using ICT, such as digital assessment and Brightspace. Finally, a project was launched to make web lectures future-proof, increasing their flexibility and capacity.

The table above shows the realisation through 2022 and the estimates through 2024. The intended plans were implemented using additional investments from our own resources. The coronavirus pandemic has had an impact since March 2020 by accelerating the adoption of digital education facilities. Thanks to the (pre-)investments we made in this from 2017 to 2019, the transition to periods with fully online education went smoothly. Additional capacity for digital assessment and web lectures and extra capacity in the university library were realised according to the original plan. The university library was not allowed to be open during parts of the pandemic, so the budgeted amount for opening hours and extra study workplaces there was not fully realised in 2020 and 2021.

Stakeholder involvement

The way in which stakeholder involvement is organised is described for each faculty in the [Quality Agreements](#) appendix. The appendix also includes an independent reflection from each Faculty Joint Assembly (FGV), which reflects on the process followed since 2019 and the progress made on the quality agreements. A meta-reflection on the faculty reflections from the central participational bodies (UGV) is at the end of this chapter.

Faculty participational bodies have advisory rights regarding the main points in the faculty budgets. The Faculty Student Council (FSR) and the Representative Council (OC) from the FGV have the right of consent for the use of faculty funds for the quality agreements. All faculty representative bodies agreed to the plans for the quality agreements in the budgets for 2020, 2021 and 2022.

In addition, the quality agreements for each faculty are discussed twice a year during the annual report discussion and budget discussion in the presence of the Executive Board, the faculty's Executive Board and the student assessor. The student assessor is specifically asked about the progress and involvement of the participational bodies in implementing the quality agreements. In each meeting, the student assessors indicated their satisfaction about the involvement of the participational bodies.

At the university level, the university's participational bodies (UGV) have the right of consent to the main points of the budget and the use of university funds for the quality agreements. Twice a year, the Executive Board reports to the UGV through the regular planning and control cycle with the annual report and the annual plan, including the budget. The use of quality funds at the central level was determined for several years in 2019. As the plans have not been changed since then, decision-making on this part of the funds only took place in 2019 with the agreement of the UGV. The UGV has written a meta-reflection based on the independent reflections of the faculty participational bodies.

The Joint Assembly and the quality agreements

The Joint Assembly has taken note of the independent reflections on the quality agreements by the faculty participational bodies, which were written according to the NVAO criteria. The Joint Assembly is pleased that all faculty participational bodies reflected positively on the way they have been involved in the quality agreements process: from monitoring to adjusting policy actions and processes.

However, the Joint Assembly notes that the faculty participational bodies have been involved in very different ways. The Joint Assembly is aware that certain differences can arise because faculties function in different ways. Nevertheless, the Joint Assembly thinks it is a good idea to collect and share certain best practices from the faculties. This will allow the various faculty participational bodies to set up the good initiatives described above within their own faculties.

On behalf of the Joint Assembly,
8 March 2022

Two to three times a year, central support services organise a meeting to which faculty and university participational bodies are invited. The goal is to inform the participational bodies of their rights regarding quality agreements and to promote the exchange of practices and information. These meetings also ensure that the participational bodies know where they can go in the organisation with questions about the quality agreements.

The Supervisory Board and the quality agreements (from the SB report):

“Twice a year, the Audit Committee discusses the progress of the quality agreements. This is a fixed part of the planning and control cycle and occurs at the same time as the discussion of the annual plan and the budget, and during the discussion of the annual report. For this discussion, the Audit Committee receives an extensive report about each faculty’s progress on the quality agreements. This report is also shared with the full Supervisory Board.”

“In 2021, particular attention was paid to how the participational bodies were involved in implementing the plans and making any changes to them. The guidelines for reporting on the quality agreements in the annual report were also discussed. The Audit Committee notes that the implementation of the plans is progressing well and that the participational bodies are sufficiently involved in both the implementation and any changes to the plans. Most of the changes are related to external factors, including the COVID-19 pandemic, which means that a great deal was invested in online education earlier in the plan period.”

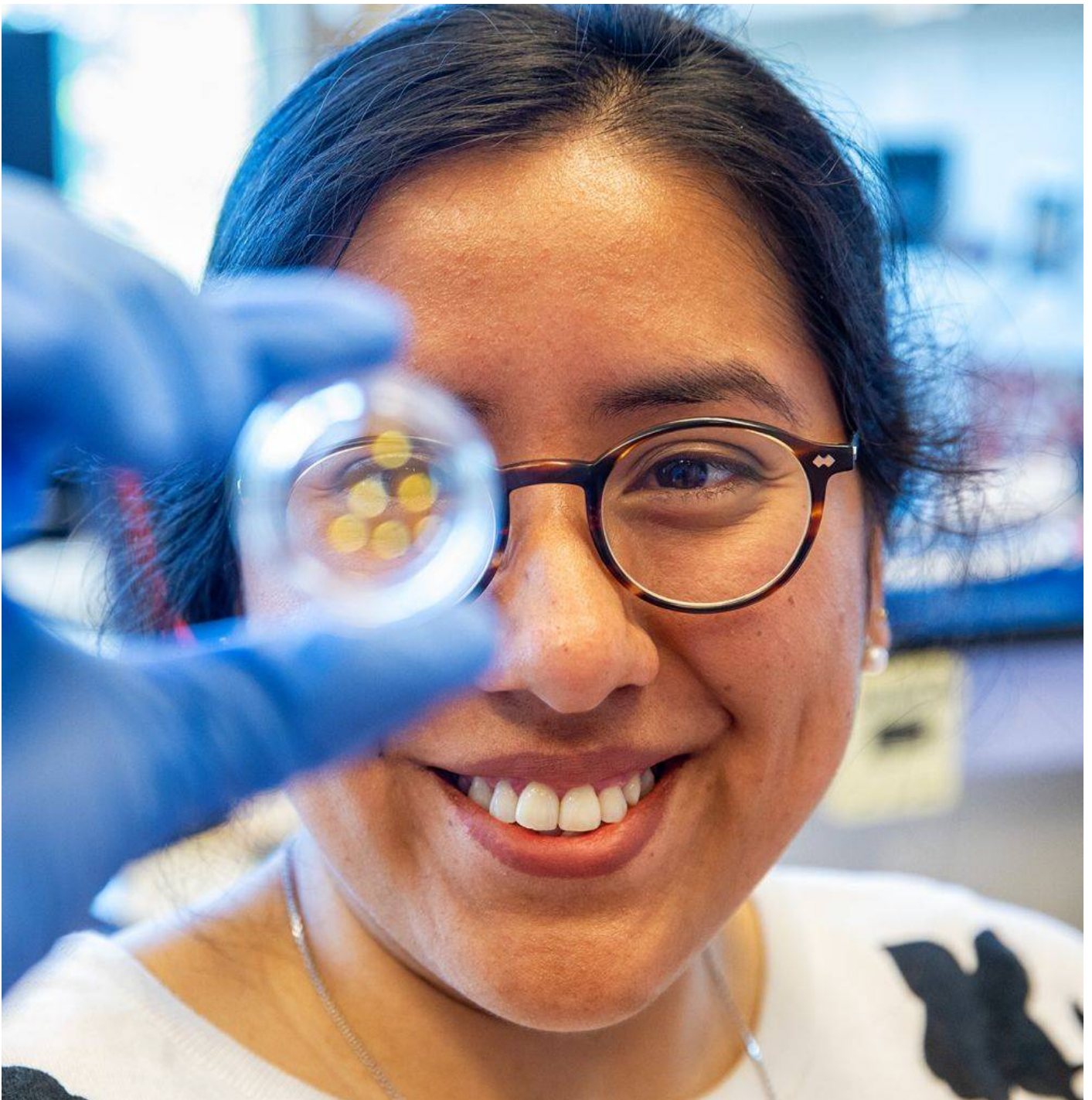


OnePlanet OpenEducatie

OnePlanet Research Centre is the partnership established in 2019 between Radboud University, Radboud university medical center, Wageningen Research & Impact and Imec (an R&D hub for chip and digital technology). In addition to high-profile innovations – such as a swallowable pill that signals abnormalities in the gastrointestinal tract – the centre includes an education programme focused on social issues in the province of Gelderland. As part of this OnePlanet Open Education programme, the university works with provincial institutes for higher professional education (HBO) and senior secondary vocational education (MBO).

[Read the article online](#)

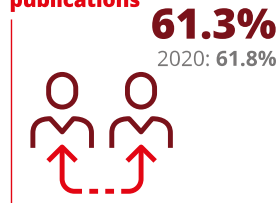
Leading the way with our research



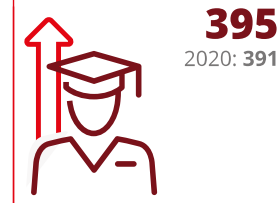
To reinforce our commitment to a healthy, free world with equal opportunities for all, the university wants to be at the forefront of research, partly through our contribution to the United Nations' Sustainable Development Goals (SDGs). Following the developments in research policy, we will highlight our social contributions, particularly research on sustainability and related social issues.

Key figures

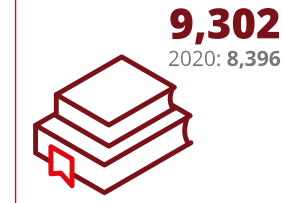
International collaborations on publications



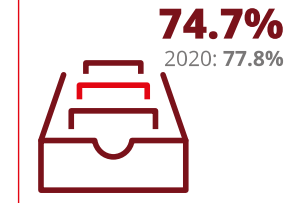
Total PhD degrees obtained



Total publications



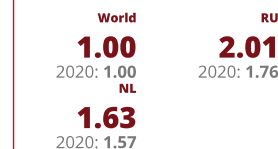
Open access publications



Quartile score Percentage of publications in 1st quartile journals



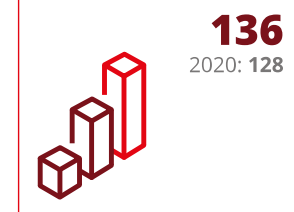
Citation index



Countries with which RU collaborates on publications



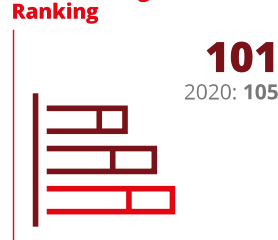
THE Ranking



QS Ranking



ARWU/Shanghai Ranking



1. Developments in research

Radboud University strives to pursue research of high scientific and internationally recognised quality in order to push the boundaries of knowledge together with others. This requires us to create the right conditions through our policy, organisation and culture.

Recognition and rewards

In early 2021, the Recognition and Rewards committee published a [discussion paper](#) in which it described how the recognition and appreciation of scholarship could be improved at Radboud University and Radboud university medical center.

During the year, the committee used this discussion paper as a starting point to organise a series of round table discussions, first with groups of academic staff and then around specific themes from the discussion paper. The input from these discussions will form the basis for an advisory report expected in early 2022.

Read more about [Recognition and Rewards](#) in the chapter about our students and staff.

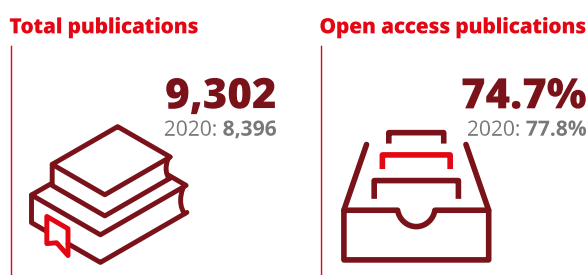
Quality assurance for research

Two research institutes were inspected in 2021: the Institute for Molecules and Materials (IMM) and Radboud Institute for Biological and Environmental Sciences (RIBES). IMM was the first institute assessed under the new Strategy Evaluation Protocol (SEP). Since the pandemic forced RIBES to postpone the research inspection by one year, it was the last institute to use the old SEP. The results are expected in early 2022.

Grant support

The university has set up a new web environment under the name Grant Support to support applications for research and other grants. This English website summarises all major regional, national and European grant programmes. It also contains useful supporting materials, like templates for certain parts of an application, tips for finding partners, and information on ethics, open access, data management, dissemination, communication and intellectual property rights. It also offers researchers an overview of university and external events, workshops and training sessions related to grant applications. All this results from the EU Support Programme, a collaboration between grant advisors from the faculties and Radboud Services departments.

Increase in open access publications



In recent years, Radboud University has taken another step towards the (national) ambition to make all scientific publications open access. The latest figure (for 2020): 77% of publications are open access, ten percentage points more than in 2019.

This positive development results from the national open access deals with publishers, the open access guidelines of research funders (Dutch Research Council (NWO), ZonMw, European Commission) and the guidelines from the evaluations (SEP, Recognition and Rewards). The improved support for researchers also plays a role, as does increased awareness of the issue in the academic community.

Radboud University Press

Radboud University Press (RUP) was launched in autumn 2021, partly to promote open access to books. RUP works according to the diamond open access model, which means no costs for the author or reader. High-quality peer review safeguards scientific quality, and Creative Commons publication licences are used to ensure the greatest possible dissemination.

The publishing house offers (popular) scientific and educational titles in a variety of forms (books, journals, series and – in the future – non-textual publications). Print editions are also available, as required. The first publications in 2021 were books by Klaas Landsman and Jan Bransen and the journal *Relief*, a bilingual academic journal about French literature and culture.

Research Data Management

One pillar of open access is the management and availability of research data during and after scientific research. Research data management guidelines were established in 2021. These guidelines consider the conflicting demands of free availability and legally required protection; good data management does not necessarily go hand in hand with open data.

The new guidelines are linked to the widespread use of the Radboud Data Repository (RDR), now used by seven research institutes. RDR lets researchers manage their research data securely and potentially publish it. Support for data management has been expanded, thanks in part to incentive funding from the Dutch Research Council (NWO).

New regulation and better guidance for PhD candidates

With the new Doctorate Regulations that came into effect in autumn 2021, the university hopes to be more in line with current PhD practice and national developments. For example, PhD candidates must have at least two supervisors, set up a Training and Supervision Plan, and follow a Research Data Management Plan. The new PhD candidates' registration and tracking system was also launched in 2021, creating more unified registration that better informs PhD supervisors and graduate schools about the progress of the PhD.

In 2021, a pilot project was started for novice supervisors of PhD candidates. It focuses on situational leadership, discussion skills and the supervisor's role in the planning and writing process. Based on an ongoing evaluation study, the course may be included in the regular course offerings.

Radboud Excellence Initiative

In 2021, there were two nomination rounds for outstanding international academics: in May and November. 12 fellows and eight professors were appointed out of a pool of 41 fellow and 12 professor nominations. Due to the pandemic, some researchers could only come to Nijmegen later. At the end of December 2021, 26 fellows from previous appointments were present.

Radboud Young Academy

In 2021, the Radboud Young Academy (RJA) focused on areas such as Recognition and Rewards, Open Science and Social Safety. Eight new members joined in October 2021. The RJA now includes 25 staff members with PhDs from all faculties and with various positions, including two from the support staff. In 2021, for the first time, the RJA awarded the [Radboud Young Academy Recognises and Rewards prize](#) for outstanding contributions to the academic working atmosphere.

International outreach through The Guild and Crowdhelix

In 2021, the first steps were taken to roll out the vision presented in 2020 by The Guild, a network of 21 universities – including Radboud University – that aims to strengthen lobbying in Brussels on European research policy (research, education and research valorisation). In 2021, the representatives in the work groups were appointed, and efforts were made to improve the visibility of the university within the network and within the faculties. One ambition, shared by Radboud University, is to strengthen collaboration with African researchers and institutions. (See also: [Astronomical research as a form of development cooperation](#))

To raise awareness of Radboud University's research in Europe and worldwide, the university has joined the new [Crowdhelix](#) network, which encourages researchers to get together and share their research results. The university participated in various (online) conferences connected to this network.

2. Contributing to the SDGs with publications

At the behest of the Universities of the Netherlands (UNL), efforts were made to map out how the publications of all Dutch universities relate to the UN's Sustainable Development Goals (SDGs). The goal is to gain a better understanding of the scientific and social contribution universities make to these development goals. This has also been [clarified](#) for Radboud University. The graphic below shows Radboud University's contribution to the SDGs in the form of scientific publications from 2010 to 2020. The larger the block, the more we have published about that theme. Click on [this link](#) to learn which search terms were used to assign a publication to an SDG.

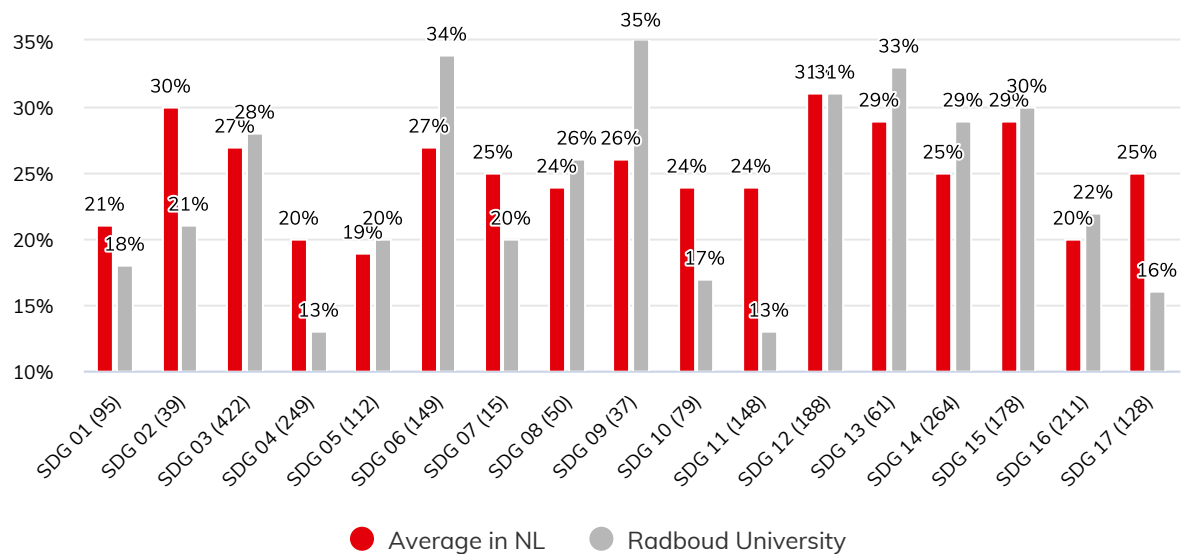
The SDGs are: 1. No Poverty; 2. Zero Hunger; 3. Good Health and Well-Being; 4. Quality Education; 5. Gender Equality; 6. Clean Water and Sanitation; 7. Affordable and Clean Energy; 8. Decent Work and Economic Growth; 9. Industry, Innovation and Infrastructure; 10. Reduced Inequality; 11. Sustainable Cities and Communities; 12. Responsible Consumption and Production; 13. Climate Action; 14. Life Below Water; 15. Life on Land; 16. Peace and Justice Strong Institutions; 17. Partnerships to Achieve the Goal.



Percentage of publications about SDGs in the top 10% most cited publications

For each SDG, the graph below shows the percentage of publications by Radboud University belonging to the top 10% most cited publications of all scientific articles published about that SDG. Radboud University's data are compared to the average of all Dutch universities. For seven SDGs, more than a quarter of Radboud University's publications are in the top 10% most cited. Outliers are SDG 6, Clean Water and Sanitation (34%), SDG 9, Industry, Innovation and Infrastructure (35%) and SDG 13, Climate Action (31%).

The total number of Radboud University publications per SDG is shown in brackets.



3. Honours and grants for Radboud scholars

Researchers from the university and Radboud university medical center continued to benefit from grants from the European Research Council and NWO's Talent Programme in 2021. Other honours in this selection of awards and grants awarded in 2021 were the special Stevin Prize for Professor Bart Jacobs and the honorary doctorates.

Three ERC Starting Grants

Three Radboud University scientists were awarded Starting Grants by the European Research Council (ERC). Tim Kietzmann (Donders Institute) will study vision in a more natural setting, Willem Velema (Faculty of Science) will study the function of RNA in cells, and Rogier Kievit (Donders Institute) will study cognitive dynamics in children. The ERC Starting Grants help young researchers build their own research groups. The grants can be worth up to €1.5 million per project.

ERC Starting Grants (€15 million per grant)



3
2020: 2

NWO Talent Programme: Vici, Vidi, Veni

The Talent Programme from the Dutch Research Council (NWO) has three tiers. The highest is the Vici grant (€1.5 million), which helps very experienced researchers (usually professors) continue developing an innovative line of research. For a more junior class of talent, there is the Vidi programme, with 78 grants (€0.8 million) awarded in 2021. Finally, 89 promising young scholars were awarded a Veni grant (maximum €0.3 million). The results for the university and Radboud university medical center in 2021: three Vici, eleven Vidi and eight Veni.

NWO Veni Vidi Vici

Veni grants

8

9% of total

2020: 13

Vidi grants

11

14.1% of total

2020: 9

Vici grants

3

9.1% of total

2020: 0

Vici grants. Eliane Seegers (Social Sciences) will use her Vici grant to research opportunities and challenges in comprehension of digital texts. Are children digital natives for whom this is not a problem, or can they no longer focus their attention, preventing deep reading comprehension.

Michiel Vermeulen (Molecular Biology, Faculty of Science) will research modifications of RNA molecules that play a vital role in regulating gene expression in health and disease.

Dirk Lefeber (Professor of Glycosylation Disorders in Neurology at Radboud university medical center) wants to unravel why sugar metabolism differs between organs: this process should be the same in our entire body, but it seems to proceed differently in the brain and muscles. Understanding this will open doors to more targeted treatments.

Vidi grants. Three researchers from the medical faculty at Radboud university medical center were awarded Vidi grants in 2021 : Sandra Heskamp is studying a new treatment method for therapy-resistant cancer cells, and Rick Helmich is studying the influence of stress on the course of Parkinson's disease. Parkinson's plays a role in two other Vidi's: Geert Litjens wants to build bridges between medical specialties to improve treatment, while Lennart Verhagen (Donders Institute for Brain, Cognition and Behaviour) will use focused ultrasound to stimulate the human brain and treat brain disorders.

The Donders Institute has four awardees: besides Verhagen, Vitória Piai will investigate how people search for words in their brains, Linda Geerligs will study the accumulation of knowledge in the older brain, and [Marloes Henckens](#) will research the role of trauma memory in developing symptoms of post-traumatic stress disorder (PTSD).

Finally, four Radboud University researchers were awarded Vidi grants. Mathematician Magdalena Kedziorek wants to deepen understanding of commutative operations in the world of geometric forms with symmetries, and biologist Sarian Kosten will investigate how bioturbators drive greenhouse gas emissions from shallow inland waters. Bart Mennink (Digital Security) will dive deeper into the world of cryptography. The fourth Vidi goes to a researcher from the Centre for International Conflict – Analysis & Management (CICAM): Romain Malejacq will study the attitudes of commanders and how they contribute to the outcomes of civil wars.

Veni grants. With the eight Veni grants, early career scientists from Nijmegen will research topics like using exercise to slow the progress of Parkinson's disease, the genetic complexity of psychiatric disorders, the footprints of fear memories in the brain, and the impact of viruses on the emission of greenhouse gases by soils. The eight awardees are ecologist Paula Dalcin Martins, biologists M. van Dop and Suzan Stelloo, and five researchers from Radboud university medical center: Margo Dona, Lily Verhagen, Sirwan Darweesh, Marieke Klein and Kübra Gülmez-Karaca.

Four NWO Open Competition grants

Four research projects from Radboud University and Radboud university medical center were awarded [Open Competition grants](#) in the Social Sciences and Humanities domain by the NWO. The funds (up to €0.8 million) allow researchers to carry out research into a subject of their own choosing with no thematic constraints.

Professors Roshan Cools and David Norris (Donders Institute) will use high-resolution brain scans to better understand the effects of cognitive enhancing brain pills, especially commonly used dopamine pills. Radboud language researchers Catia Cucchiari and Helmer Strik will work on a project that uses advanced speech technology and learning analytics for personalised reading education. Professor of Theoretical Linguistics Helen de Hoop will lead a project to explore the impact of using informal or polite pronouns of address across languages. Finally, Professors Ivan Toni and Karin Roelofs (Donders Institute) will investigate the control mechanisms of social-emotional regulation.

The National Research Agenda

Professor of Public Administration Jan-Kees Helderma is involved in one of the three projects awarded funding from the '[Vernieuwing van Toezicht](#)' (innovation of supervision) programme of the National Research Agenda (NWA). This project, led by Erasmus University, will focus on integrating the knowledge and experiences of vulnerable citizens in the services they receive. In this project, Helderma will focus on youth care. The NWA aims to bring scientists together with citizens to contribute to tomorrow's society through innovative projects.

University welcomes refugee scientist thanks to Hestia programme

Thanks to the Hestia – Impulse for Refugees in Science programme from the Dutch Research Council (NWO), the university was able to welcome Eritrean social geographer Dawit Tesfay Haile. He will conduct research at Nijmegen School of Management about the everyday challenges faced by Eritrean refugees in the Netherlands and Germany. How do migrants deal with the tension of expectations: on the one hand, the expectations and ethical pressure of the migration policy, and on the other hand, the expectations of their social networks and the diaspora community?

This year, Hestia – Impulse for Refugees in Science gave ten refugee academics the opportunity to continue their academic career in the Netherlands. By linking up with ongoing Dutch research projects, these newcomers were supported in building a network and can expand and disseminate their knowledge and skills.

Ammodo Science Award for Floris de Lange

Floris de Lange, Professor of Predictive Perception and Cognition at the Donders Institute at Radboud University, received the [2021 Ammodo Science Award](#). De Lange is one of the eight recipients of the biannual award. Each receives a sum of €300,000 that they can use to explore new paths in fundamental research.

By measuring brain activity very precisely, De Lange determines how information 'flows' through the brain. Among other things, he has shown that our brain works like a prediction machine. By actively predicting the future, computing power can be saved to process information that deviates from expectations. That makes the brain more energy-efficient. He also discovered that precognition is located in a different layer of the brain than information from the senses.

Four new members of Academia Europaea

Radboud professors Teun Bousema (Epidemiology of Tropical Infectious Diseases), Enny Das (Communication and Persuasion), Judith Prins (Medical Psychology) and Jolanda de Vries (Translational Tumour Immunology) were appointed as new members of Academia Europaea in 2021. [Academia Europaea](#) is a European association of scientists who are among the best in the world. Academia Europaea boasts roughly two thousand top European scientists from across the entire range of sciences. Each year, the most engaging international candidates are selected. In 2021, 14 new members were appointed from the Netherlands.

Incentives for artificial intelligence research

Artificial Intelligence (AI) is a [field in which Radboud University excels](#). Based on the citation score, our AI researchers are number one in AI research in the Netherlands, and the university distinguishes itself with a strong focus on human-centred applications of AI.

The AI playing field on campus grew even larger in 2021. The [ROBUST](#) consortium has brought together 17 AI labs in the Netherlands, eight of which work in the healthcare field. Radboud university medical center leads five of these eight labs and a sixth is housed at Radboud University, so one-third of the consortium is based in Nijmegen. Each lab will receive ten PhD candidates, a permanent member of staff and support from scientific programmers.

ROBUST will carry out research over the next ten years with a total budget of more than €95 million (financed by the Dutch Research Council (NWO)). It is a large public-private programme involving 54 partners (21 knowledge institutions, including four universities of applied sciences, 23 companies and ten civil society organisations). Together, they will look for new AI applications in areas as diverse as the energy sector, railways, media, high-tech industry and healthcare. The research conducted at each lab will also address ethical and social issues.

The five AI labs on campus cover a broad spectrum of research. For instance, cardiologists will have a lab to work on a new technique that improves imaging of the heart's coronary arteries. In the second lab, researchers will work with Siemens Healthineers to investigate how MRI images can be used even more intelligently. The third lab, a collaboration with German-based MeVis Medical Solutions, will further develop the software for CT lung cancer screening. That technology was developed at Radboud university medical center and is now used all over the world. Apart from upgrading the software, the lab is looking for new applications in other medical fields.

The two remaining labs on the Nijmegen campus associated with ROBUST are the existing AI labs [Thira](#) (medical imaging with AI) and [AI for Health](#), which Google's Verily will join. That lab works on innovations to create better and less expensive medical care, especially for people with Parkinson's disease. The granting of funding for the ROBUST project represents a major boost for AI research, says Bram van Ginneken, Professor of Functional Image Analysis at Radboud university medical center: "The interconnectedness of world-class research at Radboud university medical center and Radboud University, combined with the strength of the companies, offers us the unique opportunity to further expand our leading international position in AI for health in Nijmegen."

The importance of AI on campus is also highlighted by AI projects in the OnePlanet Research Centre. These projects aim to make an impact on society with innovative techniques related to food and health. In cooperation with various AI partners on campus (and spin-offs beyond campus), OnePlanet is searching for promising projects, especially in the fields of cloud-based computing, neurotech and gut-brain interaction algorithms. The first concrete projects are expected in 2022. You can read more about OnePlanet here in this Annual Report.

Finally, AI research received a boost from the National Growth Fund. Ten projects received money from this fund in 2021, including [AiNed](#), an investment programme designed to make the most of the potential of AI, so as to benefit the Dutch economy and society. Radboud University contributed to AiHub Oost NL, in which Radboud university medical center, Wageningen University and the University of Twente are also involved. This hub focuses on a wide range of applications, such as healthcare, energy and sustainability, and peace and justice.

Two new KNAW members

Jana Roithova, Professor of Spectroscopy and Catalysis, and Conny Aerts, Professor of Astrophysics, were [appointed new members](#) of the Royal Netherlands Academy of Arts and Sciences (KNAW) in April 2021. 23 members were appointed in this round.

KNAW members, leading researchers from across all disciplines, are selected based on nominations from colleagues in and outside the academy. The academy has about 550 members and they are appointed for life.

Fleur Zeldenrust joins KNAW Young Academy

In 2021, Fleur Zeldenrust was appointed a member of the Young Academy (Royal Netherlands Academy of Arts and Sciences). Young Academy members are researchers from various disciplines who completed their PhD less than ten years ago and have proven themselves scientifically. Ten new members were appointed.

Zeldenrust is a computational neuroscientist at Radboud University's Donders Institute. She studies how the brain works by looking at the computations it makes to be able to function. She does this using mathematical analyses and computer simulations and in collaboration with biologists, psychologists, computer scientists, mathematicians, physicists and other experts. She is a principal investigator in the EU's SmartNets project, which studies how biological networks (such as networks of brain cells or a murmuration of starlings) function. As a member of the Young Academy, she is keen to work on improving the academic community and on connecting with the arts to show how real and artificial brains work.

KNAW Early Career Award for Chiara Beneduce

The Early Career Award from the Royal Netherlands Academy of Arts and Sciences (KNAW) consists of €15,000 and a work of art. It is intended to provide support for Dutch researchers with innovative and original research concepts who have recently embarked on their careers. 12 awards were granted in this round.

Chiara Beneduce is a postdoctoral researcher in the History of Philosophy at Radboud University. Her research focuses on the relationship between natural philosophy and medicine in late medieval thought. Against this background, she sheds light on unknown aspects of medieval conceptions of the body, especially theories of generation and sense perception. Beneduce pairs her expertise in the history of philosophy and science with an interest in contemporary philosophy of science. Her combined study of pre-modern medical theories and present-day issues in the philosophy of medicine inspires her research agenda.

Bart Jacobs receives 2021 Stevin Prize

[Bart Jacobs](#), Professor of Security, Privacy and Identity at Radboud University, received the 2021 Stevin Prize on 13 October. The Stevin Prize is the highest distinction in science for a researcher (or a combination of two or three researchers) in the Netherlands who has achieved exceptional success in knowledge exchange and impact for society. Jacobs is the first mathematician to receive the Stevin Prize, which is mainly the result of the applications and breadth of his research. The prize winners each receive €2.5 million to spend on scientific research and activities related to knowledge utilisation.

Jacobs was originally a mathematician and philosopher and has developed a wide range of knowledge. He is one of the internationally leading scientists in his original field: logic and theoretical computer science, about which he has published two reference books. He also does very practical work such as on PEP, a technique for the secure storage and exchange of (patient) data for medical research.



Bart Jacobs, 2021 Stevin Prize winner/Photo: Studio Oostrum, Dutch Research Council (NWO)

Jacobs was one of the developers of the IRMA app, a login app that is used in more and more places. In 2021, the European Commission adopted the ideas behind the app to develop a new European identity wallet. Jacobs' critical commentary on the European Payment Service Directive PSD2 – which he called “a European strategic blunder” – led to a hearing in the Lower House and changed the debate. Jacobs is a founder of [iHub](#), the Interdisciplinary Hub for Security, Privacy and Data Governance at Radboud University. This group brings together researchers from the humanities, social sciences, engineering and natural sciences to investigate pressing issues related to digital technology.

Honorary doctorate for Holger Fleischer

Professor Holger Fleischer (1965) was presented with an honorary doctorate during the university's Founder's Day (Dies Natalis). He is the director of the Max Planck Institute for Comparative and International Private Law in Hamburg and professor at the Bucerius Law School in Hamburg. The honorary doctorate was presented to him by Professor Claartje Bulten.

4. Research for a more sustainable world

The university's ambition to take the lead in contributing to the United Nations' Sustainability Development Goals is also reflected in our research work. The following selection of projects in 2021 shows the added value of the breadth of our research and interdisciplinary opportunities.

Methane-eating microbes in Amsterdam canals

According to research by Radboud University and Utrecht University, published in [Environmental Microbiology](#), Amsterdam's canals emit relatively little methane. The low methane levels are probably largely caused by microbes on the canal walls, which offers interesting opportunities for follow-up research into reducing emissions of methane, a greenhouse gas. The idea is that a large version of such a canal wall could serve as a methane filter.

Freshwater fish threatened by warming water

The habitats of freshwater fish species are threatened by global warming, mainly due to rising water temperatures. With a global average increase of 3.2 degrees Celsius, more than half of the habitats of one-third of freshwater fish will be threatened. The number of species at risk is ten times smaller if warming is limited to 1.5 degrees. This is the conclusion of a study led by Radboud University, in collaboration with Utrecht University, PBL Netherlands Environmental Assessment Agency, Leiden University and others. The results were published in [Nature Communications](#).

Quantum brain paves the way for energy-efficient data storage

An intelligent material that learns by physically changing itself, similar to how the human brain works, could be the foundation of a new generation of energy-efficient computers. Physicists from Radboud University are working on such a 'quantum brain' and published their findings in *Nature Nanotechnology*. As the global demand for computing capacity grows, more energy-guzzling data centres are needed. "It's clear that we have to find new strategies to store and process information in an energy-efficient way", says [Alexander Khajetoorians](#), Professor of Scanning Probe Microscopy at Radboud University and project leader of this research.

Better assessment of medicines' environmental risks

Over the next six years, a large European research consortium with 25 partners will develop an instrument that can be used to improve the environmental risk assessment of medicines. The PREMIER project, led by Radboud University and the pharmaceutical company AstraZeneca, is intended to shed light on substances in medicines, 1,500–1,800 of which have never been assessed before. This will enable policymakers, pharmaceutical companies, water managers, drinking water companies and hospitals to develop green alternatives or take environmental measures

Alarm about threat to seagrass meadows

Seagrasses play a key role in capturing CO₂, and they protect our coastlines, provide a habitat for fish hatchlings, and improve marine biodiversity. But the global surface area of seagrasses has reduced by half over the past hundred years. In an article in [Bioscience](#), researchers from Radboud University, among others, advocate for the recovery of seagrass meadows. The article argues for a large-scale approach to cultivating and sowing seagrass and other essential species to protect the coastal ecosystem.

Medical scholars issue urgent appeal about climate crisis

World leaders must work harder to combat climate change: that was the appeal in 230 medical science journals, including top journals like The Lancet, NEJM and the British Medical Journal. The Netherlands Tijdschrift voor Geneeskunde, the top medical journal in the Netherlands, was one initiator of this worldwide appeal. That journal's editor-in-chief, Marcel Olde Rikkert, is Professor of Clinical Geriatrics at Radboud university medical center and was one drafter of the editorial commentary.

Marker Wadden offers abundant opportunities for nature

Now that the first five islands of the Marker Wadden have been developed, researchers are calling this innovative nature project a successful example of nature restoration, one in which plants, birds and fish flourish. A team of researchers from Radboud University, the Netherlands Institute of Ecology (NIOO-KNAW), the University of Groningen and the Dutch Society for Nature Conservation (Natuurmonumenten) worked on this research, which was published in Ecological Solutions and Evidence.

Large-scale restoration project for European wetlands

The EU Horizon 2020 Programme Green Deal granted €23 million of funding for a large-scale restoration project of Europe's wetlands. WaterLANDS (Water-based solutions for carbon storage, people and wilderness) will restore wetland sites across Europe which have largely been decimated by human activity. In addition, the foundations will be laid for scalable protection across much wider areas. As part of the project, Radboud University researchers are conducting a meta-analysis that should identify factors of success and failure in past and ongoing restoration wetland projects.

Return of wolves and lynxes explained

What accounts for the comeback of wolves, lynxes and brown bears in Europe after they almost became extinct at the end of the last century? A study published in [Diversity and Distributions](#) gives a definitive answer. It is not the increasing protection measures in Europe that are playing the most significant role, but the cessation of agricultural activities, the reduction of forest degradation, the abandonment of the countryside and the reduction in hunting. Researchers from 11 European countries signed off on the findings, coordinated by Marta Cimatti from Sapienza University of Rome. She conducted this research during her stay at Radboud University.

5. Together with our partners: Roman Limes, electron lasers and smarter justice

Our strong networks and top-class facilities make Radboud University an attractive research partner. We would like to highlight three of our numerous collaborations: 1) the improved visibility of Nijmegen's Roman past, 2) the collaboration between Nijmegen and Berlin that led to a new Max Planck centre, and 3) the new plans for smarter administration of justice within the Sector Plan for Law.

Making Nijmegen's Roman roots more visible

The appointment of Stephan Mols to special chair in the History of Nijmegen this year will stimulate research on the Roman Limes at the Faculty of Arts. The special chair was made possible in part by the Municipality of Nijmegen.

As part of the chair, Mols and his colleagues will research Nijmegen's role in Roman times, particularly in strengthening and preserving the Roman Empire's national border. Mols: "I want to work with the Municipality of Nijmegen to publish the results of earlier excavations, with a focus on the unpublished parts of Ulpia Noviomagus in Nijmegen West, which were excavated in the 1990s."

The chair is important to the municipality because of the link between the city and the university and the branding of Nijmegen as the oldest city in the Netherlands. Alderman Noël Vergunst: "With the chair's focus on Roman Nijmegen and the Limes, we hope to promote even more awareness and enthusiasm for the UNESCO World Heritage Site of the Roman Limes."

Max Planck Centre advances free-electron laser research

The [HFML-FELIX Laboratory](#) at Radboud University and Fritz-Haber Institute (FHI) of the Max Planck Gesellschaft in Berlin joined forces in the newly established Max Planck-Radboud University Centre for Infrared Free-Electron Laser Spectroscopy. The collaboration will encourage active exchange of knowledge and researchers, and it will advance the application and development of free-electron lasers.

Both laboratories in the new Max Planck Centre (MPC) have an infrared free-electron laser (FEL), only a few of which exist in the world. FELs emit intense radiation in a wide and continuously tuneable fraction of the infrared and terahertz frequency range. This makes these devices especially useful for unravelling the structure of molecules and materials at the quantum-mechanical level.

The partners in this new MPC aim to advance the technology and applications of infrared FELs with a wide range of applications in multiple research fields (medicine, chemistry, astrophysics or biochemistry). For example, the technique can be used to obtain data on molecules that may exist in the universe, to map chemical reactions by characterising intermediates, or to identify small quantities of molecules in blood as biomarkers for diseases.

The new MPC will support approximately 20 PhD candidates and postdocs in both laboratories. It will create a platform for the exchange of knowledge and researchers to develop new scientific ideas.

In an MPC, one or more German Max Planck Institutes collaborate with a research institute outside of Germany. Currently, there are 23 MPCs which, to a large extent, embody the international policy of the Max Planck Gesellschaft. MPCs are established for five years with a possible extension of another five years.

Together with HAN: NWO Team Science Award winner

The [National Individual Floating Transport Infrastructure \(NIFTI\)](#) collaborative project to develop a new floating transport system has won the Team Science Award from the Dutch Research Council (NWO). The project is being carried out by Radboud University and HAN University of Applied Sciences. Each year, NWO awards the €10,000 prize to projects that take on a scientific challenge.

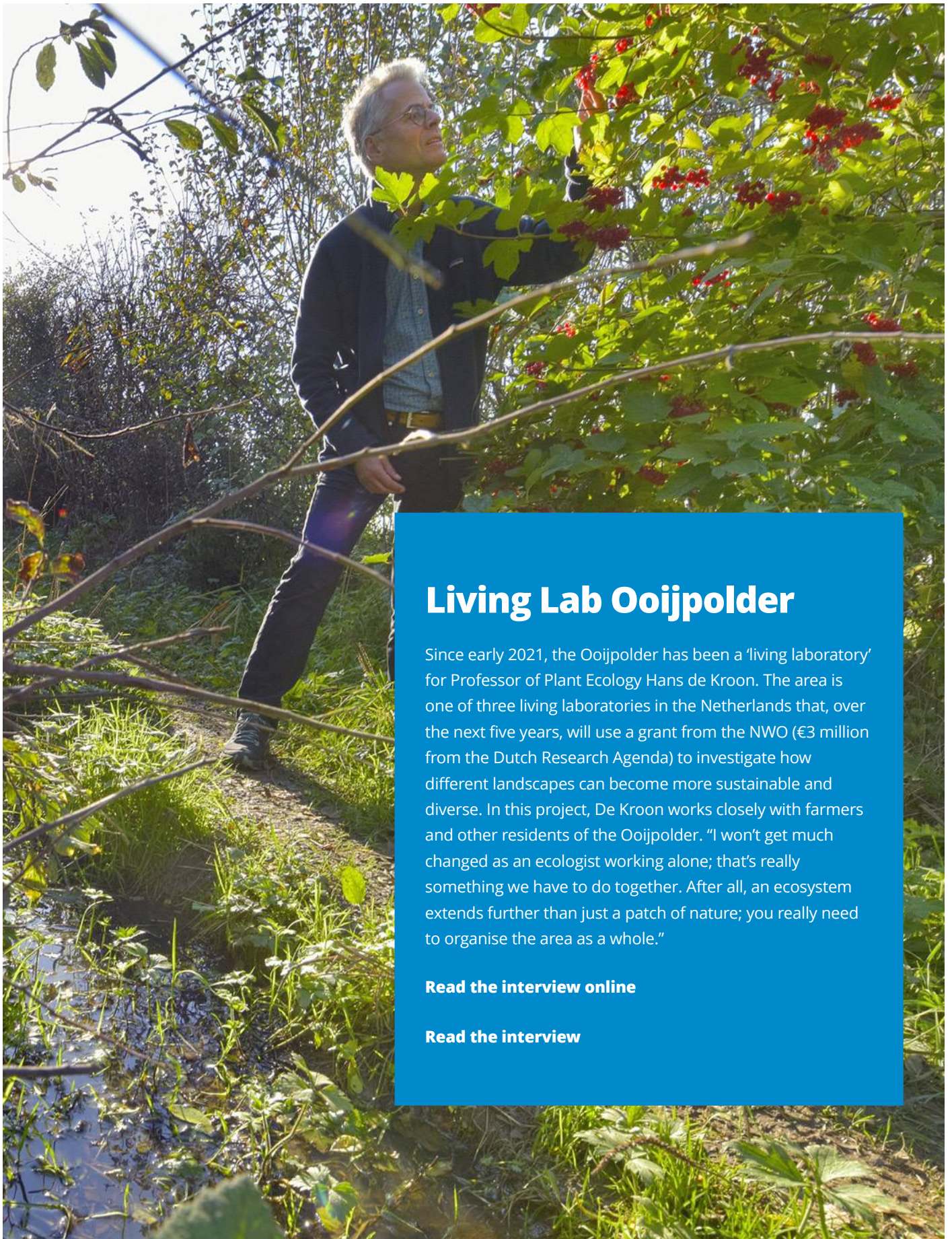
A team of 13 scientists and 34 students from Radboud University and HAN work on the project. The goal is to develop a floating transport system that enables people to travel in a more sustainable, flexible and efficient way. The Team Science Award jury appreciates the project's interdisciplinary character and the strong student involvement, which offer excellent opportunities for talent development.

Sector Plan for Law: Digitisation and relief for judges

Radboud University used funds from the Sector Plan for Law to strengthen two new teams in 2021. The first team – part of the Conflict Resolution Institutions sector field – conducts research on unburdening judges. A new team in Nijmegen (one professor, two lecturers and five PhD candidates) is working with researchers from Leiden to determine whether the role of the judge needs to be strengthened. Alternatives, such as mediators, are also being examined to see whether they can take over the judge's duties in a way that is responsible from a rule of law perspective.

Second, the Nijmegen law faculty is part of a new team working on Digital Conflict Resolution that studies the regulation of technological developments. The two fields mentioned are two of the six subjects that the ten Dutch faculties have named as strategic principles for leading international legal research. The other fields are Empirical Legal Studies (the impact of law in society), Globalisation in Law and Reassessing Public Interest in Private Relationships.

Earlier, the Ministry of Education, Culture and Science supported the studies from the Sector Plan with additional funds, some of which Radboud University used to appoint Marijke ter Voert in 2020. As Professor of Empirical Legal Studies, she plays a key role in the two strategic principles rolled out in 2021. In the Conflict Resolution Institutions sector, she focuses on the role of the judge. She studies the relationship between the judiciary and non-judicial forms of dispute resolution, the legitimacy and quality of the judiciary and the use of digital technologies in conflict resolution.



Living Lab Ooijpolder

Since early 2021, the Ooijpolder has been a 'living laboratory' for Professor of Plant Ecology Hans de Kroon. The area is one of three living laboratories in the Netherlands that, over the next five years, will use a grant from the NWO (€3 million from the Dutch Research Agenda) to investigate how different landscapes can become more sustainable and diverse. In this project, De Kroon works closely with farmers and other residents of the Ooijpolder. "I won't get much changed as an ecologist working alone; that's really something we have to do together. After all, an ecosystem extends further than just a patch of nature; you really need to organise the area as a whole."

[Read the interview online](#)

[Read the interview](#)

Our impact: Honoured on Radboud Impact Day



The university made many efforts to achieve social significance in 2021. In this chapter, we will start with the influence of our researchers. Then we will look at exceptional social initiatives by students and scientists. Next, we will list the articles per faculty that have caused the greatest social impact. And finally, the crowning glory: the November launch of Radboud Impact Day.

Key figures

Number of patent applications filed



6
2020: 4

Number of realised spin-offs



9
2020: 4

THE Impact Ranking



301-400
2020:
201-300

1 The number of participants in the THE Impact Ranking has increased. In 2021, we were ranked in the 31.4th percentile; in 2020, it was the 32.6th percentile. Thus, in a relative sense, there was a slight increase.

1. Social influence of research and institutes

Radboud Reflects attracts 167,000 viewers

The second year of the pandemic was remarkable for lecture series Radboud Reflects. Programming head Anouta de Groot: "It took a lot of extra energy to get everything organised online, and we missed our audience." But those efforts paid off: many viewers tuned in for the lectures' livestreams, watched them later or listened to the podcasts.

Of the 63 [public lectures organised in 2021](#), 11 were held in-person in the auditorium and the rest were available online. 17,000 viewers watched the public lectures live, and there were another 150,000 views of the recorded lectures. On average, each lecture reached 2,650 people, a much larger audience than in 'normal' years. Not all the lectures are streamed in normal circumstances because of the extra costs and effort involved.

A high point of the year was the interview with American political philosopher [Michael Sandel](#) in March, which was followed live by 750 people and viewed 40,000 times afterwards. Another highlight was the programme De Nacht, an ode to nightlife, with 100 live participants in Doornroosje and 6,200 viewers who listened to the Radboud scientists and enjoyed the live music at home behind their screens.

OnePlanet succeeds with two new AI labs

In 2021, the campus gained two new labs that use artificial intelligence (AI) to help solve societal challenges. The labs are part of the 24 AI labs that now operate within [ICAI](#) (Innovation Center for Artificial Intelligence, a national network that focuses on technology and talent development between knowledge institutions, industry and government in AI).

The first new AI lab on campus in 2021 was [Precision Health, Nutrition and Behaviour](#), a partnership between Radboud University, OnePlanet Research Centre, Radboud university medical center and Wageningen University & Research, among others. Nine industry partners are also involved. In the new lab, eight PhD candidates and three postdocs are working on developing new sensors, algorithms and chatbots that provide personalised support in the field of health and (eating) behaviour.

[Tibor Bosse, professor at the Behavioural Science Institute](#) and one of the lab's directors: "A huge amount of data about healthy behaviour is already being collected. By employing AI intelligently, we can combine this data and use it to support people in a personalised way to adopt healthy behaviour." For example, the lab is developing smart chatbots to motivate people to eat more healthily or stop smoking.

The second new lab in ICAI is [AI-RONDO](#) (Risk Profiling and Decision Support). It was set up with support from OnePlanet and is a collaboration between the university, Radboud university medical center, Imec and a range of industry partners. This lab is working on earlier detection of Parkinson's disease and on developing digital tools such as apps and avatars for better support. These can give people a signal when their disease changes so care providers can intervene in time.

One of the three scientific directors of AI-RONDO is Marjan Meinders, a researcher in the IQ Healthcare department at Radboud university medical center. She points to the bulk of data already available about Parkinson's disease and Alzheimer's disease. "We can make new connections by applying AI algorithms and models to this data and, for example, identify groups that are at increased risk of developing complications." The enhanced data can also support treatment by identifying signs that something is wrong, such as speaking more softly, articulating less clearly, or changing walking patterns or heart rate. "Knowledge of such signals helps a care provider prevent further deterioration", Meinders explains.

Centre for Parliamentary History celebrates 50th anniversary

In February, the Centre for Parliamentary History (CPG) at Radboud University celebrated its 50th anniversary with an online party and the launch of an [anniversary webpage](#). The CPG is the university-affiliated institute for systematic research into Dutch parliamentary history. It was founded in 1971 by professor of constitutional law Frans Duynstee. Since then, one of the centre's key tasks has been the publication of the series [Parliamentary History of the Netherlands since 1945](#), which is considered a standard in the field.

Many more tasks have been added over the years, such as teaching students and publishing the [Yearbook of Parliamentary History](#). The 23rd edition, published in November, focuses on the tense relationship between science and politics. National Institute for Public Health and the Environment (RIVM) director Jaap van Dissel attended the festive launch of the yearbook.

Another long-term project of the CPG is a series of biographies of former prime ministers. Political biographies of Dries van Agt and Piet de Jong, among others, have already been published; Ruud Lubbers' biography is currently being written.

The CPG also publishes studies on retiring members of government and cabinet formations. Because of its expertise, the CPG is regularly commissioned to carry out assignments for The Hague, such as the request from the Lower House to evaluate the first cabinet formation without the directing role of the King.

According to director Carla van Baalen, Professor of Parliamentary History at Radboud University, the CPG is vitally important for documenting and researching our parliamentary history. "Our systematic research is extremely valuable for our collective political memory, which is now in the process of declining in The Hague due to the high turnover rate of politicians", she says. According to Van Baalen, the CPG therefore remains an indispensable research institute. "People without a memory have difficulty functioning, and the same goes for a collective, a country as a whole."

"Our systematic research is extremely valuable for our collective political memory."

Carla van Baalen, director of the Centre for Parliamentary History and Professor of Parliamentary History

Astronomical research as a form of development cooperation

The Event Horizon Telescope (EHT) worldwide telescope network – known, among other things, for producing the first-ever image of a black hole in 2019 – will be expanded with the addition of a telescope in Namibia. The Africa Millimetre Telescope (AMT) project was made possible in part by a guarantee from Radboud University. The AMT will be the first radio telescope in Africa that is sensitive to millimetre wavelength radiation. It is part of a large collaborative project between Radboud University and the University of Namibia (UNAM).

"The addition of the AMT to the EHT network will increase the number of possible connections between the telescopes, allowing us to take better images and videos of the black hole at the centre of our galaxy. This will help us further test our theories on black holes and understand how they can generate gigantic amounts of energy", says Professor of Astrophysics Heino Falcke, initiator and scientific leader of the project

The UNAM, together with local companies, will be responsible for the management of the telescope. This will offer unique opportunities for Namibian astronomers to conduct their own research and strengthen their position in science. To prepare the next generation of Namibians for the AMT, the project has its own education programme, which will be supported by the Radboud Radio Lab. The first Namibian PhD candidate in the AMT Fellowship Programme began work in January 2022. Marc Klein Wolt, director of the Radboud Radio Lab, speaks of "excellent science in Namibia and with Namibia". Moreover, the AMT will strengthen the collaboration with existing partners including numerous renowned international institutions (the University of Amsterdam, Massachusetts Institute of Technology, Oxford University, the University of Turku, Aalto University, the Joint Institute for VLBI-Eric (JIVE), and the UNAM).

Klein Wolt says it is inspiring to be [able to contribute to the development](#) of Namibia. "I've been talking to scientists, farmers, people in government and people from different companies. I'm always looking to expand, and I'm trying to find something that will benefit everybody." One example is the impact of the research on primary school children, whom he introduced to a mobile planetarium at school. "It was great. A bunch of kids came up to me and asked: 'Are you the astronomer? We want to be astronomers too!' That enthusiasm is exactly what we're aiming for, and it must be possible to educate children in that direction. We want to contribute to that."



Dr Ellen Ndeshi Namhila, UNAM's Pro Vice Chancellor, Administration and Finance and Marc Klein Wolt, Radboud Radio Lab director, at the announcement of Radboud University's guarantee for the AMT project / Photo: Barbara Kerkhof, Radboud Radio Lab.

Citizen science project will map Surinamese society

A large citizen science project began in September in which historians from Radboud University are working with citizen volunteers to map the entire Surinamese population between 1830 and 1950. The historians want to gain more insight into the effects of slavery and the colonial era on [Surinamese society](#). The project builds on the Surinamese slave registers that have already been made available online. Like the registers, the results will be published online for the general public. The project is a collaboration between Radboud University, the Anton de Kom University of Suriname and the National Archives of Suriname and the Netherlands.

"With the publication of the Surinamese civil registry, it will finally be possible to trace all free inhabitants of Suriname between 1830 and 1950, including all people released from slavery in 1863", says project leader Coen van Galen, a historian at Radboud University. For Van Galen, Suriname is also a model for other former colonial societies. Because the population of Suriname was relatively small (rising from 55,000 people around 1830 to 177,000 in 1950) and because the Dutch colonial administration registered almost everything during the colonial period, this society offers structural insight into the effects of slavery from generation to generation.

Van Galen knows from his previous project that many volunteers find it a very rewarding project. "Solidarity is great. And by working with them, you learn a lot about the people and the society they lived in. For many volunteers, it was almost like Sudoku: every document was an exciting puzzle to solve." More than 300,000 pages of personal records have to be entered as part of the new project, work estimated to take three years. "We hope that as many volunteers as possible will help us."

Fit4Surgery : Getting patients in the best possible shape for surgery

The fitter you go in, the fitter you come out. That is the simple idea behind [Fit4Surgery](#), a programme that aims to prepare patients for surgery by giving them lifestyle advice. This year saw the release of results from a two-year pilot project involving patients who had surgery for colon cancer. It showed that patients who participated in Fit4Surgery were 50% less likely to have complications and spent two days less in hospital.

This year, the programme was extended to include other types of cancer, such as liver cancer, soft tissue tumours in the abdomen, and peritoneal cancer. If the results remain as positive, new patient groups will be added regularly. The programme consists of physical training, improving and supplementing nutrition, mental counselling and quitting smoking and alcohol. An operation is like a marathon, as the programme's motto suggests: the fitter you are going into surgery, the better you will come out.

Contributing to awareness of privacy risks

Digital passports, smart devices in every room of your home, complex reservation systems for the coffee bar around the corner: society is digitising at a rapid pace. Remaining digitally anonymous is becoming increasingly difficult. Is there any way back to privacy-friendly solutions? In his book [Privacy is Hard, and Seven Other Myths](#), published in October, privacy researcher [Jaap-Henk Hoepman](#) makes the case for a new approach. "It's an important theme in modern society, but for many people it is still barely manageable", Hoepman explains. "Unfortunately, I noticed that there is still little study material that discusses privacy for a wider audience. Privacy affects us all, and with this book I want to explain to people how all this technology works and what can be done differently."

The book explores myths such as 'I have nothing to hide anyway' and 'We don't collect any personal data at all'. Hoepman explains that there is more behind these ideas, and it is still not too late to tackle the root of the problem. "We have simply become too used to the current systems. I call that technological determinism: the idea that now that the internet has grown in this direction, it should work like this forever. But the internet is something that we as a society are developing together, and it can also grow in the other direction."

Canonisation of Titus Brandsma comes closer

Titus Brandsma is one step closer to canonisation. In November, Pope Francis acknowledged the miracle attributed to Brandsma: the healing of Father Driscoll. He is said to have been cured of stomach cancer thanks to prayers from onlookers directed at Titus Brandsma. The bishops and cardinals of the Congregation for the Causes of Saints had already acknowledged this miracle, and now that the Pope has adopted their recommendation, it is just a matter of time before the canonisation occurs.

Titus Brandsma was Rector Magnificus and Professor of Philosophy at Radboud University, or the Catholic University of Nijmegen as it was then known. He died in Dachau concentration camp, some six months after the Nazis arrested him for his opposition to National Socialism. In 2005, he was voted Nijmegen's Greatest Citizen of All Time. The Titus Brandsma Institute [at Radboud University has launched a special website in honour of his impending canonisation.](#)



Thomas Quartier appointed National Theologian

At the end of November, Thomas Quartier (1972), Professor of Liturgical Studies at Radboud University, was appointed National Theologian for 2021–2022. That means he will be the ambassador of theology in the Netherlands this coming year. Quartier, the eleventh National Theologian, is a monk at Keizersberg Abbey in Leuven.

In his public presentations and academic work, Quartier is an advocate of the monastic tradition. Speaking to presenter Jacobine Geel on the occasion of the announcement of his appointment, he said: "I want to try to let unexpected, perhaps radical voices be heard from the monastery." And: "When I look at the weariness that coronavirus has brought about in society, then I, as a monk, can be a mirror."

"I want to try to let unexpected, perhaps radical voices be heard from the monastery."

Thomas Quartier, Professor of Liturgical Studies and National Theologian

The jury praised how Quartier, as an academic and a monk, draws attention to the value and beauty of monastic life in the Netherlands and relates it to current themes. He has expressed his position on open borders in various interviews: "The Rule of Saint Benedict from the sixth century states that you should receive every stranger who knocks at your door as God himself. I can only conclude from this that you must not reject anyone who comes to your borders. A utopian thought, perhaps, but still, from my own radical way of life, I find it my duty to make that thought heard. And to ask a radical question: Where do we get the right to speak about 'our country'?"

Philosopher Laureate also hails from Radboud University

In March, Paul van Tongeren was appointed the new Philosopher Laureate. Van Tongeren, who until his retirement in 2015 was Professor of Practical Philosophy at Radboud University, will hold this position for two years.

Van Tongeren is a philosopher and a theologian. In 2013, he won the Socrates Cup for the best, most thought-provoking Dutch philosophy book for his work *Leven is een kunst* [Life is an Art]. He is one of the foremost Dutch experts on the work of Friedrich Nietzsche.

According to the organisers, a Philosopher Laureate is someone who is able to “place the hectic nature of the news in a larger context”. “In that way, they not only deepen the current affairs and the public debate, but also make philosophy attractive to a broad audience.”

2. Exceptional social initiatives

Assistance for refugees in Heumensoord

When the emergency shelter in Heumensoord reopened in October for 1,000 evacuees from Afghanistan, Radboud University took action to help support them. For instance, several Bachelor's and pre-Master's courses were opened up to the newcomers, and dozens of students and staff became actively involved as buddies. In 2015 as well, when 3,000 asylum seekers were living in Heumensoord, the university sprang into action to assist their 'neighbours' (Heumensoord is located just south of the campus).

In offering its assistance, the university works with the social organisations Bindkracht10, the Red Cross and the Dutch Council for Refugees. The assistance offered was aligned with the needs of the Central Agency for the Reception of Asylum Seekers (COA) – the organisation responsible for the shelter – and (via COA) with the needs of the residents themselves. Campus coordination was in the hands of policy officer Saskia Paulissen, who shared information and collected ideas for assistance via a special webpage. The emergency shelter in Heumensoord closed in January 2022.



Nijmegen residents welcome Afghan refugees to Heumensoord / Photo: Bert Beelen

Free book on healthy living for all staff and students

At the opening of the academic year on Monday 6 September, Radboud University launched the book [*Een gezonde samenleving*](#) [A Healthy Society], a collection of scientific perspectives about healthier living and working from all corners of Radboud University. All staff and students could pick up a free copy of the book from the receptionists on campus.

This book demonstrates that the university will not remain uninvolved as our society struggles with problems such as the enormous increase in burnouts, exploding healthcare costs, psychological complaints among young people, and obesity. The authors also reflect on the flexibilisation of the job market, the sustainability of the fashion industry and the dilemmas of e-Health.

In addition to prompting thoughts about a healthier society, the book is also an appeal to scientists to work together. For instance, medical issues benefit from insights that extend beyond medical research alone: think of contributions from health communication or knowledge about the influence of cultural backgrounds on the use of medication.

Dare to Fail: There is no success without failure

This year saw the launch of a university-wide campaign for students called [*Dare to Fail*](#). Students Aimée de Croon and Remy Richie started the campaign, with De Croon also acting as a student well-being assistant. The goal is to create space in study and work for making mistakes and discussing them. The programme was the winner of a 'hackathon' in April, which resulted in €20,000 to roll out the programme. Some of that money was used to organise the Wellbeing Week in October.

"We wanted to do something to address students' performance pressure, decision fatigue and perfectionism", De Croon explained about the programme. Richie: "We are striving to create a culture in which making mistakes, sharing your experiences and learning from them are seen as something positive. And above all as something you have to do to move forward."

"We are striving to create a culture in which making mistakes, sharing your experiences and learning from them are seen as something positive."

Student Remy Rechie

The aim is to become a permanent part of the university's support programmes and contribute to the orientation week, workshops and lectures. Another possibility is to collaborate with student counsellors in the area of choice of study or career advice. Dare to Fail collaborates with Prutswerk, a magazine set up by student Marijke Kok that is filled with stories about the power of failure. The magazine is creatively supported by students from Radboud Creative Collective.

3. Research and entrepreneurship

Within the Research & Impact department (Academic Affairs division), steps have been taken to market knowledge across the spectrum of Radboud research. The department helps scholars create social, cultural and economic added value from their knowledge and expertise. It also supports them in collaborating with public and/or private parties and assists them with applications for research funding and the establishment of start-ups and spin-offs.

2021 results

The results in a nutshell:

- 6 new patents applied for
- 7 licences granted
- €1 million gained in innovation grants (not research grants)
- 3 strategic collaborations created
- 9 spin-offs, 3 of which are in the humanities and social sciences
- 142 researchers supported through the Mercator Launch programme
- €625,000 in funding obtained by start-ups
- 6 finalists in the [Innovation Competition](#), with Machine Precision as the winner

In 2021, the Knowledge Transfer Office worked to further develop previously launched spin-offs. These included [Moving Motives](#) (an employee well-being programme), [De Tijdmachine](#) (heritage education for schools, museums and cultural institutions), the [Nederlands Instituut voor Persoonlijke Ontwikkeling \(NIPO\)](#), and [Letterprins](#) (an educational game for children).

Spotlight on an entrepreneurial initiative: Soluxa

The start-up [Soluxa](#) has combined necessity with aesthetics to create coloured solar panels that can be used on building facades. Lourens van Dijk developed the idea during his PhD research, followed by a feasibility study with John Schermer's Applied Materials Science research group. The results were promising and led to a pilot project in which the coloured panels were installed on a facade of the Huygens building on Radboud University's campus. Soluxa also received a boost by winning the 2021 Jan Terlouw Ambition Prize.



Lourens van Dijk, Soluxa's founder, beside the Huygens building on Radboud University's campus /
Photo: Erik van 't Hullenaar

Van Dijk: "The facade on the Huygens building is a showcase for us. It shows potential customers what our product looks like and the types of colours that can be used. If it's successful, we'd like to explore the option of making the entire Radboud University campus more sustainable." Van Dijk also notes that the possibilities extend beyond installation on facades. "For example, think of dykes, noise barriers and solar farms."

For the coloured panels, Van Dijk uses a coating that can be applied directly to existing and future black panels. This development offers opportunities due to a new law that stipulates that new buildings must generate 40% of their own energy. Simply having solar panels on the roof is not enough.

4. Radboud University in the media

Media impact in facts and figures

Radboud University's presence in the media is measured in terms of reach and number of posts. These figures continued to increase in 2021, although there are differences in the increases. The reach, for example, increased much faster than the number of posts. This suggests that Radboud University researchers were far more often covered and sought out by media with a larger reach.

	2021	2020	Vershil
Number of posts	17,914	16,988	+5.5%
Reach	1,786,886,549	1,185,156,507	+50.8%
			Difference

The Corporate Communications department sent out about 75 press releases in 2021, supplemented by a monthly research newsletter. In addition, 100 posts about research were published on www.ru.nl and more than 600 articles about Radboud research were published on [Radboud Recharge](#). Research was also regularly featured on social media channels: from [Q&As and quizzes on Instagram](#) to inspiring posts on LinkedIn.

While COVID-19 was still the dominant topic for which journalists called to ask for information from researchers in 2020, there was more room for other topics in 2021. The parliamentary elections and the exceptionally long Cabinet formation meant that Radboud political scientists and historians such as Carolien van Ham, Kristof Jacobs and Koen Vossen regularly appeared in the media. Researchers from the Centre for Parliamentary History were also in demand.

An [academic article](#) by eight migration lawyers from Radboud University and a booklet published simultaneously, compiled by immigration lawyers, caused a wave of media attention in April. Journalists also contacted Radboud researchers to discuss privacy issues. Expert Bart Jacobs appeared in the media nearly 100 times. In addition, Marlies van Eck, Frederik Zuiderveen Borgesius, Jaap-Henk Hoepman and Tamar Sharon explained issues related to algorithms, privacy and ethics.

Impact via social media

Not on campus but still connected: in 2021, Radboud University's social media channels once again played a key role in informing the academic community and strengthening our mutual commitment to one another.

At the corporate level, Radboud University is active on Twitter, Facebook, Instagram, LinkedIn, YouTube, Snapchat and – starting this year – TikTok. In addition, international and Dutch students and prospective students know how to access the WhatsApp channels for study information.

- WhatsApp Information in Dutch: 8,563 messages and answers (2020: 7,525)
- WhatsApp Information international: 10,563 messages and answers (2020: 8,402)
- Number of followers:
 - Facebook: 44,265 (+3.66%)
 - LinkedIn: 153,375 (+9.44%)
 - Twitter: 29,192 (+5%)
 - Instagram: 23,504 (+23.24%)

- YouTube: 5,793 (+31.77%)
- TikTok: 2,000

Coronavirus updates were widely read on all channels in 2021. Photos of the campus in all seasons also received many 'likes'. The 6 April protest against too-high workloads in academic higher education also attracted a lot of attention. And on YouTube, videos about the difference between universities of applied sciences and research universities, and two (virtual) tours of the campus were widely viewed. At the end of 2021, we were second among the Dutch universities active on TikTok in terms of the number of followers.

Publications with a considerable impact

The efforts of the academic editors (part of the Marketing & Communications department) also resulted in some standouts in 2021. Here is a list of studies that generated considerable media attention, one for each faculty.

Faculty of Philosophy, Theology and Religious Studies: Venerating images is not idolatry

Alfred Bronswijk's PhD research challenged the deep-rooted divide between Protestants and Catholics regarding the veneration of images. Protestants' criticism of the image-rich Roman Catholic Church – often dismissed as a form of idolatry – is groundless. Bronswijk's analysis found that the supposed prohibition against images is nowhere to be found in the Bible. Nor is the claim made by the founders of Protestantism that earlier Christianity was fundamentally image-free correct. Bronswijk, who obtained his doctorate in September, argues for the establishment of an institute in which Protestants and Catholics can study religious art together. "Protestants are not interested enough in art history. What they can learn from the Catholic tradition is interest in and research into the image, and how to use the image as a theological source."

Faculty of Law: Refugee policy is not in line with European law

A June article in the *Nederlands Juristenblad* [Dutch Law Journal] calls for better protection of refugees. The article, titled 'Ongezien onrecht in het vreemdelingenrecht' (Invisible injustice in immigration law), draws a parallel between immigration law and the recent Dutch child benefits scandal. If migrants do not report certain information, such as a change in income, or are late in reporting, they are immediately classified as fraudulent.

That has far-reaching consequences, explains Tineke Strik (Centre for Migration Law), one author of the article. One major difficulty is the strictness of the requirements that asylum seekers have to meet when submitting documents. "Often, people can no longer receive cooperation from the authorities in their home country", Strik explained in a Radboud Recharge article. "Such an asylum request is then immediately classified as 'not credible' and the asylum application is rejected. These people then get into serious trouble." Migrants are treated just as harshly as benefit-seeking parents, Strik believes. "There is no eye for the human dimension." The article was also discussed in the Lower House.

Faculty of Science: Decline in insect populations

Alongside a sharp decline in the total biomass of flying insects, the diversity of species has also declined in German nature reserves. This is certainly true for hoverflies, as shown by a team of ecologists led by Professor Hans de Kroon. De Kroon and others reported on this dramatic decline in 2017, and it has now been confirmed: the number of insects has declined across the board, particularly among non-rare species. This result was published in January in a special edition of the scientific journal PNAS, which was devoted to insect decline. "It gives a good overview of the present situation with insects", De Kroon said in the press release. "More and more data are becoming available that confirm our suspicion that the world's insects are in a sorry state."

Faculty of Social Sciences: Muslim tolerance for homosexuality

Research by sociologists Saskia Glas and Niels Spierings shows that the perception of gay intolerance in the Muslim world needs to be more nuanced. Research among 9,000 Muslims in nine Arab countries paints a multifaceted picture of their views. The researchers published their findings in Social Science Research in January. The research distinguished between attitudes towards homosexuality and homosexuals. The research found that Muslims who visit mosques regularly prefer not to have homosexual neighbours but do not have a problem with homosexuality in general. However, devout Muslims often condemn the very notion of homosexuality. There is also a considerable group that exhibits the opposite: acceptance of homosexuals as neighbours, but not of homosexuality as a concept.

Saskia Glas: "It's unfair to say that Islam breeds antipathy towards homosexuals, as some social debates suggest. The way you experience and live your faith affects your views on homosexuality. By assuming that Islam and acceptance of homosexuality are fundamentally opposed, we are suppressing alternative interpretations of Islam and making it even harder for homosexual Muslims."

Faculty of Arts: Algorithm opens sealed 17th century letter

An international research team has succeeded in reading a sealed 17th century letter for the first time, helped by advanced scanning technology and a computer-controlled algorithm. After four years of research involving collaboration between scientists from very different fields, the team was able to publish the first results in Nature Communications in March.

David van der Linden from Radboud University emphasises the value of this breakthrough: "Historians mainly see letters as a source to gain access to people from the past, but they are also physical objects. By collaborating with curators and computer scientists, we are able to pay more attention to the material characteristics of letters." Another researcher involved in the project emphasised the special insight the newly opened letter offers into the worries of ordinary people in the past: "Usually, only the correspondence of elites is preserved and studied."

Nijmegen School of Management: Peak in twin births

More twins are being born than ever before, according to a study by researchers from Radboud University, Oxford University and INED (the French institute for demographic studies). One in every 42 children born is a twin, an increase of one-third compared to the 1980s. About 1.6 million twins are now born every year. The study, published in Human Reproduction in March, cites the sharp increase in fertility treatments such as IVF (in vitro fertilisation), ovarian stimulation and artificial insemination as a major cause of the increase. Another

cause is the increased average age at which women have children in many countries, since the likelihood of having twins increases with the mother's age. The researchers suspect that the peak in twin pregnancies has been reached, particularly in highly developed countries, where fertility doctors are increasingly emphasising the importance of having only one child. It is less certain how this will unfold in poorer countries, such as parts of Africa.

Faculty of Medical Sciences: New insights into male infertility

The cause of infertility in half of infertile couples is related to the man, but current diagnostic tests usually cannot discover the cause. During her PhD, Manon Oud investigated the role of genetics in male infertility. This represents a step towards unravelling the causes of male infertility. In her research, Oud showed that current diagnostic methods, which have remained unchanged for 20 years, could be greatly improved by new techniques. For example, the majority of men who cannot produce sperm undergo a testicular biopsy, a painful procedure that only yields sperm cells in 55% of cases. This new study will help to predict which of these men would benefit from such a biopsy, and will contribute generally to improving care within the framework of the [Centre of Expertise for Male Infertility](#).

5. Radboud Impact Day

On 18 November, the university launched Radboud Impact Day, a nationwide campaign to encourage young people in particular to think about their consumption behaviour and how they can influence the future through education and research. At the heart of the campaign was [a poignant one-minute film](#) that was shown that day during four primetime commercial breaks on the public television channels. The film was also shared online and via social media; almost 1,900 students, staff and alumni had committed to spreading the campaign through their own channels and networks. Institutions also joined in, such as the Municipality of Nijmegen, Rabobank and the Universities of the Netherlands.

Pim van Zanen, Marketing & Communications division director: "It was extraordinary to experience the number of positive reactions from internal and external parties. People support the direction of Radboud University, and it was great to see that many people are proud to be part of this."

"People support the sustainable direction of Radboud University, and it was great to see that many people are proud to be part of this."

Pim van Zanen, Marketing & Communications division director

Impact Day is a follow-up to the ['You have a part to play'](#) campaign from 2019, which was aimed at bonding students and staff to Radboud University based on social commitment. This ambition is already bearing fruit in the recruitment of new staff. The Human Resources division has noted an increasing number of potential new employees who, when applying for jobs, refer to the message of wanting to contribute to a more sustainable world.

To reinforce the new campaign and set a good example as a university, it was announced that starting this academic year, every student will be confronted with sustainability issues during their studies. The study programmes will choose how to do this: it could be a separate course, or the topic could be incorporated into the curriculum, internships or theses. This ambition was already announced in the university's strategy in 2019, and it has now been achieved.

Rector Magnificus Han van Krieken: “Radboud University was founded on a sense of involvement with the world and society, with emancipation as a main motive. While developing the strategy, we talked to many people. We noticed the ecological crisis is seen as one of the biggest of our time and we want to join in.”

While sustainability is the core of the campaigns, it is understood in the broadest sense of the word, as already expressed in the university's strategy, [A Significant Impact](#) (2019). In it, the concept is linked to issues such as poverty, low literacy and health.

Sustainability Programme Director Marije Klomp believes the theme of sustainability is a perfect fit for Radboud University. “As a university, we have traditionally had a reflective character: we ask questions first and then look for solutions. That approach fits the sustainability issue.” Klomp emphasises that Impact Day is not an advertisement for the university, but for the issue. “With this message, we transcend our own interests. Many institutions are already working on this, and it's good to join forces. The clock is ticking away, and no one can turn it back on their own.”

Radboud Impact Day did in fact have an impact: the messages that were first shared on the university's social media channels, television, online video services and daily newspaper homepages were widely shared and recognised, according to an initial assessment. In short: the message was shared 1.3 million times via social media, especially on Twitter. The video also reached 4.7 million television viewers (plus 605,000 online views). Of note was the additional attention in the national media, where Executive Board president [Daniël Wigboldus was a guest on the NOS Radio 1 news programme](#) and [Han van Krieken on radio opinion programme Dit is de Dag](#). The *NOS Journaal* TV news programme also broadcast a report from the campus, and many media outlets reported on sustainability in education. There were also newspaper articles in *De Volkskrant*, *Trouw*, *NRC* and *De Telegraaf*.

Impact Day also received some critical reactions. In an [opinion piece published in Vox](#) and *De Volkskrant* newspaper, science journalist Enith Vlooswijk wrote that “universities are responsible for teaching students a profession and academic skills, not for inciting them to make certain political choices”. The campaign also met with criticism from the Lower House. “Those who study in Nijmegen are forced into the university's climate framework”, wrote Lower House member Nicki Pouw-Verweij (JA21) on Twitter. Her party believes that Radboud University is going too far by requiring that sustainability be addressed in its curricula. She questioned that decision in Parliament.

However, there were many more positive reactions, including the following tweets. “This fits in very well with the Catholic roots of the university”, wrote Eric Holterhues. Economics professor Esther-Mirjam Sent, national chair of the Dutch Labour Party since 2021: “This is why I am so happy to be associated with Radboud University. Make an impact. #jebentnodig.” Nijmegen mayor Hubert Bruls also responded on Twitter: “...Buy consciously and sustainably and determine your impact on the climate.”



This student think tank helped the university create a digital code of conduct

The Faculty of Arts has a new minor system. During profiling minors, students not only follow thematic courses but also get the opportunity to form a think tank and work on an assignment to tackle a concrete problem. "This builds a bridge between the university and society."

[Read the interview online](#)

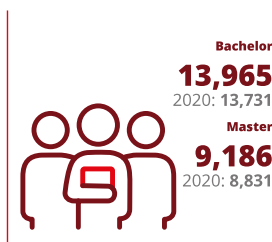
Focus on students and staff



In 2021, Radboud University once again stepped up its efforts to be an inclusive community that invests in continuously developing its students and staff so they can inspire and challenge one another. This was set against the backdrop of yet another pandemic year, in which the well-being and workload of students and staff were the key themes. This chapter focuses on measures related to workload and well-being, and on the progress made in terms of diversity, inclusion and a socially safe campus.

Key figures

Total students

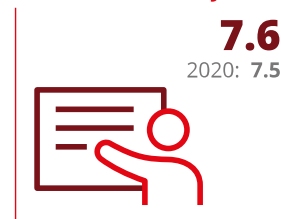


Total staff (FTE)

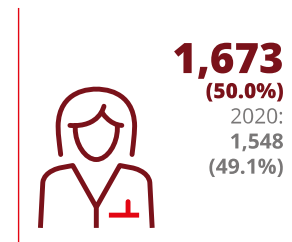
Including Faculty of Medical Sciences



Rating on working at Radboud University



% female academic staff



1. Our students and staff

Almost 25,000 students

As of 1 October, 24,678 students were enrolled at Radboud University, an increase of 2.4% over the previous year. While the university is not pursuing quantitative growth (focusing instead on ensuring that the right students end up in the right place), the number of students has increased by 17.7% over the past five years and 31.8% over the past ten years.

The number of new students enrolling in a Bachelor's, Master's or pre-Master's programme at Radboud University has decreased for the first time since 2015 (-0.9%) and is now at 9,249. However, there was still considerable growth (+14.1%) over a five-year period. The slight decrease pertains mainly to first-year Bachelor's students, while an increase can be seen in the number of Master's students. The total number of international students increased by 24.8% this year and now stands at 2,656.

Radboud Student Award

The [Radboud Student Award](#) was presented to Merel van Bommel and the board of the Radboud Creative Collective **this year**. This annual prize is for students or student collectives who, in addition to their study programme, have made a special contribution to the academic community.

Merel van Bommel, a Master's student in Arts & Culture with a minor in Gender & Diversity, has been making an important contribution towards fostering an inclusive environment at the Faculty of Arts and strengthening the interconnectedness of international students and staff and other students and staff for several years now.

The Radboud Creative Collective (RCC) is a fairly new, ambitious and inspiring student association. The founders (Sophie Theunissen, Bo Polman, Rick van Nuland, Thijs Kersten and alumna Jodi Bel) have quickly created a collective of more than 20 students who can be deployed across the campus for photography, illustration, design, presentation, social media, text, video and web design. At the same time, RCC offers students the opportunity to develop their talents and develop personally and professionally in a student job.

Radboud University Bronze Medal

The student awards were presented during the university's Founder's Day (Dies Natalis) in October, where two staff members were also awarded the [Radboud University Bronze Medal](#). The first recipient was Peter van Dijk, who started on campus 50 years ago as an instrument maker and glass blower, and then worked as facilities account manager at the Molecular Chemistry cluster, which has become the epicentre of the department. The second recipient was Roland Laan, Professor of Development of Medical Education and director of Radboud university medical center's Health Academy (RHA). He was recognised for his service to the organisation and innovation in education, not only at the Faculty of Medical Sciences, but also across the entire university and in medical education nationally.

Royal distinctions

On King's Day, eight professors from Radboud University and Radboud university medical center received royal distinctions. These were René ten Bos (Philosophy of Management Sciences), Jan Buitelaar (Child and Adolescent Psychiatry), Béatrice van der Heijden (Business Administration, in particular Strategic Human Resource Management), Nicoline Hoogerbrugge (Hereditary Cancer), Angélique Janssens (Historical Demography), Hans de Kroon (Experimental Plant Ecology), Jolanda de Vries (Translational Tumour Immunology), and Koos van der Velden (Professor Emeritus of Public Health). The first seven were accepted into the Order of Orange-Nassau (for exceptional services to society). Van der Velden was knighted in the Order of the Netherlands Lion, an award for services to the sciences and the arts.



The recipients of royal distinctions in 2021

Ranking of favourite employers

Radboud University is once again in the top 100 favourite employers in the Netherlands, up 15 places on the annual list published by Intermediair. Radboud University is in 75th place, the second university on the list. The top 100 is compiled based on an open question at the beginning of the annual Intermediair Image Survey. The 4,500 survey respondents are asked to name the three companies they would most like to work for.

Recruitment of new employees

- There were 606 job vacancies published in 2021, an increase of 40% compared to 2020. 51% of the vacancies were for academic staff positions, and the other 49% were for support staff positions. The increase in vacancies was largely due to the additional [NPO resources](#).
- 547 vacancies were filled with a selected candidate. 50 vacancies (8%) were closed with no suitable candidate, which is an increase of 1%. This is likely the result of an increasingly tight job market.
- 647 candidates were selected. This number differs from the number of employees hired because people can also come in through other channels.
- We had 22,363 applicants, 4% of whom were internal (a 1% decrease).
- A relatively large number of women were hired: 48% of applicants were women, as were 61% of the selected candidates.
- 26% of the selected candidates were internal candidates (a 4% increase).

Staff development

Educational elements were started more than 5,000 times on the online learning platform gROW. (That means someone following an e-learning module, registered for an event, read an article or watched a video.) On average, 125 educational elements were started per day in each work week. There were 3,600 unique employees on the platform in 2021 (versus 1,100 in 2019).

354 training sessions and/or events were offered in 2021 and they attracted 3,800 registrations/ participants. 291 training sessions and/or events were conducted online (with 2,981 participants). There were also in-person training sessions and/or events (819 participants). Finally, 947 e-learning modules were followed through gROW.

The three offerings with the most registrations were:

- Extended Teaching Qualification (ETQ); 1,670 registrations, 900 of which came from Radboud university medical center)
- Vitality (437 registrations for one of the workshops, webinars or training sessions)
- Leadership (410 participants in the training sessions, peer consultations, workshops and webinars)

Permanent and temporary employees

In 2021, our staff consisted of 5,886 FTEs. Of that number, 3,343 FTEs were academic staff and 2,534 FTEs were support staff.

Of the academic staff (excluding the PhD and postdoc categories), about 75% (1,239 FTEs) were permanent employees. A significant part of the group of temporary employees has been appointed for less than a year and has the potential of becoming permanent.

Staff in the PhD and postdoc categories (1,680 FTEs) are, by definition, temporarily employed due to the nature of their work.

Of the support staff, about 22% (555 FTEs) were temporary employees. A significant number of them have the prospect of a permanent contract after one year of employment.

Managing post-employment benefit expenses

Despite the decrease in the sickness absenteeism percentage, the health and well-being of staff continue to receive attention at all levels of the organisation. The university places a high priority on sustainable employability and devotes continuous attention to the well-being and development of our staff.

Radboud University is the risk-bearer for the Sickness Benefits Act (ZW), the Work and Income (Capacity for Work) Act (WIA), and unemployment insurance (WW). Robidus is our service provider for the ZW and WIA. They take over part of the case management, which they perform on behalf of Radboud University. The Human Resources (HR) division is responsible for monitoring this.

The HR division is responsible for overseeing and monitoring WW. In 2022, the division expects to bring in an external service provider that will carry out case management on behalf of the university.

2. Onze aandacht voor het welzijn van studenten

The coronavirus measures had a major impact on students and teaching. Student surveys during the pandemic revealed that the well-being of large groups of students plummeted in 2021. A lack of in-person education and contact with fellow students and lecturers led to loneliness, lack of motivation, stress and depression.

Student well-being under pressure

[Research by the university](#) found that a quarter of students are in 'poor health' and suffer from stress, frustration and sadness. The negative impact of COVID-19 on well-being had no repercussions on study progress, according to the figures for the past three years. Generally, the figures for 2021 are even slightly better, which does not alter the fact that individual students performed worse because of the pandemic.

[A report](#) published in the spring found that 42% of students were satisfied with the quality of education and 24% of students were unsatisfied. Study structure and motivation proved challenging for most students (60% and 45%, respectively). In terms of equipment (laptop, home workspace, fast internet), almost 75% of students were well-prepared for online education; 11% did not have sufficient access to these facilities. Online education calls for a different study approach, and not all students are comfortable with that. 23% of students had difficulty planning, 45% found it difficult to concentrate on their studies at home, and 12% struggled to study independently. 37% of students who studied at Radboud University last year spent (considerably) less time on their studies this year; 34% spent more.

Rector Magnificus Han van Krieken: "Although some students do well with studying mostly from home and even sometimes enjoy it, many students have difficulty in structuring and planning their studies and in paying attention to them. That's why student well-being is our highest priority."

Our coronavirus measures for students

To relieve some of the financial burden from students, statutory tuition fees were halved in the 2021–2022 academic year. The university was compensated for this through government funding. The university was also able to take steps thanks to the [Nationaal Programma Onderwijs \(NPO; National Programme for Education\)](#), which enabled the use of additional resources for research and education. Implementing this support programme for recovery and perspective of researchers at the university was the responsibility of the Academic Affairs division, in close cooperation with the faculties and institutes.

Several faculties took extra measures during the year. For instance, at the request of student board members, the Faculty of Science set up a programme for coaching in small groups. To promote the bond with the study location, a 'Virtual Huygens' was set up online. Another example is the new student mentorship programme at the Faculty of Law: 45 senior students lead groups of nine first-year students and organise weekly meetings to talk about the study programme and promote contact between students. The faculty also now has a lecturer mentorship programme: each lecturer, from junior to dean, takes five students under their wing for quarterly personal discussions of at least half an hour about study progress and well-being.

One campaign that reached the entire campus was the organisation of Wellbeing Week in 2021. Another initiative in the spring was Radboud Walks, in which students were randomly paired with a buddy for a walk across campus. Board members also joined in. Furthermore, the Lockdown Lift-up campaign was launched on Instagram, and there was a 'hackathon' to bring new plans to the table, with funding from the Radboud Student Fund for the best idea. The winner was the Dare to Fail initiative, which, with the magazine Prutswerk, advocates the acceptance of failure.

New on campus: Student well-being coordinator

The alarming reports about student well-being motivated the university to appoint a student well-being coordinator. In January 2021, Hannah Markusse became the first person in this position on campus. This was not solely a response to the pandemic; the first signs of declining student well-being [date back to 2017](#).

In line with the national vision on student well-being from the Universities of the Netherlands (UNL), Markusse is drafting Radboud University's mission statement on student welfare. She has also contributed to creating a [direction indicator](#) to help students find the right information desks for their problems. "We are mapping out the entire process better", Markusse explains. "The cumulative effect of the worrisome signs made it clear that we really had to do something about student well-being. Although all kinds of initiatives were being developed, it remained fragmented. This new position was created to provide more coherence."

"The cumulative effect of the worrisome signs made it clear that we really had to do something about student well-being."

Hannah Markusse, Student Well-being Coordinator

3. Focus on staff well-being

COVID-19 also had an enormous impact on our staff. The appeal to work from home as much as possible hindered contact with students and colleagues. We did not see the impact of COVID-19 reflected in the sickness absenteeism rate, but staff well-being was certainly under pressure. We conducted a staff survey several times a year to monitor this. Extra measures were then taken based on the results.

Whenever possible, research went ahead as planned. However, many researchers suffered delays due to library and archive closures and the cancellation of experiments with test subjects.

Focus on well-being and workload

A focus on staff health and well-being has been a feature of Vitality Week for years, with events focusing on lifestyle, vitality, well-being and job satisfaction – this year, in the form of webinars. Some successful webinars from that week in October were offered again later in the autumn. They were: 'In Control of Work Pressure', 'How Does Frequently Working from Home Affect You?' and 'Sleeping Better'.

Two campus psychologists were also appointed to support staff members in 2021, a new offering aimed at personal problems that can lead to work-related health complaints. This pair complement the existing services, particularly the coaching at the Expert Centre for Development and the company social work. This year, the expert centre paid extra attention to personal leadership courses, aimed at giving staff better control over their work and careers. Starting this year, the course (Self management: take control of your work) will also be offered in English.



Academics and the registrar on their way to the Spiegelwaal for a protest against too-high workloads in science on 6 April 2021 (Alarm Day) / Photo: Dick van Aalst

Measures for reducing workloads

When there was a risk of delay, discussions were held with managers or supervisors about, for example, the research design and sequence of activities. In addition, thanks in part to using [NPO resources \(research\)](#), temporary contracts were extended (if there were delays due to COVID-19). This was already done in 2020, and it will be continued in 2022 and 2023 if necessary.

In addition, the Executive Board has made additional structural resources available to hire extra staff and bring the education-to-research ratio more in balance. This will help reduce workloads in the short term, and the university is ahead of the development in the reference estimates. With this, Radboud University anticipates the expected resources in 2026, and until then will draw on its own reserves to reduce staff workloads in the short term and to increase the well-being of staff (and students). This will have a positive effect on the student-staff ratio, allowing for more personal attention for students and for a better balance between teaching and research activities. The first additional people under this scheme were appointed in the second half of 2021.

For example, Nijmegen School of Management used the funds to bring its staffing more in line with the growing number of students. The faculty had 243 FTEs in 2018, a number that had risen to 340 by 2021. The workload was also lightened by removing administrative tasks from teaching and academic staff. Dean Tom Elfring: “Those tasks have been transferred to the support departments, which have also grown. This tackled one of the most important stress factors. We really needed some extra hands, and that has been accomplished.”

Thanks to the NPO resources, several faculties have been able to find extra teaching support, especially to relieve lecturers of burdens related to teaching online. For example, the Faculty of Social Sciences and the Faculty of Arts have provided lecturers and researchers with a pool of educational support staff and student assistants. They can provide technical support for online education or take over administrative tasks. Michiel Kompier, Dean of the Faculty of Social Sciences: “The lecturers can ask for their support directly without involving us as a go-between. This has been such a success that we will continue it after the pandemic. It also offers students a good part-time job.” Kompier would have liked to do more this year, but as he explains: “The workload is so high that there has been no time to tackle it.”

Dean Margot van Mulken (Faculty of Arts) is also pleased with the educational support staff and student assistants who have relieved the lecturers during the pandemic. “We too will continue to work with this form of support after the lockdown. ‘Education officer’ is now a permanent position in our faculty.”

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“The workload is so high that there has been no time to tackle it.”

Michiel Kompier, Dean of the Faculty of Social Sciences

“We have also systematically increased employees’ research time, in the hope that more time for research will lead to greater job satisfaction. In any case, it will lead to more colleagues, because we have the space to employ more staff. Has that solved the workload problem entirely? No, I dare not say so. But it certainly has eased the pressure.”

The Faculty of Law has employed an extra pool of staff to relieve PhD candidates and junior researchers who have thus been given six months to focus on (overdue) writing. Dean Piet Hein van Kempen emphasises that this year’s success is due to everyone making an extra effort. “When you look at what we’ve achieved in terms of quality of education and research in 2021, you can see that a good programme has been carried out despite the pandemic.”

At the Radboud Teachers Academy, the extra staff were used to create extra work groups and provide better internship supervision at the schools. The Faculty of Medical Sciences was already heavily burdened by the pandemic because staff had to focus on extra patient care besides keeping up with their teaching and research. The faculty has now developed 'career paths' for all scientists that include discussions about career expectations. Policy Advisor Bob de Jonge: "Certainly we cannot do everything to eliminate workloads in this pandemic time, but with these paths we can provide our staff with more clarity and certainty." The faculty has also invested in training programmes to help professors better supervise PhD defences and to make them more manageable for PhD candidates.

The workload is now receiving the attention it deserves at the central level, notably by the university conducting four surveys this year to measure workloads. And the Executive Board already sent out a clear message this year: take your holidays and days off on time, get some rest, and set your priorities. Rector Magnificus Han van Krieken: "80- or 90-hour work weeks are unnecessary, even if you're working towards a Nobel Prize. You get the best results when you keep an eye on work-life balance."

Recognition and rewards

The report commissioned by the Dutch Research Council (NWO) and completed this year – [Recognition and Rewards](#), coordinated by Radboud Professor Paula Fikkert – dovetails perfectly with the focus on workload. It recommends putting an end to the 'culture of judgement' with performance measurements based on numbers of top publications and grants received.

Recognition and rewards took shape in 2021 with a series of roundtable discussions dedicated to gathering testimonials and proposals for improvement. The roundtables were organised by job profile. In addition, there were roundtables based on the four themes from the Recognition and Rewards in Nijmegen memorandum: team science, career diversity in science, quality above quantity, and an eye for the human dimension.

"The proposed reduction of tasks cannot be achieved by ticking off an action list; it requires a change of culture", says Rector Magnificus Han van Krieken. "We must move towards the realisation that good is good enough, with an emphasis on the first 'good'. In the past, we focused too much on the peaks in the landscape, whereas now we are paying more attention to the plateaus."

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"The proposed reduction of tasks cannot be achieved by ticking off a list; it requires a change of culture."

Rector Magnificus Han van Krieken

At the Faculty of Philosophy, Theology and Religious Studies, the pressure is off. Employees have been told not to worry too much about things like the number of publications during an appraisal or promotion. "We haven't really had to deal with this in 2021", Dean Heleen Murre-van den Berg said. "It's something to take into account in the coming years."

We have to make plans and decisions based on what is rather than what we would like it to be”, said Dean Michiel Kompier (Faculty of Social Sciences) about the new administrative climate. “We are taking measures, but the workload is so high that we will only get there if we scrutinise our initiatives more closely: is this new plan really necessary, do we really need to do it all over again, and if we do something new, what will we have to give up? We have to let go of the idea that we have to keep innovating. Good is often really good enough.”

“We have to let go of the idea that we have to keep innovating. Good is often really good enough.”

Michiel Kompier, Dean of the Faculty of Social Sciences

Rector Magnificus Han van Krieken underscored that idea: “Let new plans go for a while. Stick to our core tasks: helping our students graduate and our PhD candidates receive their PhD. This is the year when we should all try to let life take its course. And possibly also allow it to do so because we also have to learn that sometimes good is simply good enough, with an emphasis on ‘good’. Excellence is not required in everything you do.” Tom Elfring, Dean of Nijmegen School of Management, emphasised the importance of ‘just’ keeping everything on track. “We don’t need to boast about our extra pandemic-related support, but we can boast about the enormous achievement that we, as the largest faculty, made in offering and completing all programmes and assessments according to plan and despite all limitations.”

4. Diversity and inclusion

More female professors

The increase in the proportion of female professors was mainly due to the appointment of 13 top academics in the Faculty of Medical Sciences. Until this year, Radboud university medical center lagged behind in the proportion of female professors, but it has now made the greatest leap of any university medical centre in the Netherlands. With this catch-up, the proportion has grown to over 30%, roughly on par with the proportion of female professors on the entire campus.

Jan Smit, dean and vice chair of the Executive Board: “For a long time, we had the idea that talent always rises to the top. However, in practice, that was not always the case. Now that these appointments have put more women in key positions and therefore involved them more often in policy-making and application procedures, we are convinced that we have taken another important step towards being a more inclusive organisation.”

Diversity dialogue with a view to the Rules of Engagement

How do you make the campus a safe and inclusive space for staff and students, both in the organisation and individually? That question was at the centre of a round of discussions organised this year by the Diversity, Equity and Inclusion (DGI) department. One result was a guide to communication drafted by DGI: the Rules of Engagement. The basic premise is that we are inquisitive creatures who can work without judgement, actively listen and constantly check our biases. The rules were emphasised on Diversity Day in October, which included a workshop (‘The art of looking differently’) in which looking at art gave participants a new perspective on themselves and others.

A Solidarity Week was also organised this year to raise awareness of anti-racism and help us move closer to having an inclusive campus. And at the end of the year, Executive Board President Daniël Wigboldus and Chief Diversity Officer Rona Jualla van Oudenhoven signed the [Diversity Charter](#). Over 250 Dutch and 12,000 European companies have signed the charter, including four Dutch universities.

By signing the charter, the university gains access to the knowledge in this network. “This strengthens our commitment to more diversity and inclusion in the workplace”, Jualla van Oudenhoven explains. The charter also emphasises the focus on human rights and global sustainable development goals.

“The Diversity Charter strengthens our commitment to more diversity and inclusion in the workplace.”

Rona Jualla van Oudenhoven, Chief Diversity Officer

5. Social safety on campus

Social safety was high on the agenda at the Faculty of Philosophy, Theology and Religious Studies after reports of inappropriate behaviour in 2020. This prompted the start of a culture project with consultancy firm TwynstraGudde in early 2021, in which faculty staff discussed the issue with each other. These discussions resulted in a report with many concrete recommendations for the future. The faculty is now working on implementing them. Not only are clear agreements and procedures being put in place, but also training and an ongoing dialogue. Dean Heleen Murre-van den Berg: “This could be about small things, the jokes you make or the way you give feedback, or about bias in the appointment of new people. Are we looking widely enough?”

This year, a lot of work was done on a new code of conduct for employees that includes three regulations: on personal relationships in the workplace, on social media, and on alcohol and drug use. Following objections from the participational bodies, this code of conduct has not yet entered into force and discussions are still ongoing.

Meanwhile, the [Complaints Regulations regarding Undesirable Behaviour](#) remain in force. It includes (sexual) intimidation, bullying and discrimination in work or study situations. A completely external Complaints Committee handles complaints. A [network of confidential advisors](#) (for both students and staff) is available to answer questions about matters including conflicts and behaviour.

Radboud University appointed an ombudsperson as of 1 January 2022. Nancy Viellevoeye is the first person in this new role and will contribute to creating a healthy and safe working environment at the university and increasing learning capacity in the organisation. The ombudsperson is impartial and complements the existing support structure, such as the confidential advisors and HR. Whereas the confidential advisor supports an individual reporter, the ombudsperson advises on underlying improvements that go beyond the individual report. The ombudsperson and confidential advisor will refer matters to each other if necessary.

Confidential advisors

The Confidential Advisors team compiles the Radboud University Confidential Advisors' Annual Report. The annual report is submitted to the Executive Board, who discusses it in confidence with the representative bodies.

	2020	2021
Vertrouwenspersonen ongewenste omgangsvormen medewerkers		
Aantal mensen dat om een gesprek heeft gevraagd	56	67
Vertrouwenspersonen ongewenste omgangsvormen studenten		
Aantal mensen dat om een gesprek heeft gevraagd	36	52
Vertrouwenspersonen promovendi (1)		
Aantal mensen dat om een gesprek heeft gevraagd	--	20
Vertrouwenspersoon arbeidsconflict		
Aantal mensen dat om een gesprek heeft gevraagd	15	14
Vertrouwenspersoon Wetenschappelijke Integriteit		
Aantal personen dat zich gemeld heeft	6	12
Vertrouwenspersoon Klokkenluider		
Aantal personen dat zich gemeld heeft	1	1

¹ De vertrouwenspersonen promovendi zijn nieuw ingesteld in 2021.

6. Complaints committees

Complaints procedure for undesirable behaviour

One complaint about undesirable behaviour was filed in 2021, but it was withdrawn before an investigation began.

	2017	2018 ¹	2019	2020	2021
Submitted	0	5	0	0	1
Withdrawn					1
Inadmissible		1			
Unfounded		1			
Partly justified		1			
Justified		2			

¹ The 2018 Annual Report mistakenly omitted one complaint of sexual harassment made by one staff member against another staff member.

Academic Integrity Committee

Each year, the Academic Integrity Committee reports on its activities in general terms to the Executive Board. During the 2021 reporting year, the committee received two new complaints through the Executive Board, one less than in 2020. Both cases are still ongoing.

Student complaints

The Examination Appeals Board (EAB) received 162 appeals in 2021. The Executive Board received 60 objections. The Central Complaints Office received 55 complaints. Three appeals were lodged with the Appeals Tribunal for Higher Education.

Appeals to the Examination Appeals Board

Students who disagree with the assessment of preliminary or final examinations by the Examining Board can submit an appeal to the Examination Appeals Board (EAB). Of the 162 appeals received, the EAB ruled in 25 cases. This is more than in 2020 (14 rulings).

In 2021, the appeals continued to be handled via digital hearings. This complied with the relevant coronavirus measures and ensured that the legal protection of students remained intact.

The total number of cases, 162, is considerably higher than the 78 received in 2020. This increase can be largely explained by the transfer of the appraisal of appeals concerning admission to a Master's programme (61 cases in 2021) from the complaints procedure to the EAB. The reason was that as of 1 January 2021, the Structure Regulations were amended in accordance with article 7.61, paragraph 1, under g, of the Higher Education and Research Act (WHW).

In 2021, 61 of the 162 appeals received (37.6%) were eventually settled amicably between the parties. Percentage-wise, this is lower than in 2020, when 34 of the 78 (43.5%) cases received were settled. This may have been caused by the transfer of the appeals concerning admission to a Master's programme. The fact that a settlement was reached does not always mean that the outcome for the student was positive. For example, a settlement could also mean that another lecturer grades an exam again, with the same failing mark for the student.

Table 2: Progress of appeal cases qualified as appeals

	2017	2018	2019	2020	2021
Appeal cases					
- about BSA	83	101	72	78	162
- about admission to a (pre-)Master's programme (from 2021)	6	10	7	3	8
Settled	39	52	30	34	61
Withdrawn	13	34	29	30	74
Verdict given	30	14	13	14	25
Still pending	1	1	-	-	2

Objections to the Executive Board

Students can go to the Executive Board with objections to other written decisions. These objections concern matters such as financial support, admission and selection to Bachelor's programmes, registration and deregistration, and tuition fees.

In 2021, 60 objections were received, a considerable decrease compared to the 118 objections received in 2020. This is largely due to the transfer of the objections concerning admission to a Master's programme to the EAB. Moreover, the number of objections about not meeting the admission requirements for a Bachelor's programme decreased. Most objections in 2021 were about the outcome of the selection procedure for study programmes with a quota (32 objections), but these were also fewer than in 2020. There was a peak in the number of objections in this category in 2020 due to a change in the selection procedures because of coronavirus measures.

In 2021, potential coronavirus measures were anticipated by introducing a digital selection procedure. However, this resulted in several prospective students lodging objections about technical problems during the digital assessment. The number of objections about the allocation of scholarships increased in 2021, and this can be explained by the substantial increase in the number of scholarship applications.

Results of the objections

	2017	2018	2019	2020	2021
Withdrawn by appellant	11	14	26	26	16
Settled	2	6	2	3	3
Well founded/clearly founded	39	40	19	12	3
Partially well founded	-	-	1	-	-
Unfounded/clearly unfounded	52	68	69	74	35
Inadmissible/clearly inadmissible	8	4	1	3	3
Total	112	132	118	118	60

Central Complaints Office

In 2021, 55 complaints were submitted through this complaints office, 23 fewer than in 2020. The complaints office can be reached via the Radboud University website. There is no clear explanation for this decrease, except that in 2021 there were no incidents in which several students complained about the same situation.

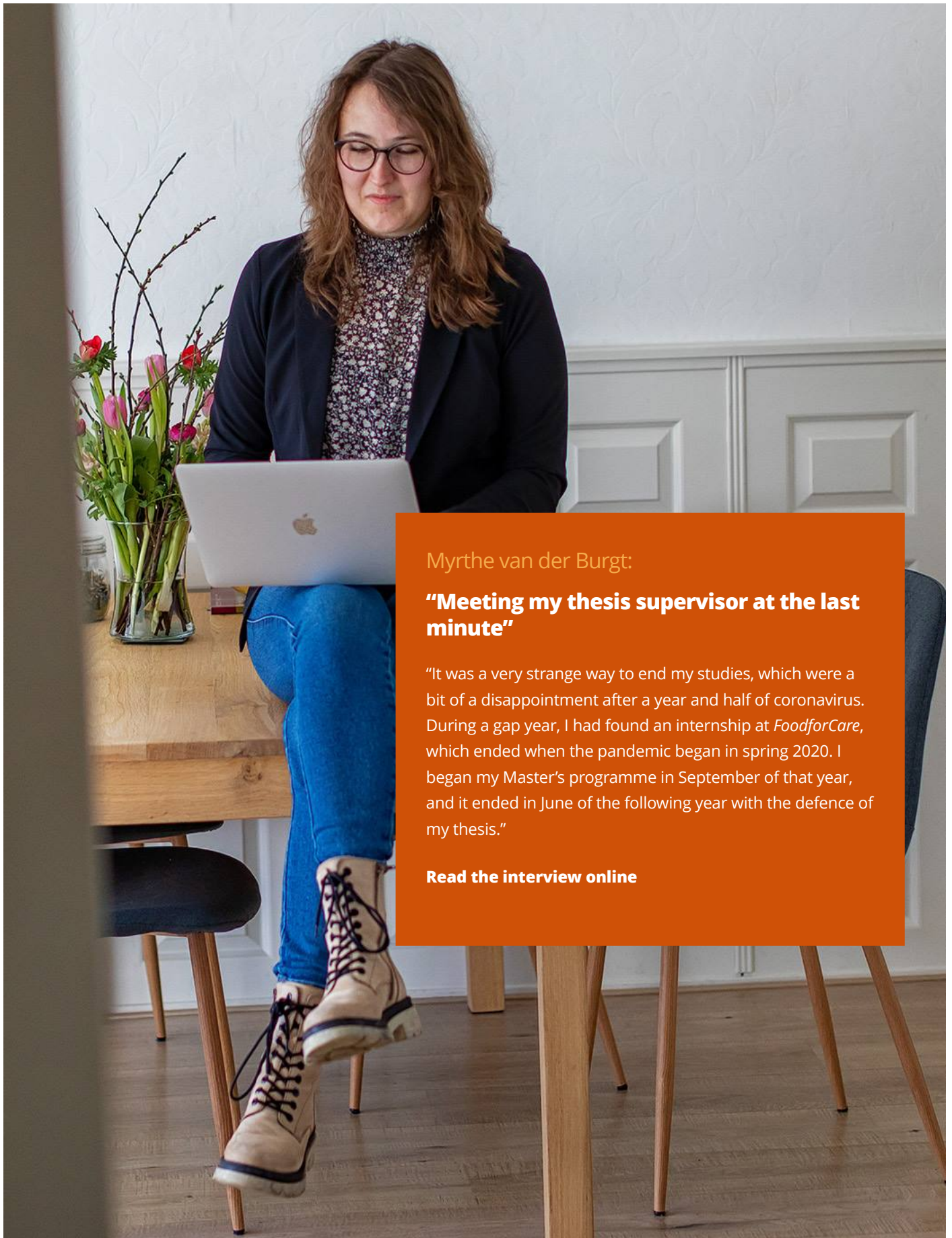
The complaints are subdivided into the following categories: complaints about the implementation of teaching, complaints about exams, complaints about graduation, complaints about registration and tuition fees, complaints about requesting a diploma/the graduation ceremony, complaints about buildings and facilities, complaints about information and the provision of information, complaints about treatment, complaints about guidance from student advisors or student counsellors, and other complaints.

Most complaints in 2021 were about the administration of exams (15 complaints) and education (14). For example, these complaints concerned the duration of an exam, the exam timetable or course registration problems. There were also a few complaints (4) about online education in connection with COVID-19.

The Appeals Tribunal for Higher Education

A student who disagrees with a decision on an objection by the Executive Board or verdict of the EAB can appeal to the Appeals Tribunal for Higher Education (CBHO) in The Hague. The CBHO gives its opinion on the case in the form of a decision against which no further appeal is possible. The decisions rendered by the CBHO are published anonymously on the [CBHO website](#).

In 2021, three appeals against verdicts of the Examination Appeals Board were submitted to the CBHO. These three appeals were all declared unfounded by the CBHO. No appeals were lodged with the CBHO against decisions on objections by the Executive Board.



Myrthe van der Burgt:

“Meeting my thesis supervisor at the last minute”

“It was a very strange way to end my studies, which were a bit of a disappointment after a year and half of coronavirus. During a gap year, I had found an internship at *FoodforCare*, which ended when the pandemic began in spring 2020. I began my Master’s programme in September of that year, and it ended in June of the following year with the defence of my thesis.”

[Read the interview online](#)

Our (digital) campus



A safe and sustainable campus with unique research facilities that invite studying, meeting and collaborating: that goal was affected by pandemic-related restrictions in 2021. But developments did not come to a halt this year: two new buildings opened, and new steps were taken towards becoming an even greener and more sustainable campus.

1. New construction

Two new buildings opened

In January, the first students and staff from the Faculty of Social Sciences moved into their new home, the Maria Montessori building. The official opening of this new architectural eye-catcher in the centre of the campus took place on 27 May and, due to the pandemic, was an online celebration. A video link was used to share information about the sustainable character of the new building, among other things.

Before that, the Faculty of Social Sciences had largely been housed in a series of buildings on the Thomas van Aquinostraat, the striking street that has been almost completely demolished. It is hoped that the much more open feel of the Maria Montessori building will encourage people to come together. Another gain is the greening of the surroundings. Thanks to the much smaller footprint of the new building compared to the demolished complexes, a lot of space has been freed up – and used – to enhance the park-like character of the campus.

The second new build concerns the new digital exam location on Comeniuslaan. Strictly speaking, this is not a new building, but a renovation of the former premises of various policy departments and the university administration. It will now be called the Comenius building. After a complete metamorphosis, the interior now features several exam rooms spread over two buildings (over 900 seats in total), with a good climate control system, excellent ICT facilities, sustainable lighting and a connection to the campus's hybrid energy network.



Comenius building / Photo: Dick van Aalst

Gerben Smit, Director of Campus & Facilities, calls the new digital assessment facility an improvement for both students and staff. For students, it provides even better conditions for taking exams, while the facility can make work easier for the staff. “For example, faster marking. Once we get used to it, it will have a years-long effect and it can reduce work-related stress.”

“Once we get used to the new digital assessment facility, it will have a years-long effect and it can reduce work-related stress.”

Gerben Smit, Director of Campus & Facilities

This year, the first steps were taken towards the new campus plan, which will include new buildings, renovations and programmes and offer a preview of 2040. It will include plans to enhance the liveliness and use of the campus, with, for example, new student housing and commercial projects.

Focus on the room shortage for international students

At the start of the 2021–2022 academic year, 10.8% of our students were international students (and that excludes the 160 exchange students). The increase in the number of international students is causing a shortage in the student housing market – a national phenomenon – partly due to the reduced flow of students (and graduates) to other accommodation.

Radboud University feels it is its duty to arrange housing for this special target group. 90% of our international students gratefully use this service. But the allocation that SSHN student housing association (SSH&) makes available to this target group – 1,044 rooms – is too small, which is reason for us to take extra steps. In December 2021, plans were unveiled for new student complexes. Half will be built by SSH& (also intended for 'regular' students), and the complexes will be built on campus and elsewhere in the city.

Meanwhile, student housing is the subject of twice-yearly administrative consultations with the Municipality of Nijmegen, HAN University of Applied Sciences and SSH&. Twice a year there are also consultations with student organisations, Huurteams Nijmegen and private landlords. The university is also taking measures to curb the influx. For example, international students are urged not to come to Nijmegen if they have not found accommodation four weeks before the start of the study programme. This call goes out to every student who registers after 1 May. Recruitment events will also be stopped after this date.

Focus on accessibility

Radboud University operates on the principle that its buildings should not be a barrier to people with disabilities. New buildings and large-scale renovations are based on the ITS standard (Dutch integrated accessibility standard for persons with a disability), an initiative from the Dutch umbrella organisation for people with disabilities. If this is not sufficient in specific cases, additional measures are taken; there is a personal budget available for this purpose. After assessment by the administrative directors of the faculties, the Campus & Facilities division (in consultation with the Occupational Health Officer) will initiate the required additional adjustments, customised for the individual staff member or student.

2. Sustainability on campus

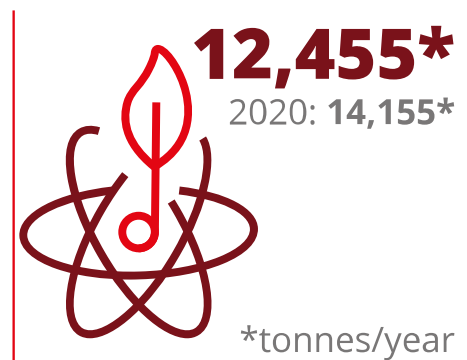
New sustainability policy

In April, the university and Radboud university medical center adopted the [Joint Sustainability Policy](#) 2021–2025. It describes what both organisations want to contribute to achieving the United Nations' Sustainable Development Goals. Among other things, the policy aims to create a healthier, more inclusive, climate-neutral and circular campus environment. The policy measures extend to business operations, education, research and patient care.

The policy provides a framework for embedding sustainability in various parts of the organisation, such as the plan to further integrate sustainability into education. There are also plans for biodiversity and for our food and beverages. Several faculties also have their own sustainability plans.

An area of sustainability that is receiving increasing attention is ICT. Consider the environmental impact of the cloud: every email and every search contributes to CO₂ emissions. The Information & Library Services (ILS) division took the first steps towards a sustainability plan at the end of 2021, and it will be further developed in 2022.

CO₂ emissions due to energy use



Greater energy savings with the hybrid network

Three paths have been mapped out for energy savings. The first is the further expansion of the [Hybrid Energy Grid](#). Several new buildings were connected to the grid this year, and the next step is the continued reduction in gas consumption. The new connections were made in Mercator 1 and 2, the greenhouse complex, Forum and Berchmanianum. The second path involves further energy savings: think of LED lighting, pumps, ventilation, insulation, low-temperature heating and solar panels. The third path is to adapt the organisation and change behaviour.

One of the sustainability objectives was already implemented in the spring with the presentation of the [energy policy](#). The report shows how the university will work on energy saving and sustainable energy through 2024. The goal is to continue to save 4% of energy annually, with a view to achieving energy-neutral operations by 2050: by then, all the energy we need will be generated sustainably on campus. The Executive Board declared its ambition to achieve this goal ten years earlier, and this is being investigated. Implementing the Energy Programme will require an investment of €18 million through 2024.

Sustainable purchasing policy and sustainable behaviour

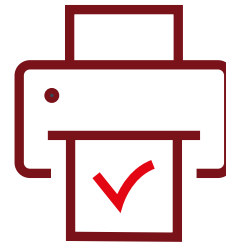
Starting this year, the university is subjecting all its purchases to a new test that weighs the environmental impact and social sustainability of the product to be purchased throughout its entire production chain. This is set out in the new [Purchasing with Impact](#) policy. This policy makes the hidden impacts of purchasing and user actions visible. For example, considerations like regional sourcing, environmental impact or working conditions in the production chain are given greater weight in the composition of lunches and the range of products in the restaurants. Meanwhile, awareness of more sustainable research practices is also growing. For example, oil-based solvents in the laboratories of the science faculty had been replaced by a more sustainable alternative by 2021.

Research has shown that one of the largest categories in our CO₂ footprint on campus is related to transport (commuting, business trips and freight transport). That is why the maximum limit for the purchase of a bicycle – which had been subsidised by €1,000 for years – was raised to €1,500 in 2021. This rise was intended to encourage the purchase of e-bikes and to get people who live further away to cycle to work.

Now that air traffic is rebounding from the pandemic, the [new campus flight policy](#) announced in 2020 is being widely publicised. Professor of Infectious Diseases Teun Bousema has played a key role in publicising this policy. For several years now, he has been working to curb conference-related global air travel. He is using a detailed study of the air travel impact of two conferences to [campaign for fewer conferences](#), which, after all, prompt thousands of researchers to fly all over the world every year.

Encouraging a change in staff and student behaviour – one pillar of the sustainability policy – received attention during the Green Week organised by the Green Office in May. By necessity, this event was largely held online – after all, most people were working and studying from home. Working from home was the stimulus for focusing on behavioural change in the home workplace as well. All employees received a [Home Office Check](#).

Discarded ICT devices reused by D-TWO



60%
of 2,058
devices
2020: **68%**
of 1,086
devices

ICT devices in use after the depreciation period

Desktops (>4 years)

49%
2020: **71%**
Laptops (>3 years)

27%
2020: **27%**

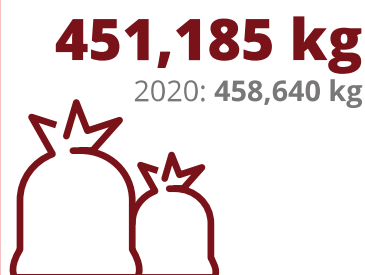
Monitors (>6 years)

19%
2020: **27.5%**

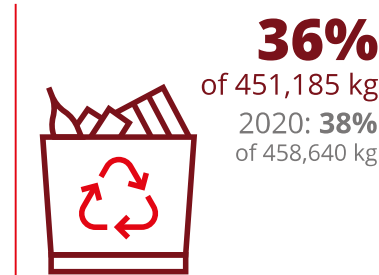
Staff systematically contribute to sustainability developments on campus as part of the [Radboud Sustainable Development Network](#). In 2021, this network focused on issues such as *true pricing* and the revitalisation of the campus.

Circularity and biodiversity

Total amount of waste



Percentage of waste reused or recycled



There are many ways to approach sustainability, one of which is contributing to the circular economy. Sustainability Programme Director Marije Klomp emphasises the diversity of approaches. "Choosing not to buy products and services also contributes to sustainability, and if a purchase is unavoidable, we are paying increasing attention to its reuse."

Circularity was given concrete form in 2021 with the reuse of all the furniture in the to-be-demolished Spinoza building (which started with the low-rise section in 2021). Construction elements from this demolition were reused in the layout of the campus grounds, for example as part of a staircase. Circularity was also the starting point in furnishing the newly opened Comenius building, the digital assessment facility on the avenue of the same name.

In 2021, the green face of the campus changed considerably with the completion of the park-like environment around the Maria Montessori building, a complete metamorphosis for the former concrete Thomas van Aquinostraat. Marije Klomp calls the phrase 'from grey to green' outdated: the campus is not so much striving for more green as for more biodiversity. "Green can be very boring and lifeless; think of many meadows. On campus, we're trying to add two things: more green and more biodiversity."

"Green can be very boring and lifeless. On campus, we're trying to add two things: more green and more biodiversity."

Marije Klomp, Sustainability Programme Director

3. The digital campus

In 2020, a pilot project was carried out among a limited group of end users to create more awareness of information security among staff and students. This was followed up by a campaign for all students and staff in 2021. Iwan Holleman, division director of Information & Library Services (ILS), points out the two components of good digital security: "On the one hand, there are the technical measures we take, such as the tool we have implemented to intercept phishing emails. On the other hand, it is important that staff and students are fully aware of what they can do to work and study safely. That's why we are continuing our awareness campaign."

The growing focus on digital security is also reflected in the establishment of a new security organisation. In 2021, a Security Operations Centre (SOC) was set up to play an important role in monitoring internet traffic. This was done in close cooperation with the national SURFsoc. The high value of Radboud's SOC was already demonstrated in December by the professional handling of the worldwide Log4j vulnerability. The SOC uses an advanced monitoring system (also set up for Radboud University in 2021) that warns if unauthorised persons are 'at work' on Radboud systems. Often, the system can detect cyber attacks early (and automatically) so action can be taken quickly.

In a year in which working and studying from home was the norm, the ICT Helpdesk once again played a vital role. Ten people were on standby to deal with the many remote digital problems faced by staff and students working from home. Holleman: "This team was invaluable in this pandemic year. Their work cannot be praised highly enough."

In the second half of 2021, the online collaborative environment Microsoft 365 became available. There, staff and students can do things like work together on documents, chat, video call or create team sites. Holleman: “End users indicated that they really needed a place to work together on the digital campus, so we expect that this new environment will be used intensively. The possibilities of this web environment will be further expanded in 2022.”

Online proctoring off the table

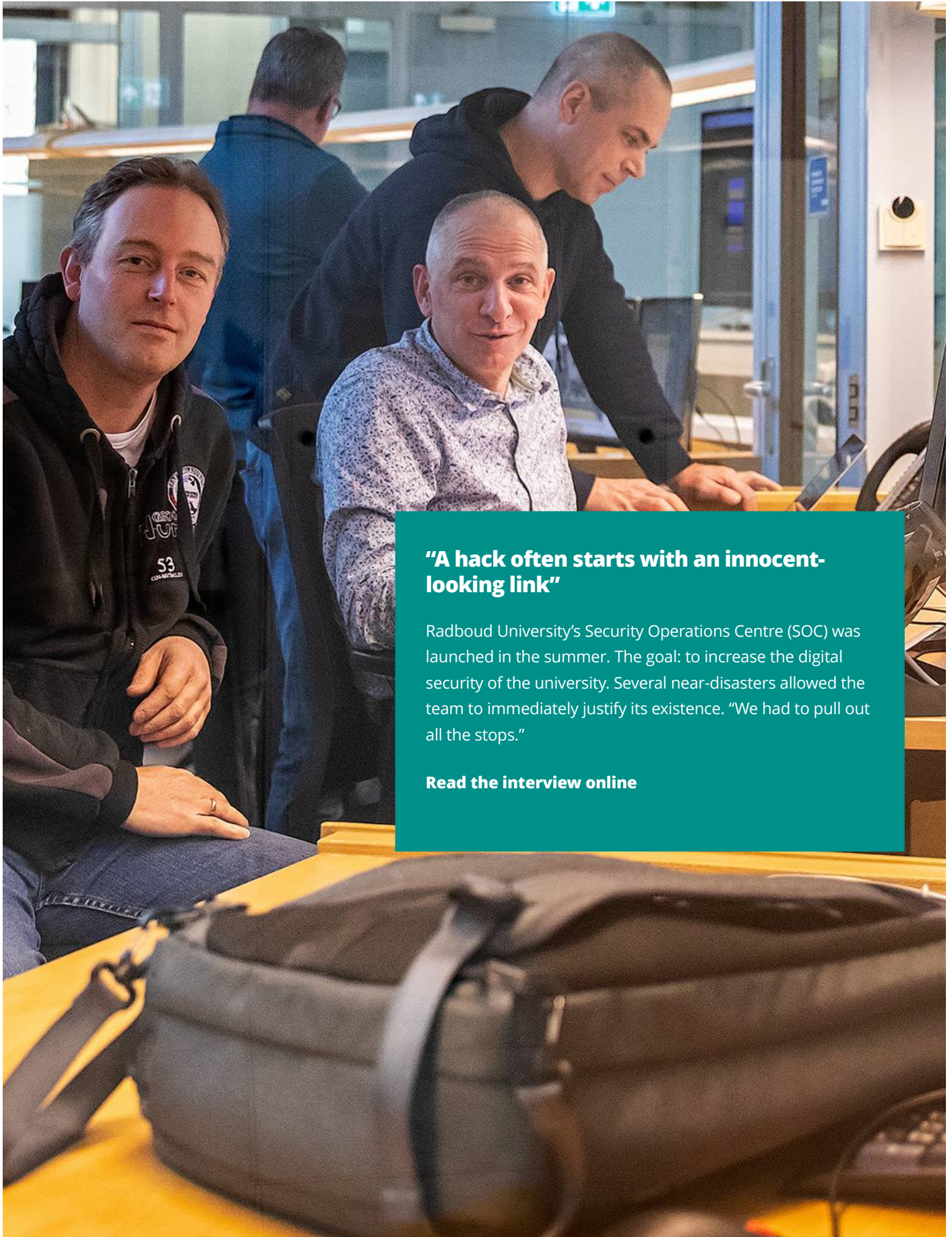
Online proctoring continued to be a hot topic in 2021. This digital surveillance system is used to monitor whether students cheat during exams. The software has access to the student's microphone and webcam, and it can detect which programs are running on the computer. The university was allowed to use this software under strict conditions until the summer, but in the 2021-2022 academic year, the plug was pulled at the behest of the Works Council and the Student Council.

The participational bodies for students and staff had expressed serious objections to the system in 2020, mainly because of the breach of privacy. After winning a dispute last year about the powers, the participational bodies were given the right of consent, which means the Executive Board must respect their 'no' vote.

The participational bodies' objections were supported this year by the results of a survey of almost 2,500 students. For instance, 69% of the students viewed this form of online surveillance as more stressful than an ordinary exam.

More figures from this survey: 79% of students felt sufficiently prepared for sitting an exam with online proctoring. Almost half (48%) consider it to be a suitable instrument for fraud prevention, 26% do not, and another 26% are neutral.

Exams could still proceed from September 2021 onwards because universities were allowed to organise in-person examinations following strict rules. For example, an exception to the maximum group size was made for exams; the maximum group size for normal classes was 75 people.



“A hack often starts with an innocent-looking link”

Radboud University's Security Operations Centre (SOC) was launched in the summer. The goal: to increase the digital security of the university. Several near-disasters allowed the team to immediately justify its existence. “We had to pull out all the stops.”

[Read the interview online](#)

A future-proof financial position

A strong and balanced financial position ensures the continuity of education and research.

General

Radboud University deliberately budgeted negatively so that we could recruit additional staff to safeguard the quality of education and research, reduce the workload and make additional investments in ICT and information security. In 2021, the university received extra (NPO) funding that was not included in the 2021 budget. Partly due to the extra funds obtained, which were not budgeted by the university, the year ended with a smaller deficit of €5.3 million. By mid-2021, plans had been made to spend the NPO funds in the best possible way. Priorities were the prevention and limitation of delays in students' study progress, the well-being of students and staff, the reduction of staff workloads and a better balance between education and research. This led to the recruitment of more staff than budgeted but – due to a tight job market – fewer staff than the additional resources would have allowed. Partly because of this, there were no significant changes in students' study progress, despite the COVID-19 pandemic.

Key figures

Solvency



Liquidity



Result (x €1,000)



Financial overview for 2021

The result realised for 2021 was €5.3 million negative, while a negative result of €11.6 million was budgeted. The positive difference between the budgeted result and the realised result amounts to €6.3 million. Broadly speaking, this difference can be divided into three parts.

On the one hand, there were unexpected gains of €11.5 million relating to unused sector plan funding for science and technology, unused (normative) NPO resources and underspending at faculties. On the other hand, this was offset by a lower result of €2.7 million due to the pandemic, which led to higher costs for hiring, costs of renting Stadsschouwburg Nijmegen and concert hall De Vereeniging (the pandemic required us to rent larger lecture halls off campus), and lower results for Catering and Sport. In addition, there were unbudgeted costs of €2.9 million related to additional support for top-level research and digital assessment. On the whole, this largely explains the positive €6.3 million difference between the realised result and the budgeted result for 2021.

Despite a budgeted decrease, liquidity increased by €18.0 million compared to 2020. This can largely be explained by an improved cash flow (the sum of the result and depreciation), fewer investments than budgeted, and a greater positive development of the working capital than anticipated in the budget.

The negative result for 2021 will reduce equity by €5.3 million.

COVID-19 pandemic and continuity

The university has assessed whether the developments in the pandemic after the balance sheet date affected the continuity assumption. We concluded that there is an uncertainty, the extent of which cannot yet be estimated. Meanwhile, government measures are being relaxed as of the end of February 2022. Given the expected developments in the liquidity position and the lump sum government contributions, there is no material uncertainty about the continuity of the university as a whole. As in 2021, the negative pandemic effects in 2022 primarily manifest themselves at Radboud Services, where the turnover of the catering and sport facilities largely disappeared. The faculties, on the other hand, had lower material costs in the first months of 2022 (including lower travel and accommodation costs). The personnel costs were higher than budgeted but lower than they would have been without the extra funds. This was caused by not filling vacancies or filling them later, both because of a relatively difficult job market and the pandemic.

2021 operating result

2021 profit and loss statement including 2021 budget, and 2020 results ^[1]

amounts x €1,000			
Income	Realisatie 2021	Begroting 2021	Realisatie 2020
Government funding (excl. workplace function)	379,167	349,394	338,120
Other government contributions and grants	1,836	0	0
Tuition, course, lecture and examination fees	40,370	47,133	45,077
Income from third-party work	217,175	221,157	191,303
Other third-party income	40,337	43,594	40,276
<i>Total income</i>	<i>678,885</i>	<i>661,278</i>	<i>614,776</i>
Expenses			
Staff expenses	503,913	493,857	464,787
Depreciation	34,343	34,726	31,414
Accommodation expenses	33,217	30,245	28,794
Other expenses	112,445	114,044	90,747
<i>Total expenses</i>	<i>683,918</i>	<i>672,872</i>	<i>615,743</i>
Balance of income and expenses	-5,033	-11,594	-967
Financial income and expenses	-175	-10	-112
Corporation tax	0	0	0
Result from participating interests	-71	0	-143
Operating result	-5,279	-11,604	-1,222

¹ The financial statements include a further explanation of each item.

Normalised results for 2021 and 2020

in € x million	2021	2020
Realised operating result	-5.3	-1.2
<i>Temporary and one-off outlays</i>		
- unused sector plan funding	-2.9	-3.0
- continued development of Radboud Services	1.8	0.0
- structural NPO funding	-5.0	0.0
- additional support for top research	1.9	0.0
- additions to provision for accommodation	2.0	-0.3
- digital assessment	1.0	0.0
- non-capitalised small works	2.8	1.8
- other	-0.1	0.0
	1.5	-1.5
<i>Effects of coronavirus</i>		
- Radboud Services (catering and sport)	4.7	3.1
- other units (underspending on material costs)	-2.1	-4.5
- underspending on travel and accommodation expenses	-1.6	-4.3
- higher hiring costs	1.8	0.4
- addition to provision for project losses	0	1.5
- increase in leave liability	0	2.1
- loss of rent and reduced revenues	0	1.4
- other	0	1.2
	2.8	0.9
Normalised operating result	-1.0	-1.8

Explanation of the most important developments in the 2021 result compared to the 2020 result

The main reason for the decline in the result from 2020 (€1.2 million negative) to 2021 (€5.3 million negative) lies in the deliberate choice to increase expenses by €68.2 million, which is greater than the increase in income (€64.1 million).

Government funding increased by €41.0 million due to wage and price adjustments and especially the NPO resources (€25.5 million). Other government contributions increased by €1.8 million due to the income received from the Dutch Research Council (NWO) in relation to the extension of employment contracts because of COVID-19. Tuition fee income decreased by €4.7 million due to a temporary reduction in tuition fees as a concession to students. The Ministry of Education, Culture and Science compensated for this decrease in the government funding. The 'income from third-party work' increased by €25.9 million due to a catch-up effect with respect to 2020. The amount of 'other third-party income' was almost the same as in 2020.

Personnel costs rose by €39.1 million, mainly due to higher staffing levels (as of 31 December 2021, 283 FTEs more than in 2020), an increase in leave liability and an increase in the collective labour agreement.

Depreciation rose by €2.9 million because the new Maria Montessori building of the Faculty of Social Sciences was commissioned on 1 January 2021. Accommodation costs in 2021 increased by €4.4 million compared to 2020. This is largely explained by higher rental costs due to a higher addition to the provision for other accommodations (€1.7 million) and the provision for demolition costs/asbestos remediation (€1.0 million).

Energy and water costs were also €1.0 million higher because of higher gas and electricity prices, an increase in the volume of gas (+8%) because of colder days, and a higher energy tax.

Other costs increased by €21.7 million. That increase was mainly due to:

- Consumption of raw materials and consumables (€ 6.4 million) as a result of more R&D projects, mainly due to a catch-up in relation to 2020.
- Outsourced third-party services (€11.0 million). This was mainly the result of more ICT projects (€3.1 million) and the model-based allocation of more costs at the medical faculty (€6.4 million).

This was offset by lower costs due to a €2.0 million decrease in the allocation to other provisions. Interest charges were €0.1 million higher than in 2020 because banks are charging more 'negative interest' and doing so more quickly. The university is taking steps to further maximise the benefits of treasury banking.

Explanation of the most important developments in the 2021 result compared to the 2021 budget

General

In 2021, more was spent on quality agreements than budgeted. The overrun was partly due to ICT in education and partly to more intensive and smaller-scale education.

For further clarification, see Chapter 2, 'Education that makes a difference'.

Specific

The main reason for the less negative result in 2021 (€5.3 million negative) compared to the 2021 budget (€11.6 million negative) is the €17.6 million increase in the income, mainly because of the additional allocated NPO resources. However, these funds could not be used in full because some vacancies were not filled or were filled only later. The overrun of the budget for personnel costs came to €10.1 million.

Government funding increased by €29.8 million due to wage and price adjustments and especially the NPO funding (€25.5 million). Other government contributions increased by €1.8 million due to the income received from the Dutch Research Council (NWO) in relation to the extension of employment contracts because of COVID-19. Tuition fee income decreased by €6.8 million due to a reduction in tuition fees that the ministry compensated for in the government funding. The 'income from third-party work' decreased slightly by €4.0 million to €217.2 million. The 'other third-party income' was €3.3 million lower than the 2021 budget.

Personnel costs rose by €10.1 million, mainly due to higher staffing levels (average number of FTEs was 5,745 in 2021, budgeted average was 5,619). Depreciation remained approximately equal to the budget. The new Maria Montessori building was commissioned in line with the budget in the beginning of January 2021. Accommodation costs were €3.0 million higher due to higher allocations to provisions (€2.3 million) and higher energy costs. Other expenses fell slightly (€1.6 million), partly as a result of less R&D work commissioned by third parties.

Balance sheet

amounts x €1,000	realisatie 2021	begroting 2021	realisatie 2020
ASSETS			
Fixed assets			
- Tangible fixed assets			
- buildings and grounds	334,034	346,087	339,653
- inventory and equipment	28,320	32,156	26,501
- information systems	712	609	893
- Tangible fixed assets	363,066	378,852	367,047
- Financial fixed assets	7	94	229
	363,073	378,946	367,276
Current assets			
- Inventory	315	200	194
- Receivables	19,808	23,000	19,698
- Cash and cash equivalents	75,592	20,000	57,594
	95,715	43,200	77,486
Total assets	458,788	422,146	444,762
LIABILITIES			
Equity	241,973	230,883	247,252
Provisions	27,614	22,203	26,366
Long-term liabilities	7,782	7,639	7,973
Loan o/g	0	1,421	0
Current liabilities	181,419	160,000	163,171
Total liabilities	458,788	422,146	444,762

Explanation of the most important developments in the 2021 balance sheet compared to the 2020 balance sheet

The tangible fixed assets decreased slightly compared to 2020 (€4.0 million) because investments were slightly lower than the depreciation of existing assets. The increase in cash and cash equivalents was mainly caused by the increase in current liabilities (€16.7 million), including an increase in work in progress (€9.9 million) and NPO funding (€4.8 million). The cash flow overview for 2021 and 2020 is as follows:

amounts x €1,000	2021	2020
Operating result (excl. financial costs)	-5.1	-1.1
Depreciation*	30.5	27.0
Cash flow	25.4	25.9
Changes to provisions	1.2	-4.8
Changes to net working capital	15.8	11.0
Cash flow from operating activities	42.4	32.1
Cash flow from investment activities	-24.3	-47.4
Cash flow from funding activities	-0.1	-0.4
Change in cash and cash equivalents	18.2	-15.7
* Excludes Faculty of Medical Sciences/Radboud university medical center		

Equity decreased due to the negative result. The higher provisions are mainly due to allocations related to higher obligations concerning legionella and fire-resistant facilities.

Explanation of the most important developments in the 2021 balance sheet realisation compared to the 2021 budget

Tangible fixed assets were lower than budgeted due to under-investments (especially HEN ++ and the Energy Policy Plan). Cash and cash equivalents showed a higher balance than budgeted due to these under-investments (€16.8 million lower), higher working capital (a positive difference of €23.8 million) and a better result (a positive difference of €6.5 million) than budgeted.

The cash flow statement for 2021 (realised and budgeted in € million) is as follows:

	2021	
	Realised	Budgeted
Operating result	-5.1	-11.6
Depreciation*	30.5	29.6
Cash flow	25.4	18.0
Changes to provisions	1.2	-5.0
Changes to net working capital	15.8	-7.1
Cash flow from operating activities	42.4	5.9
Cash flow from investment activities	-24.3	-41.9
Cash flow from funding activities	-0.1	1.1
Change in cash and cash equivalents	18.0	-34.9

* Excludes Faculty of Medical Sciences/Radboud university medical center

The current liabilities are higher than budgeted due to more advances received for R&D projects, the write-off of unspent NPO resources, and a higher liability for leave balances and holiday pay at the end of the financial year (due to an increase in staff).

Multi-year perspective and continuity section

amounts x €1,000	Realised 2020	Budgeted 2021	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024	Estimated 2025	Estimated 2026
Income								
Government funding (excl. workplace function)	338,120	349,394	379,167	390,098	375,939	384,579	392,615	397,687
Other government contributions and grants	0	0	1,836	0	0	0	0	0
Tuition, course, lecture and examination fees	45,077	47,133	40,370	30,790	48,840	50,010	50,620	51,080
Income from third-party work	191,303	221,157	217,175	224,142	221,966	222,862	226,715	228,864
Other third-party income	40,276	43,594	40,337	46,649	43,144	42,381	42,504	42,797
Total income	614,776	661,278	678,885	691,679	689,889	699,832	712,454	720,428
Expenses								
Staff expenses	464,787	493,857	503,913	523,345	529,724	535,030	539,861	542,246
Depreciation	31,414	34,726	34,343	33,800	34,265	34,325	35,042	36,106
Accommodation expenses	28,794	30,245	33,217	31,411	31,426	33,240	32,555	33,134
Other expenses	90,747	114,044	112,445	121,111	110,676	107,382	108,792	108,578
Total expenses	615,742	672,872	683,918	709,667	706,091	709,977	716,250	720,064
Balance of income and expenses	-966	-11,594	-5,033	-17,988	-16,202	-10,145	-3,796	364
Financial income and expenses	-112	-10	-175	-31	-31	-31	-31	-31
Corporation tax	0	0	0	-50	0	0	0	0
Result from participating interests	-143	0	-71	0	0	0	0	0
Operating result	-1,221	-11,604	-5,279	-18,069	-16,233	-10,176	-3,827	333

General explanation of multi-year operations

Within the sector, it was agreed to budget less cautiously, which resulted in a negative budget. The Minister of Education, Culture, and Science urged that deficits be budgeted, cash and cash equivalents be reduced, and solvency be lowered. Radboud University complied with this request by responsibly budgeting and projecting a temporary financial deficit in the coming years. A positive operating balance is expected again in 2026.

In the coming years, investments will be made in the quality of education and research by recruiting additional staff, partly to reduce the perceived workload and to increase the well-being of both staff and students. In addition, investments will be made in various IT projects in the coming years, such as strengthening the organisation around privacy and information security. Finally, the university is preparing for a major improvement in its real estate portfolio (the campus plan). Based on our strategy, the university has committed itself to several (social) objectives. These include funding for the unique research facilities at the FELIX Laboratory ('laser lab') and the High Field Magnet Laboratory (HFML, 'magnet lab'), as well as the establishment and provision of a broad range of teacher training programmes to reduce the shortage of teachers.

Budgeted for 2022

The budgeted result for 2022 is €18.1 million negative. With this, the university invests in the quality of education and research by increasing the number of (academic) staff, partly to facilitate education in smaller groups and to reduce the workload. The university is also investing in research facilities, such as the Event Horizon Telescope and the maintenance of HFML Felix, partly due to which the university expects an increase in indirect government funding and contract funding. With regard to contract teaching, the university expects a similar offer as in 2021. A structurally higher expenditure level is also planned for privacy and ICT security. An example of this is the Centre for Privacy and Data Governance (iHUB). Since some budgeted vacancies were not (immediately) filled in 2021, the 2022 budget also takes into account the delayed filling of vacancies.

2023–2026 estimates

Negative results have also been forecast for 2023–2025, returning to a small positive result in 2026. Larger multi-year deficits have been estimated for IT operations, property operations and the HFML-FELIX research facilities.

FTEs

In the table below, the FTE development in the years 2020–2026 is set against the number of students. Student numbers will initially increase slightly and are expected to remain constant from 2024 onwards, in line with the strategy. The university strives primarily for quality rather than quantity. Due to the extra investment in staff in the next few years to continue to offer quality and reduce the workload, we see a favourable development in the ratio of academic staff to the number of students. This will facilitate teaching in smaller groups and intensify student guidance.

	Realised 2020	Budgeted 2021	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024	Estimated 2025	Estimated 2026
FTE academic staff	3	3,253	3,352	3,511	3,529	3,511	3,476	3,434
FTE support & management staff	2,451	2,458	2,534	2,578	2,553	2,548	2,541	2,528
Total FTE	5,603	5,711	5,886	6,089	6,082	6,059	6,017	5,962
% academic staff / Total FTE	56.3%	57.0%	56.9%	57.7%	58.0%	57.9%	57.8%	57.6%
Number of students	24,104	24,000	24,678	25,151	25,433	25,644	25,644	25,644
Number of students / academic staff FTE	7.6	7.4	7.4	7.2	7.2	7.3	7.4	7.5
FTE Executive Board (management)	3.0	3.0	2.4	3.0	3.0	3.0	3.0	3.0

The number of employees is expected to increase by 203 in 2022 compared to 2021. This is related, among other things, to the extra staffing investments from the additional structural resources (reference estimate 2021) and should lead to a better balance between education and research and a reduction in overall workload. Given the scarcity in the current job market, it is extremely challenging to retain staff and fill open vacancies on time. The number of FTEs is expected to decrease as of 2023. This is largely due to FTE developments in the Faculty of Medical Sciences and the Faculty of Science.

Balance sheet development until 2026

amounts x €1,000	Realised 2020	Budgeted 2021	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024	Estimated 2025	Estimated 2026
ASSETS								
Fixed assets								
- Tangible fixed assets								
- buildings and grounds	339,653	346,087	334,034	347,889	366,755	387,778	398,440	392,718
- inventory and equipment	26,501	32,156	28,320	23,158	19,314	15,135	11,443	7,341
- information systems	893	609	712	643	643	643	643	643
<i>Tangible fixed assets</i>	<i>367,047</i>	<i>378,852</i>	<i>363,066</i>	<i>371,690</i>	<i>386,712</i>	<i>403,556</i>	<i>410,526</i>	<i>400,702</i>
- Financial fixed assets	229	94	7	60	60	60	60	60
	367,276	378,946	363,073	371,750	386,772	403,616	410,586	400,762
Current assets								
- Inventory	194	200	315	200	200	200	200	200
- Receivables	19,698	23,000	19,808	20,000	20,000	20,000	20,000	20,000
- Cash and cash equivalents	57,594	20,000	75,592	31,234	20,000	20,000	20,000	20,000
	77,486	43,200	95,715	51,434	40,200	40,200	40,200	40,200
Total assets	444,762	422,146	458,788	423,184	426,972	443,816	450,786	440,962
LIABILITIES								
General reserves	227,752	210,949	217,462	209,780	193,547	183,371	179,544	179,876
Designated reserves	15,604	16,038	20,279	16,038	16,038	16,038	16,038	16,038
Other reserves/funds	3,896	3,896	4,232	3,896	3,896	3,896	3,896	3,896
<i>Equity</i>	<i>247,252</i>	<i>230,883</i>	<i>241,973</i>	<i>229,714</i>	<i>213,481</i>	<i>203,305</i>	<i>199,478</i>	<i>199,810</i>
Provisions	26,366	22,203	27,614	21,165	21,603	20,250	19,728	19,728
Long-term liabilities	7,973	7,639	7,782	7,305	6,971	6,637	6,303	5,969
Loan o/g	0	1,421	0	0	24,917	53,624	65,277	55,455
Current liabilities	163,171	160,000	181,419	165,000	160,000	160,000	160,000	160,000
Total liabilities	444,762	422,146	458,788	423,184	426,972	443,816	450,786	440,962

Explanation of liquidity at the end of 2021

The projected balance of cash and cash equivalents at the end of 2021 in the 2022 budget was €62.3 million. The realisation at the end of 2021 shows that the final position was €75.6 million, €13.3 million higher than forecast. As a result of investments of €35.5 million, a decrease of €31.1 million was budgeted in the 2022 budget (from €62.3 to €31.2 million). Due to the higher starting position in 2022 and adjustments to the investment level as a result of the campus plan, cash and cash equivalents will probably be higher than currently budgeted.

Accommodation and investment policy

The development of tangible fixed assets is based on the multi-year investment projection (MIP) of April 2021, which did not include the campus plan. The campus plan, which is expected to be finalised in 2022 and which details the vision for the campus over the next ten years, has been partially included in this budget and the multi-year estimate. The MIP of €235 million includes €112 million worth of projects for which decisions have been made (including energy-saving measures), and €123 million worth of projects for which decisions still need to be made (including Humanities accommodation). Pending a final decision on these investment and maintenance expenditures, a negative liquidity balance is expected as of 2023, which will necessitate the acquisition of loan capital. An investment of approximately €35 million was estimated in 2022, of which €27 million is for buildings and approximately €8 million is for equipment and inventory.

Explanation for signalling values

With the exception of the liquidity ratio and the profitability ratio, all the signalling values set by the Inspectorate of Education are being met in the long term.

The Inspectorate increased the signalling value for the liquidity ratio from 0.50 to 0.75. This value was not achieved on the balance sheet date, but there is no liquidity deficit. Radboud University's existing financial policies are demonstrably appropriate, consistent and reliable. The budget is based on an amount of liquid assets of at least €20 million. The government's payment schedule follows the expenditure pattern in terms of volume. Ample pre-financing of research projects (€69.3 million at the end of 2021) is also a regular source of funding, which contributes to liquidity.

Radboud University therefore opts to continue its current policy and applies the old signalling limit of 0.50. In so doing, the university has decided not to take measures to raise the ratio to the new threshold of 0.75, such as increasing the result or securing additional bank financing. One reason for this decision is that such measures would come at the expense of funds available for the primary process. In addition, higher equity is neither economically nor socially desirable and is not in line with the policy of the Ministry of Education, Culture and Science regarding the development of equity at universities. If the campus plan is implemented, long-term funding will have to be raised from 2023 onwards. Preparations for this have begun.

The Inspectorate of Education has not explained the reason for the increase in the liquidity ratio. In connection to the Universities of the Netherlands (UNL) and based on the same substantive reasoning used by Radboud University, it has been suggested that the Inspectorate create a 'very large' category that would include all UNL universities and in which the liquidity ratio would be reduced to 0.5. The Inspectorate is considering that suggestion.

In line with the wishes of the Ministry of Education, Culture and Science, the university is temporarily showing a negative budget, which means the signal value for profitability is not being met.

With regard to solvency the Inspectorate of Education has also determined a signalling value for the maximum size of 'public' equity. This gives an indication of the maximum amount of equity the university may reasonably require for healthy operational management. The calculation is as follows: the purchase value of the buildings (x 0.5 x 1.27) plus a risk buffer of 5% of the total income minus 75% of the provisions.

Based on figures at the end of 2021, this leads to a maximum permitted (public) equity of €503 million for Radboud University. The actual amount of these funds at the end of 2021 was €228 million, which is well within the norm. For the entire period from 2020 up to and including 2026, the university also meets the signalling value.

bedragen x € 1.000	Realised 2020	Realised 2021	Budgeted 2021	Estimated 2022	Estimated 2023	Estimated 2024	Estimated 2025	Estimated 2026
Public equity capital	231,648	221,694	214,845	213,676	197,443	187,267	183,440	183,772
Normative equity capital								
Acquisition value for buildings *0.5*1.27	431,389	441,592	451,100	468,245	493,010	519,362	539,746	550,541
5% of the income	30,739	33,944	33,064	34,584	34,494	34,992	35,623	36,021
Book value of other tangible assets	26,501	28,320	32,156	23,158	19,314	15,135	11,443	7,341
	435,627	447,216	452,007	479,671	508,190	539,219	563,925	579,221

The liquidity will be below the 0.75 signalling value from 2022 onwards. This is because, for a number of years, the university has been aiming towards reducing the balance of liquid assets by financing investments in buildings with its own money, as much as possible. Financing with short-term borrowed capital will be arranged in 2022 so payment obligations can always be met. If the campus plan is implemented, long-term financing will have to be taken into account from 2023. The preparations for this have begun.

Treasury

In 2020, Radboud University switched to 'treasury banking', whereby surplus public funds are held at the Ministry of Finance. A major advantage of this is that there is no negative interest. Partly for this reason, and because of the demerger with Radboud university medical center as of 1 January 2021, the treasury charter was amended in 2021.

The starting point for the process of controlling, managing, and monitoring of current and future cash flows is the creation of strategic plans for education and research and the future property investments based on it. The statutes explicitly state which guidelines Radboud University follows in its investment policy, financing policy, participation in legal entities, and loans to legal entities. Furthermore, the statute's basic principles are in line with the Ministry of Education, Culture and Science's Regeling beleggen, lenen en derivaten OCW 2016 (regulation on investing, borrowing, and derivatives). The university is registered as a non-professional investor in its banking relationships. In addition, the internal decision-making process on taking out a current account credit was completed in 2020. Based on this, the university will take out a short-term loan from the Ministry of Finance in 2022.

Detailed, weekly-updated liquidity statements are used to continuously monitor liquidity flows within the university. In the year under review, the treasury activities consisted of the best possible allocation of surplus (private) cash and cash equivalents. A large part of the funds is held in flexible savings accounts. The funds have been deposited with large Dutch banks that have at least an A-rating. There are no investments or derivatives.

With regard to financing risks, Radboud University:

- only operates in the Netherlands, which means that incoming financial transactions have no currency risk and outgoing financial transactions have a limited and occasional currency risk;
- does not have securities and, therefore, does not run a price risk;
- has no material interest-bearing receivables and, therefore, no interest risk;
- has no significant concentrations of credit risk;
- has no liquidity risk in the first year and can finance investments for current investment plans from its own funds. In the longer term, the university foresees borrowing.

Risk Management

Risk management is an integral part of the planning and control cycle. In 2021, the university took steps to deal consciously and deliberately with risks within the organisation and to transparently identify the opportunities arising from external trends and developments. Risk management policy was also formulated and adopted in 2021.

A further explanation is included in the 'Our organisation' chapter of the annual report.

Clarity in the funding of higher education

General

Based on the Helderheid in de bekostiging van het hoger onderwijs (Clarity in the funding of higher education) memorandum (dated 29 August 2003 and the supplement dated 27 August 2004), the Ministry of Education, Culture and Science asks for clarity regarding the following funding-related matters:

Public-private policy rule

On 14 April 2021, the Ministry of Education, Culture and Science provided further clarification on the conditions under which the university may invest public resources in private activities. With this clarification, theme 2 (investing public funds in private activities) of the Clarity memorandum was superseded; this also applies to De Handreiking voor de inrichting van onderwijskundige publiek-private arrangementen (The Guideline for the Organisation of Public-Private Educational Arrangements), published in 2011.

The conditions are:

1. The private activity is in line with the funded legal duty.
2. The private activity in which the investment is made provides added value for the funded legal duty.
3. Structural overcapacity in the funded duty that is used for private purposes is temporary in nature.
4. The investment is proportionate.
5. The investment must not lead to unfair competition.
6. A positive result on private activities in which public money has been invested leads to an increase in public equity.
7. The investments are accounted for in the management report.

On 28 September 2021, the Ministry of Education, Culture and Science postponed this last requirement until the 2022 reporting year, which means that theme 2 of the Clarity memorandum still applies to reporting in the management report for 2021.

The university understands its private activities and appropriate procedures to manage them.

Other

- Radboud University did not outsource any registered training programmes to other organisations in 2021
- Radboud University did not use any public funds to carry out private activities in 2021. No educational public-private partnerships were concluded. The private activities are partly incorporated under Radboud University Holding B.V., a full subsidiary. The activities of Radboud University Holding B.V. are partly the result of the statutory valorisation obligation. The university does not want to enter into new participating interests and shareholdings, and wants to reduce the existing ones, partly to limit the associated risks. The university uses other methods for valorisation, such as patents/patent rights and start-up loans in the context of the KERN regulation. The holding company also includes an internal secondment agency for students. The starting principle is that no facilities or activities based purely on commercial considerations will be realised.

- Radboud University only grants exemptions at the request of the individual student. Exemptions are granted by the Examining Board. The grounds on which exemptions can be granted are laid out in the Education and Examination Regulations. Exemptions are registered in the student file.
- Radboud University only enrolls foreign students if they fully comply with the relevant legislation and regulations.
- Radboud University does not take part in the PhD education experiment, the demand financing experiment, or the learning outcomes experiment.
- There are no art education or customised programmes.
- Enrolment procedures are in accordance with relevant laws and regulations. Radboud University does not spend any of the government funding on offsetting the tuition fees that students have paid. If a third party pays the tuition fees on behalf of a student, then that is explicitly stated in the authorisation issued by the student.
- Students who only follow part of a programme are registered as contract students in accordance with the Contractcursisten aanschuifonderwijs (contract courses in advanced education) scheme that applies at Radboud University. Their data is not shared with DUO.
- The students themselves register and enrol for one or more study programmes in Studielink, without any intervention from Radboud University. Radboud University does not enrol students for study programmes other than those for which they have registered.
- Teacher training modules. In the 2021–2022 academic year, nine students enrolled in this at Radboud University, one more than in the 2020–2021 academic year.

Our organisation



In 2021, there were several important developments in relation to our organisation and governance, such as the demerger of the university and Radboud university medical center, the discussion about our identity and some management changes.

1. Changes in the organisation

Demerger of Radboud University and Radboud university medical center

Starting 1 January 2021, both organisations were incorporated into their own foundations. The university remained part of Stichting Radboud Universiteit (formerly Stichting Katholieke Universiteit; SKU) and is managed by the existing Executive Board. Radboud university medical center falls under the newly established Radboud University Medical Center Foundation and is managed by the medical centre's existing Executive Board. Both foundations have their own Supervisory Boards. This is a consequence of the 'decision for a demerger' made on 11 December 2020.

The idea behind the demerger was that both organisations could respond more effectively to changes and social developments. The directors of both institutions emphasised that the demerger would not affect their mutual collaboration.

Daniël Wigboldus, chair of the university's Executive Board, expressed the added value of the demerger in his New Year's address: "As two separate foundations, we now have more room to steer our own courses: as a university in the university context and as an academic centre in the context of healthcare. At the same time, we are more connected than ever to the medical faculty. It may seem counterintuitive, but the demerger has given us more room to work together on content."

Reorganisation and quality improvement of support positions

The reorganisation of the university's support positions was almost complete in 2021, a result of two operations. The first is the Quality Improvement of Support Positions Programme, launched in 2016. It resulted in an improvement agenda for all support positions, which will be implemented in the existing organisation. Because of COVID-19, the audit of Computerisation, Automation and the University Library mainly took place online. It was successful and on schedule. The audit of the General Affairs column began in September 2021 and will be completed in March 2022.

The second operation is the Continued Development of Radboud Services (DORS) project, in which a new organisational structure and a new management model are being developed for the university's support services. This resulted in a new model for Radboud Services in 2020 with six new divisions and a business office. The Information & Library Services (ILS) division was in the works in 2021, and it was launched in January 2022. The former University Library, Information Management and ICT Service Centre units were transformed into four new divisions: User Support, Innovation & Projects, Collection & Publication Services, and IT Services.

With ILS, director Iwan Holleman wants to strengthen the bridge between the information column and research and education. “The ambition of ILS is to support all levels of the data, information and knowledge pyramid, together with the other components of the information column.” Holleman mentioned examples like support for the use of special heritage collections, data management, open science and online collaboration between students and staff. By joining forces, he also wants to contribute to the social impact of the university. “We are helping the next generation of students find their place in society. And we are indirectly contributing to ground-breaking research like the first photo of a black hole, which was seen all over the world. At ILS, we like to feel that we are contributing to spectacular developments like that.”

Gerard van Assem, Director of Radboud Services, points out the added value of the new organisation: better coordination of support tasks and central management of previously fragmented tasks like the porter services. The new structure provides more clarity and efficiency, according to Van Assem. “The better coordination of tasks goes hand in hand with the mutual trust that has grown between the departments, both centralised and decentralised.”

“The better coordination of tasks goes hand in hand with the mutual trust that has grown between the departments, both centralised and decentralised.”

Gerard van Assem, Director of Radboud Services

For example, the management of education spaces and study workplaces has now been brought under one roof, in the Campus & Facilities division. “Centralised and decentralised management are increasingly integrated”, Van Assem explains. “It’s not so important where the management resides, as long as it’s done intelligently.”

Cohesive policy for sport and culture

The path set out in 2020 to bring culture and sport together on campus in organisational terms led to the first steps in 2021. For example, the cultural creator has been given a place in the Sports department of the Campus & Facilities division, bringing together support for cultural student organisations and the management of the theatre with support for sports associations and the management of sports facilities. Work is also being done on Living Labs in the field of culture and sports, for meetings and activities as well as education and research.

With this cohesive policy, the university emphasises the contribution of culture and sport to the well-being of staff and students: a healthy, happy and vital academic community is crucial to the quality of education and research. Moreover, skills acquired while practising and organising cultural and sporting activities can be applied to education and research, according to Radboud University's vision document for Culture and Sport.

Through its cultural and sporting activities, the university presents itself as a social partner and seeks to connect with the city and the region. Meaningful relationships with cultural institutions offer ample opportunities for education, research and lifelong learning. The university also sees numerous opportunities for valorisation, such as making research results visible through cultural expressions (like books, exhibitions or festivals). Large sporting events like the Four Days Marches and the Seven Hills Run draw attention to Nijmegen's research into sport and exercise. They also serve as Living Labs where a broad public can contribute to science in an accessible way.



Sports day during orientation / Photo: Dick van Aalst

2. Campus-wide discussion about redefining our identity

In 2021, we started a dialogue on redefining our identity that will result in a new declaration of intent for the university in 2023. Students and staff will contribute to the dialogue sessions, as will alumni and other stakeholders from outside the university. According to Rector Magnificus Han van Krieken, [two questions need to be addressed in the sessions](#): “What kind of university do we want to be, taking into account our roots and our core values of connected, curious and reflective? And how do we flesh out our special status and what is its significance?”

“How do we flesh out our special status and what is its significance?”

Rector Magnificus Han van Krieken

Several trial sessions took place in 2021, and students and staff of Radboud University will receive an invitation for a session in early 2022. Each session will involve a group of 15 to 25 people. Participants will be sent information, such as the university's mission statement and a booklet by university historian Jan Brabers. Annemarie Hinten-Nooijen, director of the Radboud Honours Academy, is heading up the process. In it she refers to French philosopher Paul Ricoeur, who wrote that identity comes from the narrative we tell ourselves and each other, and with which we subsequently identify.

The dialogue was prompted by the revocation of the predicate 'Catholic' from Stichting Katholieke Universiteit by the Dutch Bishops' Conference in autumn 2020. Han van Krieken emphasises that the revocation of the predicate 'Catholic' does not detract from the university's special status, which arose from the Catholic emancipation movement in the early twentieth century. The rector says it is important to interpret this with each other in the new context. "If you're a special university, you must also have a special identity."

3. Other developments in the organisation

2022 Policy Letter

From 2022 until 2026, Radboud University will spend more than it will earn. According to the 2022 Policy Letter, the university's results will be considerably in the red. The Executive Board wants to put additional work into reducing workload this way. Suzanne Boelens, Corporate Controller: "I think this is a courageous choice that responds to the signal that the workload has been extremely high for some time."

Dutch universities will gradually receive more government contributions over the next few years as a result of the increasing student numbers. Boelens: "Starting in 2022, we will already be investing €24 million annually while the government will only start giving us that money in 2026. This will be at the expense of our reserves because the additional funding from the Ministry of Education, Culture and Science has been capped at over €11 million in 2022. It will provide us with a unique opportunity to address workload sooner."

4. Governance

New management model

The Executive Board adopted a new management model in 2021. It describes how the university – and within it, the faculties and units – is managed. This concerns the structure of the university organisation, the division of tasks and the working method.

For example, the management model unambiguously sets out the tasks and responsibilities of the Executive Board, also in relation to the Supervisory Board and the role of the participational bodies. The management model also describes the way education and research are organised within the faculties and units.

The adoption of the governance model is the culmination of an intensive multi-year process in which faculties and the participational bodies were closely involved. The direct motive for rewriting the management model was the institutional quality assurance audit conducted a few years ago. In the budget discussions for 2022, all faculties and units submitted a plan and discussed with the Executive Board how they would implement adjustments in the coming years to fully comply with the new management model.

Planning and control cycle

The starting point of the university's planning and control cycle is the policy letter in early spring, setting out the content and financial frameworks for the new budget year. In the autumn, the faculties and other units submit their (multi-year) budgets (including policy intentions) to the Executive Board and the budget discussions take place. The Executive Board then submits the university budget and the governance agenda to the participational bodies. They have the right of consent to the main points in the university budget. The budget is then approved by the Supervisory Board.

The university reports on its activities each year by publishing the annual report. The same procedure as above is used here: the units prepare their own annual reports, after which the faculties submit their annual reports to the Executive Board. After conducting the annual report discussions, the university annual report is submitted for information to the participational bodies and is approved by the Supervisory Board.

During the year, the development of a number of indicators is periodically monitored, including some related to education, research, employees, students and finances. If necessary, interim adjustments are made based on these data. Academic higher education and research at Radboud University are carried out in seven faculties. The faculty's Executive Board leads and manages the faculty and charts the course of the faculty as a whole. The dean acts as chair of the board and is supported by the secretary, who also prepares for the meetings. The student assessor attends the meetings as an adviser.

Deans

- **Faculty of Philosophy, Theology and Religious Studies** Dean: Christoph Lüthy
(from July: Heleen Murre-van den Berg)
- **Faculty of Arts** Dean: Margot van Mulken
- **Nijmegen School of Management** Dean: Tom Elfring
- **Faculty of Medical Sciences** Dean: Jan Smit
- **Faculty of Science** Dean: Lutgarde Buydens (from December: Sijbrand de Jong)
- **Faculty of Law** Dean: Piet Hein van Kempen
- **Faculty of Social Sciences** Dean: Michiel Kompier

Participational bodies and programme committees

Students and staff contribute to the quality of administrative decisions by playing an active role in participational bodies at the university (central) level, faculty (local) level, and study programme level. The university offers various training courses to members of the participational bodies and programme committees to optimally prepare them for their roles.

Joint Assembly:**50 years of participational bodies in 2021, 150th consultative meeting**

On 5 July 2021, 50 years of participational bodies at Radboud University coincided with the 150th consultative meeting of the Joint Assembly with the Executive Board.

The coronavirus pandemic heavily dominated the 2021 academic council year, but despite the online meetings, the central participational bodies look back with satisfaction on a fruitful council year.

Six consultative meetings were held in 2021. The discussions of the 'General state of affairs' in July 2021 and the '2022 Annual Plan and Budget' in November were held in the presence of a delegation from the Supervisory Board.

In 2021, the changes in the planning and control cycle were evident in both the 2022 Policy Letter and the 2022 Annual Plan and Budget. A fixed format was used to establish a clear link between policy and the resources involved. With regard to the University Joint Assembly (UGV)'s right to consent to the main points of the budget, the participational bodies are of the opinion that this is a significant improvement.

The UGV is also very pleased with the board's decision to also fund pre-Master's students through the internal allocation model starting in 2022.

In 2021, the high (perceived) workload among staff continued to receive the undivided attention of the Works Council. Despite the many initiatives that have been developed, the (perceived) workload remains high. By zooming in on the results of the interim staff surveys, the HR key figures and the audit of temporary contracts, the Works Council is trying to gain a better understanding of the causes of the (perceived) workload and to gain insight into the actual increase in the number of permanent contracts. The University Student Council (USC) is also concerned about the continuing workload because it may have a negative effect on the quality of education in the long term.

Concern about student well-being remains high, reinforced by the consequences of COVID-19. Although the student guidance project has been delayed, the Wellbeing Week was organised again, partly at the USC's insistence.

The USC is pleased with the temporary reduction of the BSA by 6.5 ECs. This reduction somewhat mitigates the pandemic's negative impact on students.

Through the USC, the international student community is also increasingly well represented at the central level. Indeed, this year another international student was elected to join the 2021-2022 USC.

In 2021, there were several discussions with the board about the newly proposed Code of Conduct and the GEM (User-Owner Model). Various points of view and opinions were exchanged. The following three regulations fall under the Code of Conduct:

- 1) Regulation on alcohol and drug use
- 2) Regulations for personal relationships in the workplace
- 3) Regulations on social media.

Discussions about the Code of Conduct and the GEM model will continue in 2022.

The following items were also discussed with the board in 2021: the Management model, the Ombudsperson for staff members, the Working from home memorandum and Hybrid Work Regulations, the Green, Traffic-free Campus, the 2021–2025 Energy Policy Plan, the follow-up memo about Proctorio, the Scheme for Top Talents in Sports and the Arts, the 2022–2023 Institutional Tuition Fees, the criteria for the 2022–2023 Radboud Encouragement Scholarship (RES) Programme, the external research related to the reorganisation of the cleaning services, the reorganisation of Information Services, the annual reports of the confidential advisors, SIEM (Security Information and Events Monitoring system), and the accrued leave balances.

With the arrival of a new vice chair of the board in January 2022 and the appointment of the secretary of the university as of 1 September 2021, the Joint Assembly is looking forward to the coming (participational bodies) year.

Composition of the central participational bodies

- Works Council, consisting of;
 - 21 members who are elected by staff members every other year.
- University Student Council, consisting of;
 - 8 members who are elected annually by the students;
 - and 6 members who are appointed by the federations of student organisations.
- University Joint Assembly, consisting of:
 - the 21 members from the Works Council;
 - the 8 elected members of the University Student Council;
 - 4 members representing the academic staff of Radboud university medical center.

Local participational bodies

Students and staff members exercise their participation in the Faculty Joint Assembly (FGV), together with the faculty's Executive Board. The FGV has the right of consent for the Education and Examination Regulations (unlike at other universities), discusses the budget and the annual report, and consults on all professor appointments at the faculty. There is a student assessor on the faculty's Executive Board who ensures students' voices are heard at the board level.

Composition of the local participational bodies

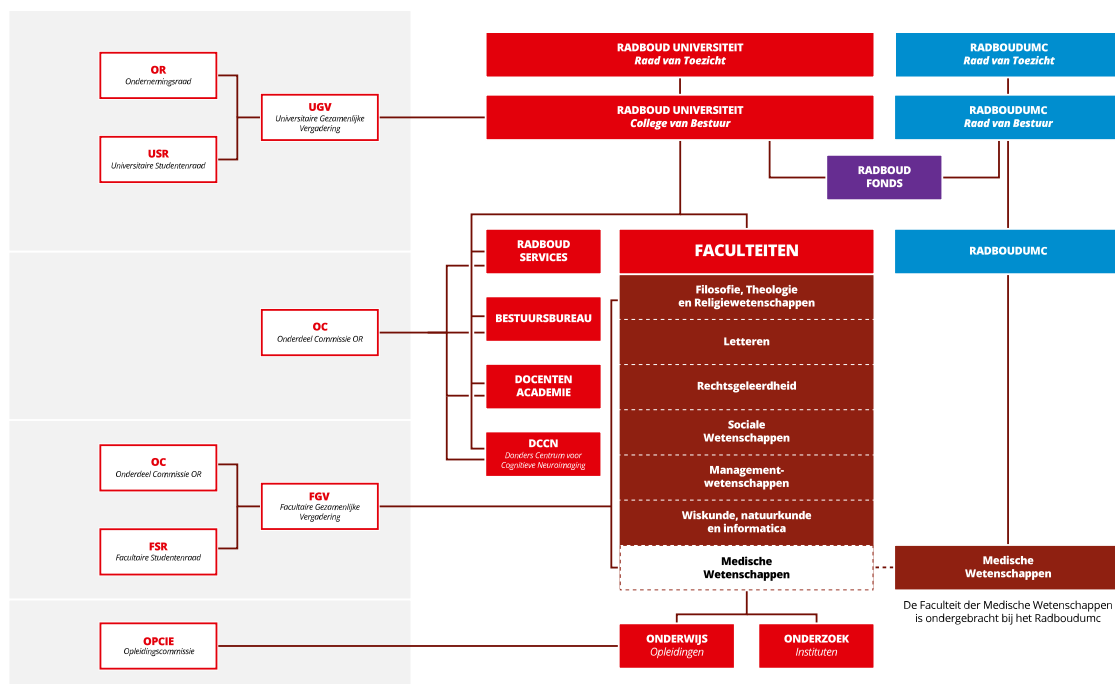
Each faculty has three local participational bodies:

- Representative Council (OC);
 - consisting of 5 to 15 members who are elected by employees every other year.
- Faculty Student Council (FSR);
 - consisting of 4 to 8 members who are elected annually by the students.
- Faculty Joint Assembly (FGV), consisting of:
 - members of the OC;
 - the members of the FSR.

Programme committees

Every study programme has a programme committee, comprised of both lecturer and student members. The committee advises the dean about important educational matters related to the study programme. Based on educational evaluations, the committee makes recommendations to improve the curriculum. Topics that are dealt with in the committee include the study material, the degree of difficulty of exams and the performance of lecturers. The student members of the programme committees are elected during the University Student Council elections, which take place every May. The Donders Institute, the Radboud Teachers Academy, Radboud Services and the Administration Office each have their own Representative Council.

Organisational chart



5. Risk management

Radboud University sees risks as events that can be controlled with careful consideration. However, this does not mean that all risks can be prevented. Risks are assessed in relation to the strategy and the objectives of the university. In order to achieve the university's strategy, it is sometimes necessary to take certain risks in a deliberate and controlled manner, with other risks being deliberately avoided or mitigated.

Risk management is an integral part of the planning and control cycle. In 2021, steps were taken to deal consciously and deliberately with risks within the organisation as well as to transparently identify the opportunities arising from external trends and developments. Risk management policy was also formulated and adopted in 2021. The approach developed for this purpose is shown in the diagram below.

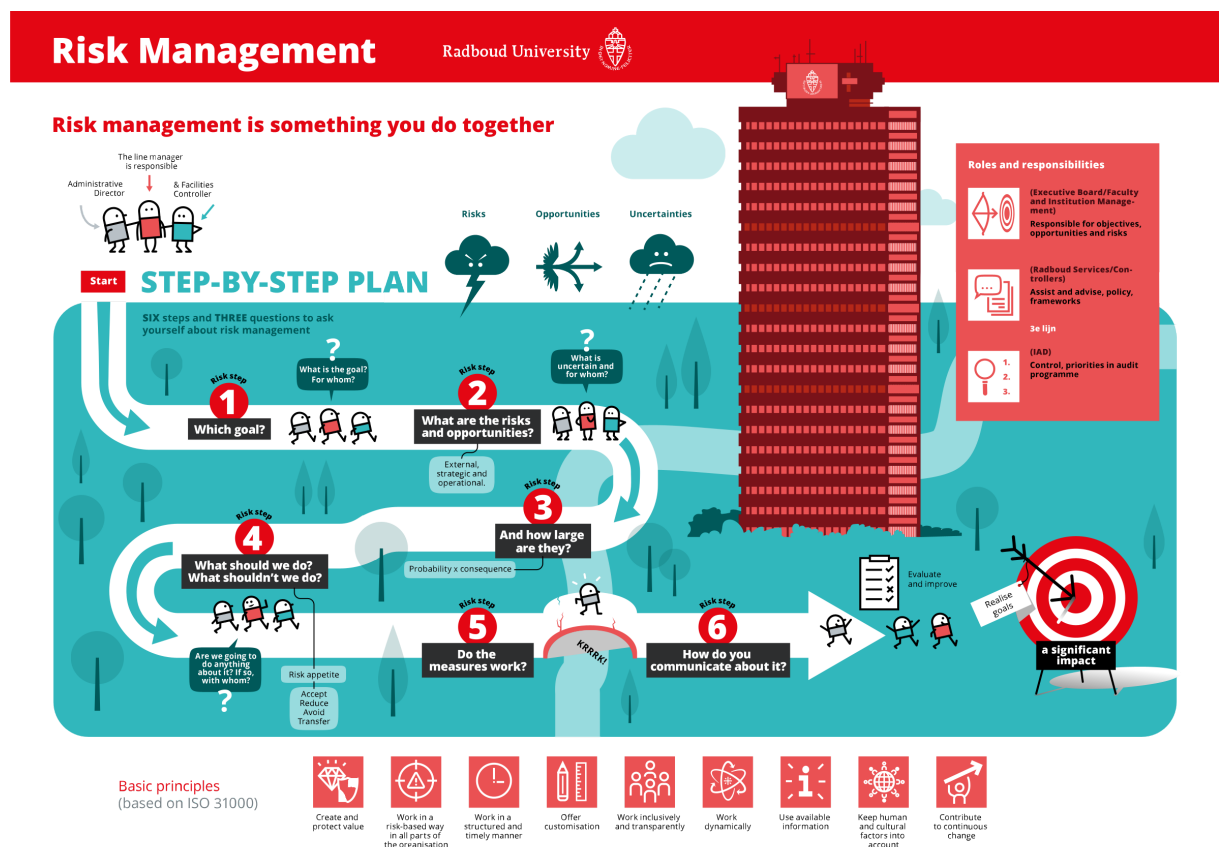


Diagram of Radboud University's risk management process

The faculties are now translating the Radboud University strategy, 'A Significant Impact', into faculty-level strategies. Risk management was an important point of attention. In 2021, the university discussed the most important risks for realising the faculty strategies and the necessary control measures together with the faculties and institutes. We also conducted a dialogue about risk appetite, which is the degree to which the university is prepared to take risks to achieve its strategic objectives. These sessions will be continued in 2022. A separate fraud risk analysis is currently being carried out to make strategic decisions that contribute to effective fraud prevention.

The risks identified by faculties, institutes and other organisational units have been consolidated. Only the biggest risks for the university as a whole are included in the overview below. The magnitude of the risks determines their order and is a result of the input from the various organisational units combined with the outcome from the risk management sessions in 2021. This is reflected in the risk score, which was determined based on the likelihood and impact of the described risk. The risks are related to the strategic objectives as included in 'Our mission, vision, strategy and key values' and described in terms of the main external trends and developments that affect the various risks.

1 Research We conduct high-quality and internationally accredited academic research with a focus on collaboration and pushing the boundaries of our knowledge.	2 Education We guarantee quality, commitment and personal contact in our education to help students develop into critically-minded scholars capable of taking on responsible positions that make a positive contribution to society.	3 Impact We take a multidisciplinary and interdisciplinary approach to solving issues of social relevance.
4 People We are an inclusive university that is committed to social safety and invests in the continuous development of its students and staff so they can inspire and challenge one another.	5 Facilities We have a (digital) campus that is sustainable and conducive to studying, collaboration and interaction.	6 Finances We are committed to maintaining a strong and balanced financial position to ensure the continuity of research, education and support.

External trends and developments

Technological factors

The dependence on ICT was already high and is still increasing. More and more processes are being digitised and – certainly since the pandemic – staff and students are increasingly working and studying off campus. ICT facilities must be available always and everywhere – and safely – regardless of location, time or type of device.

Collaboration with scientists from other universities is essential for high-quality, interdisciplinary research. This requires a technical infrastructure that facilitates international exchange and is as open as possible. At the same time, we see that the number of **cybercrime** threats is increasing; targeted and sophisticated attacks on Radboud University are a regular occurrence. Particular risks are posed by hacks, phishing and (other) ransomware attacks (e.g., system failure, theft of personal data, and compromised scientific data integrity). That leads to a constant search for balance between openness on the one hand and security on the other, which sometimes impedes openness. Digital security requires policy (frameworks), awareness of staff and students, a Radboud-wide security organisation (governance), monitoring of all network traffic and the latest technical measures.

More and more services are being provided from the cloud. An important consideration in the **cloud transition** is the processing of academic data and staff and students' personal data by cloud service providers. Purchasing a cloud-based application is easy. To limit the proliferation of cloud contracts, it is necessary to develop frameworks, create awareness and take technical measures to guarantee privacy and security.

Artificial Intelligence (AI) is no longer a distant prospect, but part of the services we purchase from large suppliers, such as the online collaboration environment Microsoft 365. AI is also increasingly being used in the research domain. To protect our employees' and students' personal data and our scientific data, it is crucial that we limit the use of AI to areas where it is in the best interest of Radboud University (e.g., research) and our employees and students.

International collaboration in science and higher education offers many opportunities. At the same time, it is important that we as knowledge institutions remain alert to possible risks of foreign interference, misuse of knowledge or ethical issues related to the application of research results. The Ministry of Education, Culture and Science has developed a **Knowledge Security Service Desk** for this purpose. In addition, the Dutch knowledge sector as a whole collaborated with the national government to develop the National Guideline for Knowledge Security. Radboud University will use this guideline to sharpen and deepen our own policy.

Risk	Control measures	Risk score	Trend	Objective
Technology and cybercrime risks include: theft or misuse of knowledge and data, insufficient protection of personal data and equipment failure (threat to business continuity and education/research).	The university continuously invests in improving the reliability, security and continuity of its automated systems. Recently, both internal and external audits were carried out in the field of information security. The results of these audits were translated into an information security programme. Measures taken include: setting up an information security and privacy organisation (governance), developing frameworks (policy), raising awareness among staff and students, 24/7 automated monitoring of all network traffic and (other) technical measures.	High chance: high impact: high		1, 2, 3, 4, 5, 6

Developments in the job market

Attracting, developing and retaining staff is essential to our education and research goals and to running a healthy business in all its facets, from both a quantitative and qualitative point of view. Economic growth, an ageing population and a 'talent mismatch' have led to scarcity in the job market. As a result, competition on the job market is fierce and is expected to increase further in the coming years.

Being an attractive employer is becoming the most important driver to retain employees. Continuous development in the field of knowledge and skills will become business critical, as will clarifying career paths. This is how talent development and mobility come together in sustainable employability.

Diversity is also receiving increasing social attention. Connectedness, equality and 'belonging' are therefore becoming important factors in the perception of attractive employment. Being an inclusive organisation is an increasingly important factor for an organisation's success worldwide. Employees who feel safe and included in the team and organisation are more productive and innovative and perform better. A 'diverse' employee base in all respects contributes to this, but diversity does not end at increasing the inflow of female professors or increasing cultural diversity. A crucial element is working towards a safe, inclusive work environment where people can be themselves and bring out the best in themselves.

The pandemic has 'reinvented' work. Staff resilience has proved enormous, and the university has been challenged to adapt existing (work) structures to the new ways of working and collaborating that have emerged. 90% of working people in the Netherlands indicate that they want to have the freedom to choose where their work is done: at the office, at home or elsewhere. Hybrid working is therefore the third development that requires attention from the university as a working environment and in our role as an attractive employer.

The fourth development is that in 65% of cases, an organisation's sustainability agenda determines whether an employee wants to commit to the organisation. In a tight job market, sustainability is a vital key to binding people to the university.

The four developments outlined above are global trends that also affect the university. Attracting, developing and retaining talent requires a focus on being an attractive employer and sustainable employability in an inclusive organisation.

Risk	Control measures	Risk score	Trend	Objective
Shortage of employees, both quantitatively and qualitatively Being unable to attract, develop or retain talented staff creates continuity risks in the areas of education, research and healthy business operations.	The university invests in various programmes, such as the Radboud Excellence Initiative, to attract and retain talented academic staff. The university invests in training and development for our staff and (novice) supervisors. Recruitment is working on positioning the university as an employer and is developing customised recruitment campaigns that approach specific target groups in the market. To attract, develop and retain staff, the university will invest heavily in sustainable employability and in increasing (academic) staff capacity in the coming years. That is why in 2021, the university decided to invest, from its own reserves, in attracting additional staff. The goal of this investment is to reduce the workload, create a better balance between education and research and increase the well-being of our staff.	High <i>Chance: high</i> <i>Impact: high</i>	→	4, 1, 2, 3
Workload, well-being and social safety The well-being of staff members within the organisation is extremely important for attracting and retaining talented staff.	In 2022, strategic personnel planning will be launched with the aim of providing a better understanding of the future of work, investing in sustainable employability and clarifying career paths at the university. In addition, all faculties and divisions will focus on reducing workloads and will develop a customised plan that addresses the issues within their own departments. The vision on Recognition and Rewards will be expanded this year, including an action plan for implementing it. With regard to social safety, the university will continue to monitor (e.g., by means of employee surveys) where issues arise that require attention, so that action can be taken. To support social safety, the Code of Conduct has been defined in more detail in collaboration with staff members.			

Political factors

The Dutch government presented their coalition agreement titled 'Looking out for each other, looking forward to the future' on 15 December 2021. This coalition agreement includes various investments for higher professional and academic higher education. For instance, investments will be made in free and independent research and development, attention will be paid to increasing the predictability of funding, the National Growth Fund will be continued and there will be room to tackle workloads. The loan system will also be abolished, leaving the investments from the study financing resources untouched. It is still not clear how the coalition agreement will be implemented. In implementing the coalition agreement, other relevant developments will be considered. These are outlined in the National Research Agenda, the Strategy& report 'Adequacy, efficiency and cost allocation at the MBO, HBO and WO level', the Berenschot study on financial and implementation effects of flexible participation in higher education, the Investment Agenda of the Knowledge Coalition and the NWO Strategic Plan.

Demographic factors

The projected regional shrinkage is a demographic factor for the university. [Statistics Netherlands](#) (2020) projects that the total population of the Netherlands will exceed 19 million in 2038, and the [reference projection](#) from the Ministry for Education, Culture and Science (2021) predicts a 15% increase in the total number of university students in the next 15 years. However, in Radboud University's primary recruitment areas (Gelderland, Noord-Brabant, Limburg) there will be a decrease in the number of secondary education pupils until 2035 (and thereby also the number of potential students) according to the [Netherlands Environmental Assessment Agency](#). On the other hand, Radboud University will see an influx of international students.

Risk	Control measures	Risk score	Trend	Objective
Education and research funding DChanging political priorities and demographic factors (decline in the number of young people in the primary recruitment area) create the risk that direct government funding will decrease. This may put pressure on the financial continuity and quality of education, research and social impact. That risk is increased by the fact that projects financed by funding from indirect government funding and contract funding also rely on direct government funding (matching).	The university uses a financial (multi-year) strategy in which expected external developments and developments in direct government funding are incorporated in a timely manner. The internal distribution model is generally in line with the model from the Ministry of Education, Culture and Science, and it leads to annual adjustments in the internal distribution of resources to the units.. In addition, the university contributes to active representation of university interests via VSNU. It also asks the study programmes to reflect on the optimal number of students per programme, taking into account a balanced inflow of Bachelor's, Master's and pre-Master's students, from within and outside the region, as well as a balance with regard to prior education. This is used to prioritise recruitment efforts, among other things.	Moderate <i>Chance low Impact high</i>	→	1, 2, 3, 4, 5, 6

Integrity and safety

(Academic) integrity is crucial for ensuring high-quality research and education and for maintaining a safe and healthy organisational culture.

Risk	Control measures	Risk score	Trend	Objective
Unsafe situation for students and/or staff Failure to comply with the code of conduct can lead to an unsafe work environment for students and/or staff.	The university is committed to safeguarding this integrity at all organisational levels. One way it does this is by holding annual integrity meetings with specific themes. This topic has the continuous attention of the board. After several internal and external consultation rounds, a new university-wide code of conduct was drawn up that explicitly described which behaviour is considered desirable or undesirable. The code of conduct is now being discussed with the participational bodies. The team of confidential advisors has been expanded and centrally organised. An Ombudsperson was also recruited in 2021 and started work on 1 January 2022.	Moderate <i>Chance moderate Impact high</i>	↗	1, 2, 3, 4, 6
Reputational damage Breaches of (academic) integrity risk damaging the university's reputation and image, making it harder to attract students, researchers and financial resources.	The university's quality assurance system for research and education ensures periodic monitoring of the quality of research and education in line with national inspections. This is yet to be developed for impact. The university implements the Netherlands Code of Conduct for Research Integrity, which is also embedded in various internal agreements and regulations.	Moderate <i>Chance low Impact high</i>	→	1, 2, 3, 4
Fraud Failure to act with integrity that leads to deliberate deception with the intention of gaining an undue advantage is considered fraudulent.	The Executive Board is vehemently against fraud. A background check is a standard part of recruiting new employees for top positions in the organisation. In addition, fraud risks have been explicitly included in the new formulated risk management policy and are therefore part of the planning and control cycle. In 2021, a start was made on a fraud risk analysis to identify the main fraud risks. Additional control measures can be implemented as needed.	Low <i>Chance low Impact moderate</i>	→	4, 6

Sustainability factors

Climate change is now one of the world's greatest challenges. Taking care of the world around us is increasingly high on the agenda. For example, agreements have been made at the European level to combat climate change and reduce CO₂ emissions. In 2019, the European Commission presented the Green Deal and the EU Member States agreed that the EU must ultimately be climate neutral by 2050. Climate policy has also been enacted in the Netherlands to meet those goals, as have policies on raw materials. The Netherlands is aiming for a circular economy in 2050. The first target set by the government-wide programme for a Circular Dutch Economy is halving primary raw materials consumption. The goal is to introduce reusable disposable cups and food packaging from 2023.

Organisations are also increasingly expected to take responsibility for their supply chains. At the end of 2021, the Minister for Foreign Trade and Development Cooperation announced the imminent introduction of new national legislation on international corporate social responsibility. Radboud University also influences its environment – both positively and negatively – through our activities.

Risk	Control measures	Risk score	Trend	Objective
Failure to achieve sustainability targets The sustainability targets directly affect the university's mission. Failure to achieve them will have a negative effect on the environment in which the university operates.	Sustainability policy for 2021–2025 including: • Duurzaamheid opgenomen in alle opleidingen binnen de Radboud Universiteit • Onderzoek naar thema's als klimaatverandering, Circulaire economie, Biodiversiteit -> daarmee positieve bijdrage aan de SDG's in het algemeen • Duurzaam inkoopbeleid • Biodiversiteitsbeleid met aandacht voor klimaatadaptatie • Energiebeleidsplan • Mobiliteitsbeleid en autoluwe campus • Duurzame Food&beverage • Duurzame ICT	Moderate <i>Chance moderate</i> <i>Impact high</i>		1, 2, 3, 4, 5, 6

Economic/competitive factors

The importance of connecting with society is increasing. In education, civil society is playing a growing role in the content of study programmes. In research, the emphasis is increasingly on collaboration in public-private consortia in order to attract indirect government funding and contract funding. The university has been asked to make the social impact of research and innovation more visible.

Risk	Control measures	Risk score	Trend	Objective
Research funding As a result of increasing competition (particularly in the SSH domain), there is a risk that indirect government funding and contract funding will decrease. This may put a strain on the quality and quantity of research.	In addition to good, broad-based grant support, the university is strengthening its recruitment power by opting for a limited number of interdisciplinary and multidisciplinary strategic themes that tie in with national and international (EU) social priorities. Our researchers are supported in their efforts by research support officers in the faculties and at the central level.	Midden <i>Kans midden Impact midden</i>		1, 3, 6
Maintaining research facilities Insufficient long-term (>10 years) research funding creates a risk that the university will not be adequately able to continue with high-quality research facilities such as the HFLM-Felix and the scanning facilities at the Donders Institute, thereby jeopardising the quality of research and retention of talented staff.	The university ensures that large grants, such as gravitation, growth fund applications and roadmap programmes, include long-term funding for large-scale infrastructure. The research institutes also draft a multi-year budget, which includes major investments in equipment.	Midden <i>Kans midden Impact midden</i>		1, 3, 5, 6
Partnerships On the one hand, there is the risk that the university will miss opportunities in the area of education and research because of insufficient connection to national and international collaborations. While there are some strong partnerships between universities in the Netherlands, Radboud University collaborates with other universities in different ways. On the other hand, there is the risk that incidents may occur or partners may go bankrupt, causing damage to the university's reputation and finances.	The university participates in various international collaborations, such as through The Guild network, and more specifically with a select number of universities such as the University of Glasgow. Radboud University is also the consortium leader of the European collaboration NeurotechEU. On a national level, the university collaborates with other universities and is active regionally through, among others, The Economic Board, Health Valley and Novio Tech Campus. The university works intensively together with Radboud university medical center. In 2020 and 2021, the university strengthened its cooperation with Maastricht University. The university also adheres to its own internal codes of conduct and regulations to minimise the risk of financial and reputational damage.	Midden <i>Kans midden Impact midden</i>		1, 2, 3, 6
Quality of education and research Binnen en buiten Nederland heeft de universiteit te maken met concurrentie. Dat betreft de positie in de keuzegids, rankings en het aantrekken van de beste studenten en medewerkers. Het risico is dat de universiteit deze concurrentieslag onvoldoende wint, waardoor de financiële continuïteit en kwaliteit van onderwijs, onderzoek en maatschappelijke impact onder druk komen te staan.	The university wants to remain an appealing employer and is investing in an attractive green campus with facilities for living, sports and culture. The university makes the Radboud Research Facilities available to small and medium-sized enterprises, innovative companies, start-ups and governments.	Midden <i>Kans laag Impact midden</i>		1, 2, 3, 4, 5, 6

Accommodation

In the coming years, the university will strongly invest in maintenance, renovation, and new construction.

Risk	Control measures	Risk score	Trend	Objective
Property development The risk is that property projects cost more than budgeted and/or take longer than planned and/or that they do not (fully) comply with functional demands. As a result, (intended) users of the property may not be optimally supported, which means that the quality of education, research and societal impact come under pressure.	The university sets clear financial frameworks for the planning and execution of property developments and drafts multi-year investment plans (MIPs). Evaluations are held regularly to identify areas of improvement. Evaluations are held regularly to identify areas of improvement.	Moderate <i>Chance moderate Impact moderate</i>		1, 2, 3, 5, 6

COVID-19

In 2020, the university and the rest of the world was confronted with the coronavirus pandemic. Necessary and understandable measures that were taken by the government to mitigate the spread of the virus had far-reaching consequences for the university.

Risk	Control measures	Risk score	Trend	Objective
COVID-19 Due to COVID-19, the university runs risks such as students and staff being affected by the virus, a decrease in the quality of education and research due to working from home and online education, increased work pressure due to changes in timetables and work activities, increased costs and a decrease in income, particularly for catering and sports facilities.	The university complies with the RIVM guidelines. There are measures to facilitate and support online education as necessary. In-person education is offered if possible. The NPO research and education resources are used to minimise delays for students and researchers as far as possible. Workload and work pressure is high on the agenda and the university is making money available from its own reserves for workload reduction. The university has a strong financial position. Given the large amount of lump sum government contributions and the liquidity and solvency position in the short and medium term, no liquidity problems are expected and the continuity of the university as a whole is not in danger.	Midden <i>Kans</i> <i>midden</i> <i>Impact</i> <i>midden</i>		1, 2, 3, 4, 5, 6

6. Knowledge security

Radboud University aims to embed knowledge security (policies) more explicitly within the organisation. The aim is to allow international collaboration to take place safely, taking into account both the opportunities and risks involved.

To gain an understanding of the state of knowledge security, risks and resilience, an initial exploratory survey was conducted in four departments. The vulnerability analysis method was used as a guideline. The research focused on making an inventory of Radboud University's core interests and determining whether these interests are sufficiently protected and what measures/actions are required.

In addition, an approach was defined to embed knowledge security more explicitly at Radboud University. The current situation will be mapped out using the Knowledge Security framework from the Universities of the Netherlands (UNL) and the National Guideline for Knowledge Security. The implications of these frameworks for our organisation, education and research will be examined. A proposal will be made for the design of the organisational structure and the governance/decision-making structure regarding the type of collaboration and/or knowledge security risk advice or agreement that is required – including at which level. The creation of the necessary preconditions, the provision of information, an awareness campaign and the embedding of knowledge security in the risk management policy and processes of Radboud University are also on the agenda.

In this way, Radboud University is working towards an institutional embedding of knowledge security in 2023, with 2022 being a transition year.

The assignment is being carried out by a broad-based knowledge security programme group. During the transition phase, the programme group will be the first point of contact for knowledge security and will discuss any knowledge security issues that arise. This task will be taken over by the permanent organisation once it is set up.

Codes of conduct and internal conventions

With regard to integrity and conduct, Radboud University applies codes of conduct and conventions that include:

- [Academic integrity regulations](#)
- [Regulations on undesirable behaviour](#)
- [Whistle-blower's regulation](#)
- [Secondary activities regulations](#)
- [General terms and conditions for Radboud University/Radboud university medical center regarding knowledge protection and exploitation](#)
- [RU Network and SURFnet Terms of Use](#)
- [Employee instructions for submitting expense claims](#)
- [Provisions in the Collective Labour Agreement for Dutch Universities](#)
- [UNL Code for Good Governance in Dutch Universities](#)
- [UNL Social Safety Statement](#)
- [Code of Conduct on 'Animal Testing Transparency'](#)

A new Radboud University Code of Conduct for Social Safety was drafted in 2021 and is expected to come into force in 2022.



“Four women at the highest governance level”

The appointment of Merel van Vroonhoven as chair of the first Supervisory Board after the demerger of Radboud University and Radboud university medical center increased diversity in governance on campus. Diversity was further enhanced by the appointment of Agnes Muskens to the Executive Board and of Marijke Pe as the university's new Board Secretary. They are joined by Valerie Frissen, who was reappointed as a member of the Supervisory Board in 2021.

[Read the interview online](#)

Report from the supervisory authority

Introduction

This is the first annual report from Radboud University's Supervisory Board (hereafter the board). Until and including 2020, the supervisory role at the university was filled by the board of Stichting Katholieke Universiteit (i.e., the Foundation Board). That foundation encompassed two organisations: Radboud University and Radboud university medical center. However, with effect from 2021, each organisation has now been incorporated into its own foundation: Radboud University remains part of Stichting Radboud Universiteit (name changed from Stichting Katholieke Universiteit in May 2021), and the new Radboud University Medical Center Foundation has been established for Radboud university medical center. As a result of this change and starting in 2021, Radboud University has its own Supervisory Board, consisting of five members. Some of the Supervisory Board members are former Foundation Board members while others have been newly appointed to the board.

The change in the organisational set-up of Radboud University and the start of the new Supervisory Board meant that many matters had to be (re)arranged in a careful and orderly way. This took a considerable amount of time.

In addition, this year the board devoted a relatively large amount of time and attention to the university's strategy, the subject of social safety, cyber security, the campus plan, and the recruitment of a new Executive Board member and the filling of vacancies on the board.

Like 2020, 2021 was strongly dominated by the coronavirus pandemic. The spread of the virus and the related government measures had a major impact on the studies, work and well-being of students and staff. The board is impressed by the way in which education and research continued as much as possible despite the many obstacles and limitations.

Radboud University complies with the main points of the Code for Good Governance in Dutch Universities. However, some areas of concern have been identified. These involve the governance of collaborations and associated legal entities, as well as the evaluation of the contribution various forms of cooperation make to the institution's strategy, as set out in principle 8 of the Code. Attention will be paid to the relevant policy and guidelines in the near future. In addition, the whistle-blowers' regulation (in accordance with 3.3. of the Code) still needs to be extended to students.

The membership composition of the Foundation Board adheres to the independence requirement for supervisory authorities as stated in the Code for Good Governance. Based on its composition, duties and powers, the board is of the opinion that it is able to exercise independent supervision. The members of the board have no direct interests in the university.

Composition of the Supervisory Board

On 1 January 2021, the Supervisory Board consisted of:

- Prof. D. (Dymph) van den Boom
- Prof. V.A.J. (Valerie) Frissen
- P.A. (Paul) Morshuis RC

Van de Boom, Frissen and Morshuis were board members of the former Stichting Katholieke Universiteit (SKU) until 1 January 2021 and joined the Supervisory Board on that date.

M.W.L. van Vroonhoven MBA and Prof. J. Soeharno were appointed to the Supervisory Board on 20 January 2021. The board also appointed Van Vroonhoven from among its members as its chair. Prof. Soeharno resigned from the board on 14 March 2021 due to personal circumstances.

On 30 April 2021, Prof. M. van Vliet was appointed to the board.

As of 15 October 2021, Prof. Van den Boom resigned from the board due to consultancy activities elsewhere. In addition to her membership on the Radboud University Supervisory Board, Prof. Van den Boom had also been a member of Radboud university medical center's Supervisory Board (from which she also resigned). As such, she had fulfilled the 'linking pin' position between the two Supervisory Boards, as stipulated in the Articles of Association. Prof. Frissen will fill that role from 11 March 2022.

- M.W.L. (Merel) van Vroonhoven MBA, chair
- Prof. V.A.J. (Valerie) Frissen
- P.A. (Paul) Morshuis RC
- Prof. M. (Mario) van Vliet

An overview of the secondary positions of the members of the board is included in the appendix: [Overview of the secondary positions of the members of the Supervisory Board](#).

The Supervisory Board has two vacancies for the following portfolios:

- Legal and Governance
- Innovation, Valorisation and Digitalisation

Composition of the committees:

- Audit Committee: P. Morshuis (chair) and M. van Vliet
- Education and Research Committee: D. van den Boom (chair) and V. Frissen
- Remuneration Committee: M. van Vroonhoven (chair), P. Morshuis and M. van Vliet

Meetings of the Supervisory Board

The Supervisory Board held seven regular meetings this year. In addition, there were two theme sessions in which specific topics were discussed, such as social safety, the development of the student population and the development of real estate (the campus plan).

The demerger of Radboud University and Radboud university medical center necessitated the amendment and approval of the articles of association of Stichting Katholieke Universiteit. In addition, the Supervisory Board regulations were adopted (including the regulations of the board's committees) and various regulations were discussed. The Further Implementation Regulations and the Structure Regulations were adopted for information, the Common Regulations were approved, and the Cost Regulations were adopted. It was concluded that the regulations had been established in line with the Code for Good Governance in Dutch Universities.

The board approved the 2020 annual report and financial statements of Radboud University and Stichting Katholieke Universiteit.

Furthermore, based on a positive recommendation from the Audit Committee, the board discussed and approved the university's annual plan and budget for 2022. In doing so, the board paid attention to issues such as the progress of the quality agreements, the use of reserves, investments, and the legitimate acquisition and effective use of resources.

Topics discussed in consultations with the Executive Board included social safety, the implementation of the university strategy, cybersecurity and workloads. With regard to social safety, the Executive Board informed the Supervisory Board about how it followed up on the reports from 2020 about a lack of social safety in one of the faculties. They also discussed the professionalisation of the team of confidential advisors and the Code of Conduct.

The Executive Board and the Supervisory Board discussed the progress made in implementing the university's strategy several times. That strategy is ambitious and comprehensive. To ensure that it can properly carry out its duties, the Supervisory Board asked the Executive Board for objective, periodic progress reports on the implementation of the strategy. The first report was delivered and discussed at the end of 2021.

The Supervisory Board paid a working visit to the HFML-Felix research facility and the Radboud Academy. The subject of cybersecurity is high on the agenda, partly in response to the hacks that have occurred in the higher education sector. In the coming years, the university will invest in recruiting additional staff in order to reduce the workload of its staff members. The university will use funds from its own reserves for this, thereby taking an advance on the resources from the reference estimates that will gradually increase in the period from 2022 to 2026. The Supervisory Board also visited the Baby & Child Research Center to learn about interesting developments in and results of the research being carried out there.

Supervisory Board committees

1. Audit Committee

The Audit Committee met five times in 2021. The external auditor attended all the meetings.

In the spring, the committee discussed the 2020 annual report and financial statements of Radboud University and the 2020 management report and financial statements of Stichting Katholieke Universiteit. The Audit Committee endorses the move towards integrated reporting that was initiated with the 2020 annual report. In addition, in keeping with Radboud University's strategy, the Audit Committee drew attention to the Corporate Sustainability Reporting Directive and the potential added value for the university. The auditor's report was reviewed in the presence of the auditor. Both the process of drawing up the annual report and financial statements and the auditor's report show that the financial processes on which the reporting is based are in order. The Audit Committee advised the Supervisory Board to approve the annual report and financial statements.

In the autumn, the Audit Committee discussed Radboud University's annual plan and budget for 2022 (including the multi-year plan). Important discussion points included the use of reserves to attract additional staff in order to reduce the workload, the use of the NPO resources, the financing of top research facilities, and the main risks in the budget and the multi-year estimate. In addition, based on the understanding of the direct link between strategy, actions and required resources as well as the inventory of risks, the annual plan and the

budget for 2022 were presented to the Supervisory Board for approval with a positive recommendation. The management letter from the auditor was also discussed. This letter states that the internal control measures (including the general IT control measures) are of a sufficient level. During the discussion of the management letter, risk management, fraud risk management and cybersecurity were discussed with the auditor. The fraud risk management process in particular has room for improvement.

Twice a year, the Audit Committee discusses the progress of the quality agreements. This is a fixed part of the planning and control cycle and occurs at the same time as the discussion of the annual plan and the budget, and during the discussion of the annual report. For this discussion, the Audit Committee receives an extensive report about each faculty's progress on the quality agreements. This report is also shared with the full Supervisory Board. In 2021, particular attention was paid to how the participational bodies were involved in implementing the plans and making any changes to them. The guidelines for reporting on the quality agreements in the annual report were also discussed. The Audit Committee notes that the implementation of the plans is progressing well and that the participational bodies are sufficiently involved in both the implementation and any changes to the plans. Most of the changes are related to external factors, including the COVID-19 pandemic, which means that a great deal was invested in online education earlier in the plan period.

Other topics discussed by the Audit Committee in its meetings this year included the further development of the campus, IT developments (including cybersecurity), the risk management policy, (progress) reports by the Internal Audit Service, the auditor's control plan, the multi-year investment forecast, the new internal audit charter and the periodic financial update. With regard to the developments of the campus, the committee specifically asked for a stress test upon delivery of the campus plan. This has been picked up by the Executive Board and will be discussed with the Audit Committee in early 2022.

PWC Accountants NV was appointed as the external auditor for the period from 2016 to 2019, with the option to extend for four consecutive years. That extension has now occurred.

In addition to the above, the Audit Committee also conducted a self-evaluation. It concluded that the various aspects were well covered in the five meetings in 2021 and the discussions were constructive. This resulted in changing the formal Audit Committee meeting frequency from three to five times per year. The subject of knowledge security will also be placed on the agenda.

2. Education and Research Committee

In its meetings, the committee regularly discussed the pandemic's effects on education and research and the measures the university had taken to enable education and research to continue as much as possible. Issues discussed in this regard included the frameworks for education and assessment for the 2021–2022 academic year, the use of Proctorio in digital assessment, the application of and experiences with online education and the use of NPO resources. Attention was also paid to the guidance and well-being of students.

In addition, the committee monitored the university's quality assurance system. The committee discussed the results of various educational and research inspections and the introduction of the new Strategy Evaluation Protocol (SEP) for the research institutes. This protocol focuses more on the content-related narrative than on an assessment with scores and quantities.

Other topics discussed in the meetings included the role and development of the Radboud Teaching and Learning Centre (TLC) and the Sustainability in Education programme. With this, the university places sustainability at the core of our education. All students come into contact with sustainability-related issues in their own discipline. Students who want more have access to a broad and multidisciplinary range of courses, also at other faculties.

For the national theme of Recognition and Rewards, Radboud University has set up a committee consisting of members from all faculties with various positions and age categories. The chosen focal points within the theme and the committee's activities were discussed with the rector and the chair of the Executive Committee.

The committee also discussed the interfaculty collaboration programme that the Executive Board launched a few years ago. With this programme, the Executive Board aims to stimulate and facilitate collaboration between faculties and disciplines.

Finally, the committee discussed the City Deal Kennis Maken project. This city deal started in 2017 and there are now 21 deals spread across the country. Radboud University partnered with HAN University of Applied Sciences and the Municipality of Nijmegen in this project. ROC Nijmegen also joined the project in 2019. The project involves students from various educational institutions and study programmes working together to solve problems in their own city.

3. Remuneration Committee

The Remuneration Committee did not meet separately during the year under review.

In the meeting of the Supervisory Board on 20 January 2020, the board ratified the remuneration for the year 2021 in accordance with the decision of the board of Stichting Katholieke Universiteit on 11 December 2020.

The Remuneration Committee conducted the annual appraisal interviews with the members of the Executive Board in 2021, prior to which input was gathered from all members of the Supervisory Board. The committee reported its findings to the Supervisory Board.

The financial statements include an overview of compensations based on expense claims submitted by individual members of the Executive Board. An overview of the 2021 expenses from invoices and expense claims from the Executive Board has been included on the website.

Consultation with the chairs of the Supervisory Boards of Radboud University and Radboud university medical center

The chairs of both Supervisory Boards met once in 2021. The topics discussed included the state of affairs regarding the demerger, the filling of the linking pin position in both Supervisory Boards and the frequency of meetings.

The Supervisory Board's role as an employer

In April, the Supervisory Board bade farewell to W. (Wilma) de Koning-Martens. As vice chair of the Executive Board for almost eight years, she made an important contribution to the development of our university. We thank her for her commitment and the inspiring way she fulfilled her role as an administrator.

(Marijke) Pe was appointed Secretary to the Supervisory Board as of 1 September 2021. She succeeded G. (Gerard) van Assem, who we would like to thank for his support as secretary to the board.

At the end of 2021, the board appointed A. (Agnes) Muskens as a new member of the Executive Board. She took up her duties on 1 January 2022.

Contacts with stakeholders

The Supervisory Board has consultations and talks with various stakeholders inside and outside the organisation. The pandemic limited the number of (in-person) contacts during the year under review. A delegation from the board attended the consultative meeting between the central representative bodies and the Executive Board, during which the university's annual plan and budget were discussed. The board also held several informal meetings with the praesidium of the participational bodies. Board members were also present at the opening of the academic year and at the university's Dies Natalis celebration. The chair of the board participated in the national meeting of the chairs of the Supervisory Boards of Dutch universities.

Supplementary information



Allocation of the operating result

The Executive Board proposes to charge the result to the organisation's equity. The purposes mentioned in this respect are set out under the item Equity, in the notes to the consolidated balance sheet.

There is no statutory provision regarding the profit appropriation.

Independent auditor's report

To: the Executive Board and Supervisory Board of Stichting Radboud Universiteit

Auditor's report on the 2021 financial statements included in the annual report

Our opinion

We have audited the 2021 financial statements of Stichting Radboud Universiteit in Nijmegen, the Netherlands. In our opinion:

- the financial statements included in this annual report give a true and fair representation of the size and composition of the capital of Stichting Radboud University as of 31 December 2021 and of its result for the year 2021 in accordance with the Regeling jaarverslaggeving onderwijs (Reporting Guidelines for Educational Institutions);
- the income and expenses and the balance sheet transactions for 2021 in these financial statements were recognised legitimately in all material aspects, in accordance with the provisions in the relevant laws and regulations, such as included in Section 2.3.1 Frame of Reference of the Onderwijsaccountantsprotocol OCW 2021 (OCW Education Audit Protocol 2021).

The financial statements consist of:

- the consolidated and company balance sheet as of 31 December 2021;
- the consolidated and company profit and loss statement for 2021; and
- the explanatory notes comprising a summary of the accounting principles and other explanatory information.

The basis for our opinion

Our audit was conducted in accordance with Dutch law, including the Dutch auditing standards and the OCW Education Audit Protocol 2021. Our responsibilities under those standards are further described in the 'Our responsibilities regarding the audit of the financial statements' section of our report.

We are independent of Stichting Radboud University, as is required in accordance with the Auditor Independence (Assurance Engagements) Regulation [Verordening inzake de onafhankelijkheid van accountants bij assuranceopdrachten] (ViO) and other rules governing independence in the Netherlands which are relevant to our engagement. Furthermore, we have complied with the Verordening gedrags- en beroepsregels accountants (VGBA, regulation on professional conduct for accountants).

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Materiality

Based on our professional judgement, we determined that the materiality for the correctness of the financial statements as a whole is €6.7 million. The materiality is based on 1% of the total income. The materiality for the financial accuracy has been determined at €16.9 million, based on 3% of the total public funds, in accordance with Section 2.1.3 'Materiality table' of the OCW Education Audit Protocol 2021. This section of the OCW Education Audit Protocol 2021 also includes a specific materiality and specific reporting limit for various items/topics, which we have applied.

In doing so, the materiality requirements, as laid down in the WNT Audit Protocol 2021, were applied to the audit of the WNT information included in the financial statements. We have also taken misstatements and/or possible misstatements into account that, in our opinion, are material for the users of the financial statements for qualitative reasons.

We agreed with the Supervisory Board that misstatements identified during the audit in excess of €0.5 million will be reported to them along with smaller misstatements which we consider to be of significance for qualitative or WNT reasons.

Scope of the group audit

Stichting Radboud Universiteit heads a group of organisations whose financial information is included in the consolidated financial statements of Stichting Radboud Universiteit.

The group audit focused on two significant entities: Radboud University Nijmegen (the educational institution) and the Faculty of Medical Sciences (part of Radboud university medical center). We performed our own audit of the Radboud University entity. We used the services of other auditors for the audit of the Faculty of Medical Sciences entity. For other entities, we conducted review procedures or specific auditing procedures.

The abovementioned procedures performed for (group) entities, combined with additional procedures at the group level, allowed us to obtain sufficient and appropriate audit evidence about the group's financial information to provide an opinion about the financial statements.

Our key audit matters

In our key audit matters, we describe matters which, in our professional judgement, were of the most significance in our audit of the financial statements. The key audit matters have been communicated to the Supervisory Board but are not a comprehensive reflection of all matters discussed.

The audit procedures relevant to these key audit matters were determined in the context of the audit of the financial statements as a whole. Our findings with respect to the individual key audit matters should be considered in that context and not as individual opinions on these matters.

Key audit matters

Value of provisions for asbestos removal. The notes on buildings and grounds and the provision are included in the accounting principles and references 5.1 and 5.7, respectively.

At the end of 2021, Stichting Radboud Universiteit recognised a €6.2 million provision for the removal of asbestos from buildings being demolished or renovated. The real estate policy of Stichting Radboud Universiteit is anchored in the 2016 multi-year investment plan (2016–2025) approved by the Executive Board and the Foundation Board. In 2021, this plan included the latest real estate developments, on the basis of which concrete decisions are taken about new building, renovation and demolition.

Stichting Radboud Universiteit's policy is to establish a provision for the necessary removal of asbestos in buildings containing asbestos for which a concrete management decision has been taken to renovate or demolish. The expected costs for asbestos removal from buildings for which no decision has been taken are explained in the 'off-balance sheet arrangements' (reference 5.10).

The board has made an estimate of the expected expenditures for asbestos removal and related demolition costs for the purpose of determining the relevant provision. In making this estimate, the board used valuations provided by external experts as well as data from recently completed asbestos removals.

The assumptions such as the number of square metres and the expected costs were updated when the financial statements were prepared. These were based on the most recent assessments and costs of asbestos removal in 2021, also incorporating the management decisions taken.

Given the size of the provision, the extent of the changes in the current financial year and the inherent uncertainty of estimates, we consider the valuation of this provision to be a key matter in our audit.

Our related audit activities

Based on the multi-year investment plan, we have examined the plans, analyses and financial substantiation for asbestos-related demolition and removal activities. In doing so, we verified whether a concrete management decision to renovate or demolish is present for all buildings included in the provision, and whether all buildings for which concrete management decisions are present are included in the asbestos removal provision.

We reconciled the expected costs for asbestos removal in the provision with the underlying external valuations and recent asbestos removals. We assessed the expertise and independence of the external experts to confirm that the appraisals are useful as substantiation. We also gained an understanding of the work performed by the external experts to confirm that the valuations are adequate for the purpose of establishing the provision.

We compared the actual costs for asbestos removal in 2021 based on invoices with the estimates from the previous year to assess the reasonableness of the management's estimates. We then assessed whether the price from updated expert appraisals and recent asbestos transactions are in line with the estimates of the expected costs for future asbestos removal.

In performing the above procedures, we found no material differences.

Key audit matters

Allocation of contract research income

The notes on contract research as part of the income from Education and Research (R&D) work commissioned by third parties are included in the accounting principles and references 5.9 and 6.4.

The income from contract research amounted to €172.5 million and was generated by multi-year research projects. Stichting Radboud Universiteit receives grants in advance for these multi-year research projects. The balance of projects in progress – €72.0 million at the end of 2021 – is recognised under current liabilities.

The faculties are responsible for conducting and managing the research projects. This means that the procedures regarding contract research are decentralised, including the periodic reassessment of the total expected execution costs and the related allocation of income. The monitoring of timely completion of projects and analysis of project status is carried out decentrally, on a quarterly basis, by project administrators using signal lists. The project results are processed in the financial administration. Stichting Radboud Universiteit uses internal guidelines for the creation of the provision for onerous projects.

The research projects often have a duration of several years and various grant schemes apply. The income is allocated to years in line with the development of the (expected) execution costs. Most of these execution costs relate to personnel costs.

Stichting Radboud Universiteit uses the number of staff members employed on projects to allocate these costs.

Research is inherently unpredictable. It requires periodic reassessment of the expected execution costs, particularly with regard to the use of staff and the related allocation of income.

Given the amount of contract research income, its decentralised nature, the diversity of grant schemes and the estimate of execution costs yet to be incurred, we considered this a key matter in our audit

Our related audit activities

As part of our audit activities, we gained an understanding of and assessed the internal control over the system for allocating personnel costs, overhead and other costs to research projects. As part of this, we assessed the reliability of the signal lists used by project controllers to identify risks, and the appropriate follow-up of the signals by the project controllers at year-end.

For the projects completed in 2021, we compared the previous financial estimates with the actual figures to determine the quality of the management estimates, with the aim of establishing the nature and scope of the work.

We performed a sampling and verified the correctness and completeness of the allocated personnel and other costs for the selected projects based on employment contracts, salary data, submitted project budgets, invoices and, for the surcharge of indirect personnel costs, the consistent application of the overhead rates used and compliance with the grant conditions.

In performing our procedures, we found no material differences.

Key audit matters

Valuation of the Unemployment Scheme for Dutch Universities (WNU) provision

The notes on this provision (formerly known as tide-over allowance) are included in the accounting principles and reference 5.7.

At the end of 2021, Stichting Radboud Universiteit recognised a €5.8 million WNU provision, intended to cover future labour law obligations based on accrued tide-over entitlements as of the balance sheet date.

The provision is built up at the individual level based on UWV statements (for the statutory part) and RAET statements (for the non-statutory part). The size of the provision is also influenced by management estimates regarding the duration of the expected obligations under the unemployment scheme and the Non-statutory Unemployment Regulations for Dutch Universities (BWNU).

Given the size of the provision and the estimation element, we consider this to be a key matter in our audit.

Our related audit activities

As part of our audit work, we familiarised ourselves with the Collective Labour Agreement and statutory and non-statutory provisions.

We assessed the internal control regarding the correctness of the data included in the payroll administration. Based on our audit activities, we concluded that we could rely on this internal control in the context of the financial statements audit.

In addition, we assessed whether the salary data used in the calculation of the provision were consistent with the payroll records. We tested the reasonableness and consistency of the processing of the assumptions regarding the (non-statutory) unemployment scheme using UWV statements (statutory) and RAET statements (non-statutory) at the individual level.

In addition, we assessed the realisation percentage by comparing the assumptions used with actual figures from experience. Based on the work performed, we concluded that the realisation rate is appropriate.

Finally, we performed a sampling to assess whether the expenditure from the individual dismissal schemes had been correctly accounted for. We found no discrepancies based on this work.

Appointment

We were appointed by the Supervisory Board on 11 November 2015 as the auditors of Stichting Radboud Universiteit from the audit of the 2016 financial year onwards, and we have been the external auditors since that financial year.

Compliance with the WNT overlapping rule not audited

In accordance with the WNT Auditing Protocol 2021, we did not assess the ban on parallel income referred to in Article 1.6a of the WNT and Article 5(1)(n,o) of the WNT Implementing Regulations [Uitvoeringsregeling WNT]. This means that we did not check to see whether or not the norm has been exceeded by a managing top-level executive due to possible employment as a managing top-level executive at other institutions governed by the WNT, as well as whether or not this is accurately reflected in the required explanatory notes.

Statement on the other information included in the annual report

The annual report also contains other information. This refers to all information in the annual report other than the financial statements and our auditor's report thereon.

Based on the work described below, we are of the opinion that the other information:

- is consistent with the financial statements and does not contain any material misstatements;
- contains all information that is required for the management report and the other data pursuant to the Reporting Guidelines for Educational Institutions and based on the provisions of the relevant legislation and regulations, as included in Section 2.2.2 'Management Report' of the OCW Education Audit Protocol 2021.

We have read the other information and, based on our knowledge and the understanding gained from the audit of the annual financial statements and elsewhere, considered whether the other information contains material misstatements.

Through our work activities, we have met the requirements set out in the Reporting Guidelines for Educational Institutions, Section 2.2.2 'Management Report' of the OCW Education Audit Protocol 2021 and Dutch Standard 720. These activities are not as extensive as our auditing activities relating to the annual financial statements.

The Executive Board is responsible for the preparation of the other information, including the Management Report and other data, in accordance with the Reporting Guidelines for Educational Institutions and based on the provisions of the relevant legislation and regulations, as included in Section 2.2.2 'Management Report' of the OCW Education Audit Protocol 2021.

Description of responsibilities in relation to the financial statements

Responsibilities of the Executive Board and the Supervisory Board regarding the financial statements

The Executive Board is responsible for the preparation and fair presentation of the financial statements in accordance with the Reporting Guidelines for Educational Institutions. The Executive Board is also responsible for the lawful recognition of the income and expenses and the balance sheet transactions in the financial statements, in accordance with the provisions of the relevant laws and regulations, as included in Section 2.3.1 'Frame of Reference' of the OCW Education Audit Protocol 2021.

Furthermore, the Executive Board is responsible for such internal control as the Executive Board deems necessary to ensure that the financial statements are prepared in compliance with the relevant laws and regulations and are free of material misstatement, whether due to fraud or error.

In drawing up the financial statements, the Executive Board must consider whether the educational institution is able to pursue its activities as a persistent concern. Based on the aforementioned reporting system, the Executive Board must draw up the financial statements based on the persistent concern assumption, unless the Executive Board intends to liquidate the educational institution or terminate the activities, or if termination is the only realistic alternative. The Executive Board should disclose events and circumstances in the financial statements that may cast significant doubt on the institution's ability to maintain continuity in its activities.

The Supervisory Board is responsible for supervising the educational institution's financial reporting process.

Our responsibilities regarding the audit of the financial statements

We are responsible for planning and performing the audit assignment in a manner that allows us to obtain sufficient and appropriate audit evidence on which to base our opinion.

Our audit was performed with a high, but not absolute, degree of certainty, which means it is possible that we have not detected all material errors or fraud during our audit.

Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence users' economic decisions that are made on the basis of these financial statements. The materiality affects the nature, timing and extent of our audit procedures and the evaluation of the effect of identified misstatements on our opinion.

A more detailed description of our responsibilities is included in the appendix to our auditor's report.

Eindhoven, 29 April 2022

PricewaterhouseCoopers Accountants N.V. Original signed by:

E.M.A. van Heugten, RA

Appendix to the auditor's report

We have maintained professional scepticism throughout the audit and exercised professional judgement where necessary, in accordance with the Dutch auditing standards, the OCW Education Audit Protocol 2021, as well as ethical and independence requirements. Our audit included the following elements:

- identifying and assessing the risks
 - that the financial statements contained material misstatements as a result of errors or fraud,
 - and of the illegitimate recognition of income and expenses as well as balance sheet transactions that are of material importance;
- determining and performing audit activities in response to these risks, and obtaining audit information that is sufficient and suitable to serve as a basis for our judgement. In case of fraud, the risk of a material misstatement not being discovered is greater than with errors. In case of fraud, there may be a question of collusion, forgery, the intentional omission of payment records, the intentional misrepresentation of events, or the circumvention of internal control;
- obtaining insight into the internal controls relevant to the audit in order to select audit procedures which are appropriate in the circumstances. These procedures are not intended to express an opinion on the effectiveness of the educational institution's internal controls;
- evaluating the appropriateness of the accounting principles used, the financial legitimacy criteria used and the reasonableness of the estimates made by the Executive Board and the related explanatory notes in the financial statements;
- concluding that the continuity assumption used by the Executive Board is acceptable. This includes determining, on the basis of the obtained audit information, whether events and circumstances have taken place that may cast significant doubt on the educational institution's ability to maintain continuity in its activities. If we conclude that there is a material uncertainty, we are obliged to draw attention in our auditor's report to the relevant explanatory notes in the financial statements. If the notes are inadequate, we are required to modify our report. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may prevent an institution from maintaining its continuity;
- evaluating the presentation, structure and content of the financial statements and included notes; and
- evaluating whether the financial statements provide a true and fair representation of the underlying transactions and events, and whether the income and expenses stated in these financial statements as well as the balance sheet transactions in all material aspects have come about lawfully.

Because we are ultimately responsible for our opinion, we are also responsible for directing, supervising and performing the group audit. In this respect, we have determined the nature and extent of the audit procedures to be carried out for the group entities. The decisive characteristics were the size and/or risk profile of the group entities or operations. Based on this, we have selected those group entities that required an audit or evaluation of the full financial information or specific items.

We communicate with the Supervisory Board on various topics, including the planned scope and timing of the audit, as well as significant audit findings, including any significant deficiencies in internal control.

Based on all the matters we discussed with the Supervisory Board, we identify the key matters of our audit of the financial statements. We describe these key audit matters in our auditor's report, unless laws or regulations preclude public disclosure or when, in extremely rare circumstances, not communicating the matter is in the public interest.

Appendices



Specification by unit

Specification by unit amounts x €1,000							
	Income from work commissioned by third parties	Staff expenses	Material expenses	Total expenses	FTE Academic staff	FTE support and management staff	Total FTE
Faculty of Philosophy, Theology and Religious Studies	1,701	12,309	2,763	15,071	93	33	126
Faculty of Arts	10,146	37,742	6,187	43,929	277	126	403
Nijmegen School of Management	5,596	32,418	6,762	39,181	261	94	355
Faculty of Medical Sciences (UMC)	128,705	167,532	53,501	221,033	1,198	793	1,991
Faculty of Science	41,604	84,509	37,159	121,669	815	312	1,127
Faculty of Law	7,988	27,094	9,675	36,770	186	113	299
Faculty of Social Sciences	13,947	54,607	11,540	66,148	438	176	614
subtotal	209,687	416,211	127,588	543,800	3,267	1,648	4,914
Corporate Information Systems	0	289	20,649	20,937	0	0	0
Radboud Services	2,267	69,927	74,667	144,594	2	800	802
Campus & Facilities	0	0	25,385	25,385	0	0	0
subtotal	2,267	70,216	120,700	190,916	2	800	802
Donders Centre for Cognitive Neuroimaging	5,123	6,871	3,815	10,686	52	29	81
Radboud Teachers Academy	275	4,333	580	4,913	33	18	51
subtotal	5,399	11,204	4,395	15,599	84	48	132
Radboud University Holding B.V.	0	9,293	433	9,726	0	0	0
General university activities	0	8,736	27,915	36,651	0	2	2
Administration Office	0	2,957	555	3,512	0	35	35
Corporate	0	317	3,683	4,000	0	0	0
subtotal	0	12,010	32,153	44,163	0	38	38
Consolidation items from individual financial statements	-5,772	-5,867	-109,991	-115,858	0	0	0
Consolidation items from consolidated financial statements	5,594	-9,154	4,725	-4,429	0	0	0
subtotal	-178	-15,022	-105,266	-120,288	0	0	0
total	217,174	503,913	180,004	683,917	3,353	2,533	5,886

Personal details and secondary positions of Executive Board members

The division of duties (portfolios) described below was valid until 1 June 2021; after the vice chair's departure, the portfolios were redistributed between the two other members of the Executive Board.

Daniël Wigboldus, Chair (since 1 May 2017)

Daniël Wigboldus is Professor of Social Cognition with a general specialisation in human observation and a particular specialisation in the role that stereotypes and prejudices play. He is interested in and has published about how stereotypes are maintained through language use, how stereotypical expectations influence the traits that we hold against others, and how implicit prejudices impact impulsive behaviour and the perception of faces. Wigboldus is also interested in innovative research and education methods. He is convinced that good education, in addition to good ideas and innovative research, will take science even further. In his experience, the best research and education come from collaboration with others.

In 2008, he received the University Education Award from Radboud University. He was closely involved in the creation of the education vision of the University (Kwaliteit, binding en duidelijkheid from March 2013). He was also an initiator of the Virtual Reality Lab of the Behavioural Science Institute at Radboud University. Wigboldus has a great deal of management experience. He was the dean of the Faculty of Social Sciences (2013-2017) and some of his other positions have included: chair of the Disciplineoverleg Sociale Wetenschappen, board member of the European Association of Social Psychology, and chair of the Associatie van SocialPsychologische Onderzoekers.

List of responsibilities

Function/content

- Academic Affairs:
 - Diversity/Inclusion
 - Impact
 - Education & ICT
 - Research Data Management
 - Strategy
- Information Services:
 - Provision of academic information/University Library
- Human Resources:
 - Diversity/Inclusion
- Marketing & Communications:
 - Alumni
 - Fundraising
 - Marketing and communication
- Governance
- Legal affairs, excluding academic integrity
- Strategic relationship development
- Safety and emergency organisation

Internal administration

- Administrative Cooperation Board (Radboud university medical center)
- Dean's council
- Joint Assembly (including agenda consultations)
- Royal distinctions
- Anniversary Committee 2025
- Radboud Holding BV
- Radboud Participation BV
- Stichting Katholieke Universiteit

External administration

- The Guild
- IMEC
- Economic board of Arnhem-Nijmegen
- Health Valley
- Dutch Scientific Institutes Abroad (NWIB)
- Novio Tech Campus
- SURF
- VSNU, the Strategy, Public Relations and Governance steering committee
- Regions/municipalities/provinces

Secondary positions

- Chamberlain of His Majesty the King for the Province of Gelderland (unpaid) (1 January 2019). Service to the Royal Household
- Board member of the Gelderland Valoriseert foundation (unpaid) (1 January 2019)
- Member of the Economic Board of Arnhem-Nijmegen (unpaid) (1 January 2017)
- Board member of the OnePlanet foundation (unpaid) (1 January 2019)

Han van Krieken, rector magnificus (sinds 19 mei 2016)

Han van Krieken is Professor of Pathology specialising in illnesses of the digestive tract and blood diseases, particularly lymphatic cancer. His research has led to better cancer diagnosis and new insights into the process of metastasis. Van Krieken has been associated with Radboud University since 1999. First, he was Professor of Tumour Pathology and from 2004, was Professor of Pathology. In 2009, he was appointed as chair of the Radboud university medical center Centre for Oncology, which in recent years has grown into a leading international institute under his direction. He has also been President of the European Society of Pathology (2013-2015) and Managing Editor of Virchows Archiv (2010-2015), and chief editor of the Journal of Hemapathology (2007-2017). He is currently chief editor of the Encyclopedia of Pathology and the Leerboek Oncologie.

Prior to his arrival in Nijmegen, Van Krieken worked at the National Cancer Institute in Bethesda (United States), the Institut für Pathologie in Kiel (Germany), and Leiden University Medical Center.

Van Krieken is a member of many different national and international bodies. In 2011, he joined the Deutsche Akademie der Wissenschaften Leopoldina and then the Academia Europaea in 2014.

He is also an honorary member of the Royal College of Pathology.

List of responsibilities

Function/content

- Academic Affairs:
 - Art and culture
 - Internationalisation
 - Education
 - Research
 - Radboud Academy
 - Student Affairs Office
 - Language policy
 - Radboud TLC
 - Academic integrity
- Human Resources:
 - Human Resources: academic affairs (including academic staff)
- Academic affairs
- CDL (DEC)

Internal administration

- Assessors meeting
- Aula (Registrar's Office)
- Christine Mohrmann
- Doctoral Examination Board/Council of Deans
- Committee for Education and Research (Foundation Board)
- Dies Natalis
- Donders Institute
- Max Planck Institute
- Directors of Education council
- Directors of Research council
- Opening of the Academic Year
- Radboud Teachers Academy
- Radboud Excellence Initiative
- Radboud Honours Academy
- Reinier Post Foundation
- Student Council
- Weekend school

External administration

- Royal Netherlands Academy of Arts and Sciences (KNAW)
- Dutch Research Council (NWO)
- Council of University Rectors
- VSNU, the Education, Research and Valorisation steering committee
- Regions/municipalities/provinces: Ieder Talent Telt, Regiodeal, city deals

Secondary positions

- Member of the Supervisory Board, quality committee member (paid)
- Member of the Advisory Board of BAB Academy (unpaid) (1 January 2019)
- Chair of the Niels Stensen Fellowship Committee (unpaid) (1 January 2019)
- Chair of the European Magnetic Field Laboratory through 1 July 2022 (unpaid) (1 January 2018)
- Board member of the European Magnetic Field Laboratory starting 1 July 2022 (unpaid) (1 July 2022)
- Editor of the Encyclopedia of Pathology (unpaid) (1 January 2014)
- Editor of the American Journal of Surgical Pathology (unpaid) (1 January 1998)
- Scientific board member of the Hartwig Medical Foundation (unpaid) (1 January 2017)
- Editor in chief of Leerboek Oncologie (paid)
- Member of the Advisory Board for Cyprus Cancer Research Institute (paid)
- Member of the Nikhef Board (unpaid)
- Board member of the Universities of the Netherlands (unpaid)

Wilma de Koning-Martens, Vice Chair (from 1 December 2013 to 1 June 2021)

Wilma de Koning studied Business Economics in Eindhoven and then at Erasmus University in Rotterdam. She followed postgraduate studies in Accountancy in Rotterdam and Accountancy and Environment at the University of Amsterdam. In 1987, she began a richly varied career in education.

She started as a lecturer at the Eindhoven Avondcollege before going on to hold several positions at Fontys University of Applied Sciences: lecturer, controller, head of finances and corporate controller. She later moved on to the University of Tilburg, where she was the Director of the Faculty of Economics and Business Administration as well as the General Secretary/Managing Director. In 2009, she returned to the Fontys University of Applied Sciences, this time as a member of the Executive Board with a portfolio covering quality assurance in education and research, HRM, ICT and finance.

List of responsibilities

Function/content

- Campus & Facilities:
 - Health, safety and environment
 - Facilities and Services
 - Radboud Sports Centre
 - Real estate and campus development
- Information Services:
 - GDPR / Privacy
 - ICT Service Centre (ISC)
 - Information Management (IM)
- Human Resources
- Finance & Control
- Corporate Control
- Sustainability
- IAD
- Identity

Internal administration

- Audit Committee (Foundation Board)
- Campus BV
- Campus BV Employment Office
- Director's meeting
- Works Council / Local Council
- Radboud Services
- Quality improvement of support positions
- University Chaplaincy
- Science Education Hubs

External administration

- SURF members' council
- Labour market regional table
- VSNU, Stichting Zelfstandig Publieke Werkgevers
- VSNU, the Operations and Finance steering committee
- VSNU, employers' delegation
- Region/municipalities/provinces: Green Capital, InScience, campus councils

Secondary positions

- Member of the Member's Council of the SURF cooperative (unpaid)
- Member of the Supervisory Board of ArtEZ (paid)
- Member of the Supervisory Board of Isala (paid)
- Member of the Advisory Council of InScience (unpaid)
- Alternate member of the Tests and Examinations Board (CvTE) (unpaid)
- Chair of the employers' delegation for the Collective Labour Agreement for Dutch Universities (CAO NU) (1 January 2020)
- Member of the labour market regional table Rijk van Nijmegen (1 January 2020)
- Member of the steering group for Green, Healthy and on the Move in Nijmegen (1 January 2020)

Overview of the secondary positions of the members of the Supervisory Board

M.W.L. (Merel) van Vroonhoven MBA

- Teacher-in-training (primary education teacher training college; part-time) (unpaid)
- Columnist (De Volkskrant newspaper) (paid)
- Chair of the Supervisory Board for Stichting Lezen (unpaid)
- Vice chair of the Supervisory Board for the Kunstmuseum (unpaid)
- Member of the Supervisory Board for Het Nationale Theater (unpaid)

Prof.dr. V.A.J. (Valerie) Frissen

- Director of SIDN fund (paid, primary job)
- Professor by special appointment for Digital Technologies & Social Change, Leiden University
- Member of the Supervisory Board of Amsterdam University of Applied Sciences (paid)
- Member of the Supervisory Board of Stichting Kennisland (unpaid)
- Member of the Board of WTMCI, Netherlands Graduate Research School of Science, Technology and Modern Culture (unpaid)
- Member of the Scientific Advisory Board of IVIR (Instituut voor Informatierecht), University of Amsterdam (unpaid)
- Member of Dutch Creative Council (unpaid)
- Chair of the Advisory Board of the pilot: Creatieve Industrie Eindhoven (unpaid)
- Member of the Supervisory Board and Digital Ethics Advisory Board for NL Digital (unpaid)
- Member of LEAD, Advisory Board of Landelijke Eenheid Politie (unpaid)

P.A. (Paul) Morshuis RC

- Member of the Supervisory Board of Radboud university medical center (paid)
- Board member of Stichting Kifid (Dutch Institute for Financial Disputes) (paid)
- Chair of the governance and administrative reporting committee for the Raad voor de Jaarverslaggeving
- Chair of the Disclosure Committee for the Confederation of Netherlands Industry and Employers (VNO-NCW)

Prof. dr. M. van Vliet

- COO of Deloitte Global Consulting (paid)
- Professor of Information & Technology Management at VU Amsterdam (unpaid)
- Member of the Supervisory Board, financial portfolio, JINC (unpaid)

Use of resources from the National Programme for Education and Research, realisation and future outlook

Process

Realisation of the NPO plan

The *Bestuursakkoord Nationaal Programma Onderwijs* (NPO administrative agreement about education) and the *Bestuursakkoord NPO onderzoek Steunprogramma voor herstel en perspectief onderzoeker* (NPO administrative agreement about the research support programme for recovery and perspective of researchers) were published and discussed in the Lower House on 21 May 2021. On 5 July, the University Joint Assembly (UGV) approved the plan for spending the NPO education and research resources. A lot of hard work went into developing a solid plan that prioritised student well-being. This involved collaboration across the university with various disciplines and with all faculties and institutes. At the request of the UGV, the method of monitoring progress towards the goals was added to the plans. The progress achieved each year will be included in the annual report.

€11.5 million has been allocated to Radboud University from the NPO administrative agreements about education and research. The NPO education resources may be spent in the years 2021–2023. The NPO research resources may be spent in the years 2021–2024.

	2021	2022	Total
<i>NPO education resources</i>			
A. Smooth intake and advancement	2,264	2,547	4,811
B. Student well-being and social connection			
C. Medical internships	1,031	-	1,031
D. Teacher training internship shortages	469	469	938
Total NPO education	3,764	3,016	6,780
<i>NPO research resources</i>			
Extension of temporary contracts	2,342	2,342	4,684
Total NPO research	2,342	2,342	4,684
Total NPO resources	6,106	5,358	11,464

Implementation of NPO resources and stakeholder involvement

Student Affairs oversees the spending of the temporary NPO education resources, and details about spending targets are discussed with the faculties. The Student Guidance 2023 project team and the Student Welfare Coordinator will be actively involved in the development and implementation of initiatives. They will also be responsible for explaining how the faculties spent their direct funds in the annual faculty report. The remaining budget will be managed by Academic Affairs, which will also document this in the annual report.

The Corporate Controller oversees the spending of the temporary NPO research resources. In early 2021, the faculties and institutes indicated how many temporary contracts of researchers they expected to have to extend due to pandemic-related delays. Based on the forecasts, the necessary resources were allocated to the faculties and institutes. Mid-term and end of year evaluations were made to assess whether the funds required to extend temporary contracts were in line with the forecasts, and a complete overview was drawn up of the actual contract extensions and the funds required for them.

In addition to the faculties and institutes, the University Student Council (USC) was involved in implementing the plans related to student well-being. The USC was also kept informed via informal meetings between the USC praesidium and Student Affairs about potential changes and implementing the plans. The plans and their progress were also discussed in the periodic meetings with the Municipality of Nijmegen and HAN University of Applied Sciences. Opportunities for collaboration between various stakeholders were also considered at those meetings.

Monitoring progress of plans and goals set

To determine whether the measures were effective, extra questions were added to several surveys and existing indicators were used. For example, first- and second-year students were asked whether they were assigned a tutor or a buddy and to what extent this helped them settle into university life. Students were also asked whether they participated in the pre-university programme 'Start your study with skills' and, if so, how it helped prepare them for university. The faculties were asked to reflect on the internship issues in the annual report and explain how many students were affected by these problems and for how many suitable solutions were found. Finally, as always, the university monitored how the students feel about student guidance as part of the National Student Survey.

Spending targets x €1,000		planned	realised	estimated	estimated	total	total	
		2021	2021	2022	2023	estimated	planned	difference
A.	Smooth intake and advancement	526	519	2,030	1,174	3,723	2,806	917
1.	Central temporary flex pool of student advisors	100	-	350	250	600	600	-
2.	Student tutors/buddies for all first-year students	251	447	1,275	603	2,326	1,502	824
3.	Optional pre-university programme for first-year Bachelor's students	65	65	142	77	284	130	154
4.	Student on call at schools	23	-	23	23	45	45	-
5.1.	Additional budget for small-scale faculty initiatives	75	7	201	182	389	450	-61
5.2.	Additional budget for joint expenditures in VSNU context	12	-	40	40	79	79	-
B.	Student well-being and social connection	325	137	942	881	1,960	1,959	1
1.	Community building	55	-	165	165	330	330	-
2.	Accelerated implementation of initiatives SB2023	33	63	70	67	200	200	-
3.	Temporary expansion of student support	83	51	250	199	500	500	-
4.	Student initiatives for well-being	67	18	200	182	400	400	-
5.1.	Additional budget for small-scale faculty initiatives	75	4	217	229	450	450	-
5.2.	Additional budget for joint expenditures in VSNU context	12	1	40	39	80	79	1
C.	Medical internships	172	-	516	516	1,031	1,031	0
1.	Extramural internships	72	-	215	215	430	430	0
2.	Longitudinal internships	100	-	301	301	601	601	0
D.	Teacher training internship shortages	163	65	483	390	937	938	-1
1.	Expanding capacity of teacher trainers	42	30	125	83	237	250	-13
2.	Support for students with study delays	43	9	119	110	238	224	14
3.	Expanding capacity to reduce workload	70	18	202	184	404	418	-14
4.	Overhauling courses to increase feasibility	8	8	21	9	38	37	1
5.	Event for future students	-	-	16	4	20	9	11
E.	NPO coordination	10	-	30	15	45	45	0
Total		1,196	721	3,999	2,975	7,696	6,779	917

Use of NPO resources for education

As described earlier, it was decided to use the NPO education resources to focus on student well-being. The resources are also being used to address specific issues, such as delays in internships for teacher training and medical study programmes. Above you can see how the resources were spent in 2021 and how they are expected to be spent in the coming years. The planned costs correspond to the original plan approved by the participational bodies. These planned costs correspond to the allocated NPO education resources. The estimates for 2022 and 2023 have been adjusted based on the actual figures for 2021.

To date, no significant changes have been made to the content of the plans submitted. However, additional resources have been allocated to the initiatives in the plan and time shifts have taken place. Many initiatives that are part of the plans were initiated in 2021, but despite the many efforts, they were delayed in some places. For example, it took slightly longer than expected to recruit additional staff for the flex pool of student advisors, and some faculty initiatives got underway somewhat later. Because of this, resources will be shifted from 2021 to 2022 and 2023. This is not expected to affect the total expenditure of funds.

A. Smooth intake and advancement

The resources in this category are intended for minimising and preventing study delays. It is crucial that universities provide students with the right support and guidance before and during the study programme in order to maximise academic success. Radboud University has decided to use the available resources in this category to provide students (particularly first-year and second-year students) with guidance and supervision. In addition to the available NPO resources, some faculties are using funds for small-scale initiatives and their own resources to promote the smooth intake and advancement of students, especially by providing extra student tutors for first- and second-year students. No additional investments were made in providing study information or a study compatibility check due to a lack of time in 2021, and information is expected to be provided as usual in 2022.

- Each faculty will set up a peer-to-peer support programme in the 2021-2022 academic year. Some faculties have used additional resources of their own to offer more intensive support to first- and second-year students.
- The optional pre-university programme for first-year Bachelor's students was a success.
- The central temporary flex pool of student advisors will start in the spring of 2022.

B. Student well-being and social connection within the programme

Student surveys during the pandemic revealed that the well-being of large groups of students plummeted this past year. Loneliness, lack of motivation, stress and depression were common symptoms arising from a lack of in-person education and contact with fellow students and lecturers. The university therefore invested heavily in strengthening social connections with the study programmes and – partly because of this – improving the well-being of all students, with a special focus on vulnerable groups. The university also joined the ongoing project Student Guidance 2023. For example, in 2021 the university:

- organised a Radboud Wellbeing Week with workshops for students;
- invested in Gezonde Boel, an e-Health tool to promote students' mental health that starts with a focus on preventive action;
- made a well-being grant available to students and student organisations. This will be continued in 2022 and 2023.

In 2022 and 2023 (in collaboration with the faculties):

- extra attention will be paid to developing training programmes for students;
- projects focused on student welfare will be set up by and for students;
- there will be a focus on community building through an online platform that will be set up;
- a training course about social safety will be made available to academic counsellors.

C. Support and guidance during medical internships

In 2020, the internships in Nijmegen were delayed by five months due to pandemic-related measures. The limited number of internship positions and the internship structure make it difficult to overcome this delay. To minimise study delays in the Dentistry and Medicine programmes, the Faculty of Medical Sciences advanced the extramural internship before the start of the medical internships and added a longitudinal internship (a longer stay in one healthcare institution). Given the persistence of the pandemic into 2021, this was not (yet) a suitable time to create additional training capacity in healthcare (either in or outside hospitals). Training capacity will be expanded as soon as there is space for it. This is expected to materialise in the course of 2022 and 2023.

D. Teacher training internship shortages

A specific budget has been reserved for teacher training study programmes to minimise study delays and reduce dropouts because of internship shortages. The Radboud Teachers Academy (RDA), Pedagogical Sciences Primary Education (PWPO) and the two-year teacher training Master's programme (EduMA2) want to use the resources to help students minimise study delays and improve student guidance. There has been very little in-person contact between students and lecturers this past year. We plan to make up for this in the years to come by intensifying contact between lecturers/educators and students and preventing unnecessary study delays and dropouts. This should improve the didactic situation and have a positive effect on students' well-being.

Concrete measures that will be taken include the appointment of extra trainers/lecturers who will support students in the study programme if delays occur by, for example, giving catch-up courses, intensifying mentoring and/or providing extra guidance with the thesis. The extra capacity will also be used to provide extra guidance to students during their (extended) internships/practical learning. In addition, a unifying event will be organised for all Radboud University students following a teacher training study programme. The preparations for these activities were made in 2021, and they will mainly take place in 2022 and 2023.

Use of NPO resources for research

(x 1,000)	Realisation 2021			Budgeted 2022		Estimated 2023		Estimated 2024		Total 2024
	Number of extensions	Average extension (in months)	€	Number of extensions	€	Number of extensions	€	Number of extensions	€	€
Resources spent										
PhD candidates	99	4	1,379	126	1762	97	1302	59	852	5,295
Researchers	43	4	588	113	376	129	718	127	619	2,301
Technicians	2	3	25							25
Education/research assistants	5	3	41							41
Lecturers (research part)	1	4	15							15
Total	150	4	2,048	239	2138	226	2020	186	1,471	7,677
Available resources										
Relabelling NWO resources			1,105							1,105
Remaining 2020 CLA 0.45% agreement			220							220
Use of own resources			723							723
NPO research resources			-		2,138		2,020		526	4,684
Total			2,048		2,138		2,020		526	6,732

The Faculty of Medical Sciences was not included in the table above, given that Radboud university medical center receives its own NPO research resources, which it includes in its own budget and annual report.

Explanation of how NPO research resources were spent

We faced a global pandemic in 2020. Researchers experienced delays because libraries and archives had to close, source materials were no longer accessible, and experiments with test subjects could not be carried out. Working from home and remote teaching also caused delays for researchers. Radboud University took several measures to support researchers with a temporary contract where possible. These included extending temporary research contracts with the NPO research resources when the effects of the pandemic caused delays. This was done in 2020 and 2021 and will continue in 2022, 2023 and 2024 if necessary.

The table above shows that all contract extensions could be financed in 2021 by relabelling the NWO resources, the remaining resources available for contract extension in 2020 (CLA agreement 0.45% scheme) and the resources that Radboud University has drawn from its own reserves to extend temporary contracts. The NPO research resources will be used to extend temporary contracts in 2022, 2023 and 2024. With these resources, it is expected that all contracts can be extended in 2022 and 2023, as well as most contracts set to expire in 2024. It should be noted that the forecasts for resources required in 2022, 2023 and 2024 were based on estimates made by the faculties and institutes with the information available. Researchers whose contracts end in 2023 or 2024 may be able to (partially) make up their delay in the coming period by changing the order of their research or choosing a different research design, such as online testing. This will affect the required resources. At the same time, the delay may increase if a new lockdown occurs. The university will keep a close eye on these developments.

	Number of researchers helped	Total costs
A. NPO support programme for recovery and perspective of researchers	0	0
B. Own resources and financial and non-financial measures	150	2,048

Appendix: Quality agreements in the faculties

Radboud University invests the vast majority of its quality funds at the faculty level. This means that decisions are made as close as possible to the primary educational process, although implementation may vary between faculties. All faculties have made their own plans for this. This appendix describes the progress made by each faculty in implementing these plans. It also describes how each faculty involves stakeholders. Each faculty report ends with a reflection on the process from the faculty's participational bodies.

The table below shows the expenditures of the faculties per year. These expenditures correspond to the table as included in the chapter on [quality agreements](#) and the explanations per faculty, as included in the appendix.

bedragen x mln €	Realisatie 2019	Realisatie 2020	Realisatie 2021	Raming 2022	Raming 2023	Raming 2024
FFTR	0.2	0.3	0.5	0.6	0.7	0.7
FdL	0.1	0.6	0.6	1.1	1.1	1.3
FdM	0.8	1.7	2.5	3.0	3.0	3.1
FMW	2.3	3.0	3.0	3.9	4.0	4.1
FNWI	1.7	2.4	2.6	3.0	3.0	3.0
FdR	1.5	1.8	2.3	2.8	2.8	3.0
FSW	0.4	1.2	2.3	2.3	2.3	2.3
Totaal	7.1	11.0	13.9	16.7	16.9	17.5

Faculty of Philosophy, Theology and Religious Studies

This section describes how the Faculty of Philosophy, Theology and Religious Studies shapes the implementation of the investments in educational quality according to the 2019-2024 Quality Agreements. It begins by explaining how the plan was drafted in 2018 and how it is revised annually. This is followed by a review of the activities carried out per theme. The section concludes by describing how student and staff representatives were involved in this process. The reflection of these representatives is also included.

From August 2018, the board, lecturers and students worked on the plan for spending the quality resources over the period from 2019 to 2024. Prior to that, starting in 2016, the university's pre-investments were used for three issues: (a) reducing group sizes in seminars and practicals; (b) increasing supervision hours for BA papers; (c) adding hours for supervision in Spiritual Care (SC). Within the framework of the quality agreements, the faculty is investing in five of the six themes defined by the Ministry of Education, Culture and Science:

1. More intensive and smaller-scale education
2. Increased and improved guidance of students
3. Study success
4. Educational differentiation
5. Continued professional development of lecturers (lecturer quality)

With this first plan, a budget and activity plan were made for 2019 and for the period thereafter (2020–2024). This plan was submitted to the participational bodies, adopted by the faculty's Executive Board, submitted to the Executive Board and presented to the faculty's staff members. Twice a year, the plan is evaluated with a delegation from the participational bodies. During these meetings, the balance sheet is drawn up and the plan is adjusted where necessary. Reporting to the Executive Board takes place annually via the faculty budget and the reports in which the participational bodies also reflect on the implementation of the quality agreements.

The first quality agreements were included in the education section of the 2019 Budget Memorandum. It was discussed in the Faculty Joint Assembly on 24 September 2018. The Representative Council and Faculty Student Council unanimously approved the submitted plans, and they were sent to the Executive Board on 5 October 2018. The plan was based on the following principles.

THEME	FOCUS
1. More intensive and smaller-scale education	Smaller groups and more individual guidance and feedback
2. Increased and improved guidance of students	More hours for the study advisors and student assistance
3. Study success	More knowledge clips, web lectures and individual feedback, aimed at consolidating and further increasing the enjoyment and effectiveness of studying
4. Educational differentiation	More choices for students and attention for the teaching profession
6. Continued professional development of lecturers	Recognising and supporting (novice) lecturers

Not everything costs money

The faculty plan for the quality agreements is dynamic and – for the Faculty of Philosophy, Theology, and Religious Studies in particular – it is true that in the first years the resources were not yet substantial (slightly more than 1 FTE), and they were distributed among the various themes and over several activities. The faculty continuously works on improving its education, and this results in measures similar to those in the quality agreements. That is why the budget also includes a section for ‘own resources’. Furthermore, in practice, it regularly appeared that some proposed activities mainly involved a different way of working that did not necessarily have a financial consequence. The activities that, on closer inspection, had no or little financial impact have been included in this section because they illustrate the total quality improvement programme.

Table: realisations and current budgets

x €1,000						
Expenditures per theme	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
1. More intensive and smaller-scale education	61	95	160	254	289	298
2. Increased and improved guidance of students	24	24	24	24	24	24
3. Study success including admission and advancement	42	46	84	84	84	84
4. Educational differentiation	88	156	232	224	254	254
5. Appropriate educational facilities of good quality	-	-				
6. Continued professional development of lecturers	-	17	34	34	34	34
Total	215	338	534	620	685	694

Realisation in 2019, 2020 and 2021, the current budget for 2022 and the estimates for 2023 and 2024

x €1,000						
Expenditures per theme	Realised 2019	Realised 2020	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
1. More intensive and smaller-scale education	60	98	157	254	289	298
2. Increased and improved guidance of students	25	21	24	24	24	24
3. Study success including admission and advancement	40	43	84	84	84	84
4. Educational differentiation	63	129	210	224	254	254
5. Appropriate educational facilities of good quality	-	-	-			
6. Continued professional development of lecturers	-	20	35	34	34	34
Total	188	311	507	620	685	694

Notes on quality agreements expenditure per theme

Theme 1: More intensive and smaller-scale education

Theme 1 actions	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
1. research method teaching B1	16	20	40	76	15	24	39	78
2. Project intensification B2	5	15	34	54	5	17	31	53
3. Extra tutorials BA B3	5	15	34	54	5	19	33	57
4. Extra supervision SC MA	15	15	22	52	20	17	20	57
5. Doubling courses SC	15	15	30	60	10	18	34	62
6. Extra hours for thesis workshop	5	10	-	15	5	3	-	8
Total	61	90	160	311	60	98	157	315

Explanatory notes on the actions

- No. 1: Research method teaching is done in small groups (15–20 students per group) to optimise guidance and feedback. Due to the unexpectedly large student enrolment, the budgeted doubling of the PPS research method courses in B1 ultimately became a quadrupling in 2021.
- No. 2: From 2021 onwards, four additional 'project' tutorials will be offered. These are highly intensive supervised courses in groups of no more than ten students. The extra tutorials will also increase the choice of themes.
- No. 3: The previously budgeted hours for thesis and internship supervision have been fully used since 2020 for the extra supervision of final papers for the BA. Extra groups for the Bachelor's paper proved more urgent than extra hours for Master's thesis supervision. In the coming years, the number of hours of Master's thesis supervision will also have to increase.
- No. 4: The previously budgeted extra supervision for seminars and practicals was almost entirely spent on extra supervision in the Master's programme in Spiritual Care. This was done because the number of students there had doubled in two years.
- No. 5: Because of the large student enrolment in the Master's programme in Spiritual Care, three courses are now offered twice. This keeps the group size reasonable to guarantee good supervision and feedback.

- No. 6: Lecturers receive extra hours for thesis workshops. Because of the reallocation of teaching and research time (due to the NPO resources in 2021), lecturers have a fixed allowance of 5% of their time for administrative tasks. These extra hours are not included in the budget and realisation.

Theme 2: Increased and improved guidance of students

Theme 2 actions	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
1. Extra focus on students with mental health problems and students with disabilities	-	-	-	-	-	-	-	-
2. Fostering the educational community (combating exclusion and encouraging studying together)	-	-	-	-	-	-	-	-
3. Extra hours for academic counselling (renewed mentorship aimed at self-direction)	-	-	-	-	-	-	-	-
4. Extra study advising	24	24	24	72	25	21	23	69
Total	24	24	24	72	25	21	23	69

Explanatory notes on the actions

- No. 1: A lot of attention is being paid to these problems because of coronavirus. When the quality agreements were made, it was assumed that this would only concern a small group of students. The pandemic has made this obsolete and now, in theory, this applies to all students.
- No. 2: Encouraging students to study together has been rarely possible because of the pandemic. This is now mainly done in the 'project' (B2) and 'Bachelor's paper' (B3), where giving feedback to each other has become an essential part of the education.
- No. 3: This topic is a key part of the Student Guidance 2023 programme (personal and professional development). Therefore, it can remain outside the quality agreements.
- No. 4: The extra hours for study advising were mainly dedicated to helping international students.

Theme 3: Study success

Theme 3 actions	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
1. Using knowledge clips	15	-	-	15	15	-	-	15
2. Expanding web lectures	7	-	-	7	8	4	-	12
3. Focusing on papers	-	40	76	116	12	32	76	120
4. (Bilingual) writing centre	15	-	-	15	-	-	-	-
5. Extra hours for student assistants	5	6	8	19	5	7	8	20
Total	42	46	84	172	40	43	84	167

Explanatory notes on the actions

- No. 1: In 2019, a one-time sum of €15,000 was spent on the Developing Knowledge Clips pilot project. Clips were developed for four courses. The development of knowledge clips is now a standard part of lecture preparation.
- No. 2: The number of web lectures has doubled, and all pre-Master's courses are using them. This has considerably increased the feasibility of the pre-Master's programme because many of those students have care- or work-related responsibilities alongside their studies.

- No. 3: With the appointment of first one and then two PhD students with a 50% teaching appointment, feedback in phases was further developed (e.g., in the skills courses in the Religious Studies Bachelor's programme, in the pre-Master's programme, in the 120-EC Master's programme in Philosophy, and in project and Bachelor's paper).
- No. 4: The original plan for an in-house writing centre was revised because the offering at the central level (in'to Languages) improved considerably. The academic skills lecturers integrate this central offering into their courses.
- No. 5: To enhance daily guidance and feedback, courses with more than 50 students can use student assistants. The student assistants are particularly helpful in checking interim assignments and giving feedback to students who need it.

Theme 4: Educational differentiation

Theme 4 actions	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
1. Extra PPS modules	28	100	153	281	21	98	149	268
2. Facilitating modes of instruction	20	20	27	67	12	9	-	21
3. Two-year teacher training Master's programme	20	20	28	68	23	21	33	77
4. New R&D division	-	-	-	-	-	-	-	-
5. Modern foreign languages	20	16	-	36	7	1	-	8
6. Extra hours for ICT support	-	-	24	24	-	-	28	28
Total	88	156	232	476	63	129	210	402

Explanatory notes on the actions

- No. 1: A lot has been invested in extra modules for the Philosophy, Politics and Society (PPS) Bachelor's programme. These also serve as minors for the B2 and B3 students. These modules/minors are aimed at philosophical reflection on current themes and use various modes of instruction (e.g., lectures and instructional lectures, seminars and practicals). Students who participate in these modules/minors learn to apply their philosophical knowledge and skills to current topics, such as environmental issues, the future of democracy and global justice.
- No. 2: An annual call to give lecturers space for educational innovation has not taken place. Partly due to the new calculation of the teaching and research load, lecturers have already been given more room for educational development and experimenting with new modes of instruction. Moreover, the pandemic has caused lecturers to work much more with ICT applications.
- No. 3: The teacher training Master's programme offers Philosophy and Religious Studies students an excellent opportunity to get to know the teaching profession (Philosophy or Spirituality). For philosophy students, there is now finally a more career-oriented Master's programme. For theology and religious studies, there already were study programmes in spiritual care and religion and policy.
- No. 4: The new division of the education and research load (from 60/40% to 50/45/5%) reduces lecturers' workloads. This new division is not in the budget for quality agreements, but it does improve quality because lecturers get relatively more time for educational activities.
- No. 5: The extra-curricular attention to modern foreign languages has not been developed further. In the evaluations of the quality programme this appeared to be less urgent, partly in view of the university's offerings.
- No. 6: An employee has been appointed specifically for digital examinations (CIRRUS). They are also responsible for ICT support. The faculty is now in a position to catch up. In three years' time, almost all written exams will be digital, which will greatly improve the quality of assessment.

Theme 6: Continued professional development of lecturers

Thema 6: Verdere professionalisering van docenten

Theme 6 actions	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
Teaching-oriented lecturers	-	-	-	-	-	-	-	-
Workloads of novice lecturers	-	17	34	51	-	20	35	55
Setting up an educational archive	-	-	-	-	-	-	-	-
Training student assistants	-	-	-	-	-	-	-	-
Total	-	17	34	51	-	20	35	55

Explanatory notes on the actions

- No. 1: The valuation of teaching activities (in the framework of Recognition and Rewards) is not part of the budget for quality agreements. That has its own programme.
- No. 2: Measures to reduce the workloads of novice lecturers were put into effect from 2019. In their first year, novice lecturers receive more hours per course in addition to active monitoring. This also gives them extra time to obtain their UTQ, if they have not already done so.
- No. 3: The educational archive has not yet got off the ground. The idea is that it would be an archive where lecturers could share best practices with each other. The pandemic has seriously hindered the implementation of this idea.
- No. 4: From 2022 onwards, student assistants will be trained using the free training offered by the TLC.

Proposed extra activities from 2022

- Extra hours for 'project' B2 Religious Studies and Theology
- Extra hours for thesis and internship supervision
- Practical courses in Public Philosophy and Philosophical Tools
- Extra hours for research method teaching in Religious Studies and Theology
- Extra modules (minors)
- Extra ICT support to develop the TIP

Notes on the realisation process and the involvement of the participational bodies

Every six months, the quality agreements are discussed with a delegation from the participational bodies. There is a work group made up of the education policy officer, the finance officer, the director of education and the administrative director, the student assessor and representatives from the Representative Council (OC) and Faculty Student Council (FSR).

The design of the expenditure plan started in 2018 with a brainstorming session about the actions per theme. In the following years, the progress and success of activities were discussed. Where the results were disappointing (e.g., theme 3, writing centre), an alternative plan was considered or the activity was discontinued. New initiatives (e.g., theme 1, intensification projects) were proposed and developments (e.g., the pandemic, extra NPO resources, student guidance project) were incorporated.

The results of these meetings are incorporated in the annual report or the budget. In addition to giving their input, the representatives of students and staff reflect on the course of this process.

Independent reflection from the participational bodies

On 22 August 2018, in consultation with representatives of the Representative Council (OC) and Faculty Student Council (FSR), a first plan was drawn up for the use of the extra resources in the framework of the quality agreements.

Each year, a meeting is held with representatives of the FSR and the OC to monitor the plans made in the context of the quality agreements and agreed to at the faculty and university level and, if necessary, to adjust or translate them to new situations. This meeting takes place with representatives of the educational management and the faculty's Executive Board and a committee that includes at least two representatives of the FSR and the OC. The plans of the Faculty of Philosophy, Theology and Religious Studies are discussed at this meeting and updated if necessary.

Any adjustments to the plans are explained and adjustments desired by the FSR and OC that are within the scope of the plans are discussed. In addition, the quality agreements are explicitly discussed during the annual Faculty Joint Assembly meeting, which is entirely devoted to the budget. This meeting takes place annually at the end of September. (See Appendix E, 2021 Annual Report of the Faculty of Philosophy, Theology, and Religious Studies, for a more detailed explanation of the plans and their revision.)

The agreements were evaluated again on 16 February 2022. Ferhan Akin, Frank Hammecher, Jeroen Linssen, Carry Maathuis and Jasper Uiterwaal were present on behalf of educational management and the faculty's Executive Board. Hanna Eisen and Rik Pulles were present on behalf of the FSR.

Jorien Copier and Halard Viersen were present on behalf of the OC. The link between the use of the study financing resources and the actions was made, and an explanation of deviations or additions to the original plan was given. The five spending themes the faculty used in the plans about the quality agreements were discussed per theme.

Although the constraints of the past year did not always allow for the additional resources for quality agreements to be spent and implemented as planned, the efforts of the faculty's Executive Board received a positive evaluation. The FSR and OC have been sufficiently involved in the plans and are kept informed of the progress.

To continue the realisation and implementation of the quality agreements, we would like to ask that more attention be paid to more intensive and smaller-scale research method education (theme 1.1), room for and attention to educational innovation (4.2), more and better guidance of students (2.1) and the development of novice lecturers (5.2). We want to emphasise that the FSR and OC want to remain closely involved in the further implementation of the quality agreements.

In addition to the quantitative midterm review of the amounts spent from the additional resources, we would like to help think about a substantive evaluation or monitor of certain subprojects so we can gain a better understanding of the benefits.

REPRESENTATIVE COUNCIL (OC):

Antonio Cimino (chair)

Anouta de Groot

Lotje Siffels MA

Nina de Boer MSc MA

Jorien Copier MA

Lena Richter MA

Mathijs van de Sande

Harald Viersen

FACULTY STUDENT COUNCIL (FSR):

Rik Pulles (chair)

Paula Muller

Hanna Eisen

Pieter van Esser

Chloe Scanlan

Jasmijn Schillings

Faculty of Arts

In 2018, the Faculty of Arts, in consultation with the Faculty Joint Assembly, chose to not only use faculty resources but also resources from the quality agreements (also known as study financing resources) to carry out the plans related to organisational change. In doing so, we wanted to accomplish three goals:

- an attractive social profile for our students,
- more efficient educational programming, and
- reduced workloads.

One reason for this change of course was the recurring complaint from our students that the existing study programmes offered too little preparation for the job market. The perceived rigidity of the organisation and the workloads of lecturers were also reasons for change. That is why the faculty's Executive Board decided to drastically change the educational programming and the division of tasks. The change of the educational organisation was divided into three sub-plans:

- the introduction of profiling minors,
- the modification of the faculty's teaching staff allocation model, and
- the establishment of three departments (instead of ten).

Below is an overview of the original multi-year estimate (drawn up in 2018) and the realisation from 2019 through 2021:

to period 12 (x €1,000)						
Expenditures per theme	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
1. More intensive and smaller-scale education	134	134	240	314	314	
2. Increased and improved guidance of students	-	33	133	213	213	
3. Study success including admission and advancement	-	-	100	141	180	-
4. Educational differentiation	-	-	100	141	180	
5. Appropriate educational facilities of good quality	-	-	-	-	-	
6. Continued professional development of lecturers	-	80	180	250	250	
Total	134	247	753	1,059	1,137	

In 2021, the original estimate was adjusted in the 2022 budget based on new proposals from the Faculty Joint Assembly. It was decided to allocate more resources to the theme of 'More intensive, smaller-scale education'. This was done by deploying extra teaching staff to reduce the number of students per tutorial and by allocating more time to thesis supervision. Both actions aligned with the needs of our students and lecturers.

The financial scope to achieve this was created by using the temporary NPO resources for student assistance that were previously financed from the quality funds. When the temporary NPO resources expire, space will again be created in the budget for quality funding because this will increase in the coming years. Below is a breakdown by theme of where the resources have been used in recent years.

Notes on quality agreements expenditure per theme (2019 to 2021)

Although we had to deal with coronavirus measures over the past two years, the faculty was still able to achieve a large part of the planned goals, set them in motion or, in consultation with the Faculty Joint Assembly, deploy the resources differently.

As a result of the abrupt transition to online education, some resources could not be used as planned. After consultation with the Faculty Joint Assembly, the faculty used quality funds to support the lecturers in the transition to online teaching and to provide extra guidance to students. This resulted in:

- the deployment of a supporting education officer for each department;
- using student assistants to support education;
- extra deployment of student assistance to guide international students.

Thema 1 Intensiever en kleinschalig onderwijs

to period 12 (x €1,000)	2019	2020	2021	total	2019	2020	2021	total
1. More intensive and smaller-scale education								
Improving the staff-student ratio;	134	134	240	508	134	285	237	656
Minimum standard for hours per course	-	-	-	-	-	-	-	-
Teaching and research assistant to support lecturers and involve students more intensively in science	-	-	-	-	-	-	-	-
	134	134	240	508	134	285	237	656

The purpose of using these resources was to reduce workloads and improve the quality of education.

Our faculty is characterised by its small-scale and intensive education in many study programmes. The relatively small number of students (in many of the study programmes) demands a lot from our lecturers. The small numbers lead to limited financing of education, which means that a lot of teaching falls on the shoulders of a small group of lecturers. This leads to high workloads for lecturers and less time for student guidance. That is why, since 2016, the quality funds have been used to improve the staff-student ratio. Additional teaching staffing was also allocated to each of the three departments in 2020 to reduce the increased workload resulting from the sudden transition to online education in connection with the coronavirus measures. This was possible because of the previously mentioned increase in quality funds by the Executive Board. The goal of setting a minimum standard for hours per course (component) was also achieved.

Theme 2 Increased and improved guidance of students

to period 12 (x €1,000)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
2. Increased and improved guidance of students								
Improving study performance and students' well-being by optimising academic counselling		33	133	166	0	50	23	73
Guidance for international students		0	0	0	0	35	3	38
Reducing lecturers' workloads		0	0	0	0	0	0	0
		33	133	166		85	26	111

To benefit our students' well-being, some of the quality funds were used to improve mentoring and academic counselling. International students in particular turned out to need extra support as a result of online education. We therefore decided to employ extra student assistants under the supervision of a coordinator. In 2021, this was partly financed from other budgets, such as the incidental NPO resources. This will also be the case in 2022. Starting in 2023, there will again be sufficient financial scope to finance this from the resources for the quality agreements.

Theme 3: Study success

to period 12 (x €1,000)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
3. Study success including admission and advancement								
Appointing a separate admission officer and strengthening faculty Examining Board	-	-	100	100	-	80	101	181
Linking educational content to social themes in profiling minors	-	-	-	-	-	-	-	-
	-	-	100	100	-	80	101	181

The faculty used the quality funds to appoint two admission officers to improve the handling of the admission process for foreign students and to improve student communication. From 2022 onwards, one of the admission officers will be financed by other means; this will be made possible by additional structural resources.

Theme 4: Education differentiation

to period 12 (x €1,000)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
4. Educational differentiation								
New didactic educational concept: think tanks;	-	-	100	100	-	-	-	-
Introducing two-year teacher training Master's programme; English-taught Bachelor's programmes; room for electives in B3; developing interfaculty collaboration modules; developing interfaculty Master's programmes	-	-	-	-	-	96	178	274
	-	-	100	100	-	96	178	274

The change in the curricula will boost the quality of our education. In the Bachelor's degree programmes, we offer interdisciplinary profiling minors that bridge the gap between academics and society. These help our students enter the job market with greater confidence. By organising these profiling minors with a clear link to the National Science Agenda and a concrete professional field, every Bachelor's student has the opportunity to become acquainted with social issues to which a humanities scholar should be able to find an answer. The profiling minors are accompanied by a new educational concept in our faculty: the concluding think tank in which students get to work in concrete terms on an assignment, question or problem presented by a social partner.

In addition, four English-taught Bachelor's degree programmes were started. They were pre-financed by the faculty. The teacher training Master's programmes (eight different tracks) and interfaculty education have all been started; the Executive Board provided the (pre-)financing for these.

The faculty also decided to appoint an education officer and student assistants in each department to support lecturers in the transition to online education and guarantee the quality of education. As a result, expenditure in this area was higher than budgeted.

Theme 6: Continued professional development of lecturers

to period 12 (x €1,000)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted total	Realised 2019	Realised 2020	Realised 2021	Realised total
6. Continued professional development of lecturers								
ICT in Education booster; professionalisation with new modes of instruction; proeftuin experiments	-	80	180	260	-	89	91	180
Language learning								
	-	80	180	260	-	89	91	180

The use of these resources enabled further professionalisation and support for lecturers in the field of ICT in education (ICTO) and contributed to the development of new methods for language learning. As a result of the coronavirus measures, there was an immediate demand for online education and increased use of digital assessment. The staffing level for ICTO support was increased to support the lecturers, among other things by appointing a digital assessment officer. The digital assessment officer is only partly financed by these resources.

Notes on the realisation process and stakeholder involvement

The release of the study financing resources in the context of the quality agreements was the starting point for intensive consultation with the participational bodies in our faculty. Before the summer of 2018, the faculty's Executive Board made procedural agreements with the Faculty Joint Assembly about the discussion of the spending targets for 2019 and indicative estimates for the subsequent years.

To ensure good, timely coordination on the use of these resources, a Study Financing Committee was established. It consists of two members from the Faculty Student Council at the Faculty of Arts (FSRL), two members from the Representative Council at the Faculty of Arts (OCL), and the administrative director on behalf of the faculty's Executive Board. The committee is supported by the Administrative Affairs Office.

The committee operates as follows:

- At the beginning of the calendar year, the committee discusses proposals for spending the resources for the coming calendar year. This involves further concrete implementation of plans already included in the form of indicative estimates.
- The faculty's Executive Board then examines the financial feasibility of the proposals, after which choices are made in consultation with the committee.
- The chosen proposals and their financial basis are discussed with the Faculty Joint Assembly before the summer holiday, in the presence of the newly chosen members of the FSRL. These members of the FSRL can then make informed and substantiated recommendations in the new academic year about the budget and specifically about the part of the budget that concerns the spending of the quality funds. In this way, both the 'sitting' and new FSRL members are involved in developing the plans and spending the resources.

- The agreements made and proposals for expenditure are incorporated into the faculty budget for the following calendar year, in anticipation of the formal recommendation from the participational bodies.
- In the autumn, the participational bodies (FSRL and OC) issue a formal recommendation about the faculty budget, specifically about the use of quality funds.
- At the end of the calendar year, the expenditures, the realisation of the plans and the process of arriving at the plans are accounted for in the annual report.

Independent reflection from the participational bodies

Since September 2019, at the invitation of the administrative director, a delegation from the OCL and the FSRL have participated in a faculty committee that focuses on formulating plans for the use of the study financing resources. This committee meets three to four times per academic year. During these meetings, the administrative director outlines the current state of affairs and together we look ahead at requests and possibilities for the next spending period. These meetings take place in an open atmosphere and, in the opinion of both the OCL and the FSRL, both participational bodies are given sufficient opportunities for input.

Both the OCL and the FSRL have expressed desires for spending on several occasions. These requests were based on the contact of both groups with their constituencies, such as the programme committees, fellow students and fellow lecturers. Then, the administrative director investigated the financial feasibility of the proposals. When exploring the financial frameworks, it was always considered how a certain plan could best be realised: from the study financing resources or from another budget. For some proposals, such as those concerning the mental health of students or solutions to bottlenecks arising from hybrid or online education, it turned out that other resources were available and that the study financing resources did not have to be used.

Since the study financing resources are the result of the elimination of student grants, the faculty thought it was important that the input from the student body be given greater weight than that from the staff. The OCL endorses this approach. Because there has always been enough room for discussion between all those involved in the committee and because the OCL has been seriously involved in all phases of the creation of the plans, the process so far has developed to the full satisfaction of the OCL. The FSRL, in both its current and previous composition, is also very satisfied about how closely and seriously they are involved in the process.

Eleen van der Putten (FSRL chair)

Janine Berns (OCL chair)

Nijmegen School of Management

In 2017, it was clarified that resources that became available as a result of the abolition of the basic grant had to be spent by universities on improving the quality of education. At the time, the legislator stipulated that participational bodies must be closely involved in the expenditure of the study financing resources. As such, quality agreements regarding the use of these resources were drawn up in collaboration with the participational bodies. This section reflects on the establishment of the Nijmegen School of Management's quality agreements and the use of these resources in the years 2019 to 2021. It also outlines the anticipated use of these resources for the years 2022 to 2026.

Shortly before drawing up the quality agreements, the Nijmegen School of Management drew up a new Strategic Plan for 2018-2021. The principles formulated by the faculty in this plan can be summarised as follows:

- Scientific research and education are inextricably linked.
- Students are welcomed into the community of academics, where openness to different viewpoints, freedom of expression and an open culture are paramount.
- Social engagement is the hallmark of a true academic.
- Students recognise the strong link between theory and practice, where the ability to reflect on the role of scientific insight in society is more important than being able to offer ready-made solutions.
- Students should learn to develop their own opinions.
- Students' awareness of their own world view and being receptive to that of others should go hand in hand; this demands an appreciation of diversity (e.g., with regard to gender and nationality) and inclusiveness.
- High-quality education requires high-quality lecturers who are also good researchers.
- Quality comes first, but quantity considerations must be taken into account when making decisions on the composition of the education portfolio and the design of study programmes.

At the time, it was agreed with the participational bodies that the quality agreements had to be closely aligned with the Strategic Plan for 2018-2021. As a result, three of the themes defined within the context of the quality agreements have been given priority, namely:

1. a) as much stimulating and intensive education for students as possible (theme 1),
2. b) provided by expert and trained lecturers (theme 6) who use
3. c) adequate tools and resources to achieve quality objectives (theme 5).

In conjunction with the emphasis on stimulating and intensive education, additional attention should also be paid to student guidance in terms of the study programme (theme 2).

Against this backdrop, the faculty mainly focused on the following four themes from the national framework for quality agreements:

1. More intensive, smaller-scale education (education intensity);
2. Increased and improved guidance of students;
3. Appropriate and high-quality educational facilities;
4. Continued professional development of lecturers.

The budget for the original quality agreements plans is as follows:

x € 1.000	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
FTEs						
FTEs appointed with study financing resources						
Academic staff	11	11	27	27	27	27
Support staff	-	1	1	1	4	4
Total	11	12	28	28	31	31
Expenditures per theme						
1. More intensive and smaller-scale education	821	821	2,025	2,025	2,025	2,025
2. Increased and improved guidance of students	-	75	75	75	188	188
3. Study success including admission and advancement	-	-	-	-	-	-
4. Educational differentiation	-	-	-	-	-	-
5. Educational facilities	-	60	60	60	180	180
6. Teacher qualification	-	60	60	150	150	150
Total	821	1,016	2,220	2,310	2,543	2,543

Figure 1: Original budget taken from the original plans, 2019-2024

The realisation for 2019-2021 and the current budget (as submitted) for 2022-2024 are as follows:

x 1.000	Realised 2019	Realised 2020	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
Fte's						
FTEs appointed with study financing resources						
Academic staff		18	24	30	30	31
Support staff		5	4	7	7	7
Total		23	28	37	37	38
Expenditures per theme						
1. More intensive and smaller-scale education	751	1,179	1,805	2,220	2,276	2,403
2. Increased and improved guidance of students	-	125	439	582	563	577
3. Study success including admission and advancement	-	-	-	-	-	-
4. Educational differentiation	-	-	-	-	-	-
5. Educational facilities	70	296	183	154	158	162
6. Teacher qualification	-	80	86	-	-	-
Total	821	1,680	2,513	2,957	2,997	3,142

Figure 2: Realised in 2019-2021 and the budget for 2022-2024

In this report, the realised measures for improving the quality of education are compared to the original plans for each theme. The original budget for these plans for the years 2019, 2020 and 2021 amounts to €4,057k. These plans were therefore incomplete because the allocated amount for those years was €4,587k. These plans are supplemented in the budget. The realised plans in 2019, 2020 and 2021 amount to a total of €5,015k, which means that the faculty used its own resources for this purpose to the tune of €428k.

The differences between the realisation and the original plans and budgets are discussed below for each theme.

Notes on quality agreements expenditure per theme

Before discussing the various themes addressed by the Nijmegen School of Management, the process of budgeting and accounting for the past few years will be outlined, including the change that has taken place for the quality agreements. The University Policy Letter dated 17 June 2020 sets out the amount of study financing resources allocated to all faculties for the years 2019 to 2024. For the Nijmegen School of Management, this allocation was incorporated in the 2020 faculty Budget Letter, which presents the financial implications of the agreements made within the faculty on this matter. A significant share of the funding was earmarked for 'maintaining the amount per educational unit'. This means that the resources were included in the allocation model for the various study programmes.

When the 2019 financial statements were being drawn up, it emerged that the measure agreed with the participational bodies of 'maintaining the amount per educational unit' did not sufficiently address the need to account separately for the use of the study financing resources. For the 2021 budget, therefore, a decision was made to distribute this amount from the study financing resources separately among the academic departments and General Affairs. This resulted in the following distribution of the study financing resources for the coming years:

Study financing resources	2021	2022	2023	2024
Business Administration	570	683	739	772
GPM	221	265	287	300
Economics	290	347	376	393
Political Science/CICAM	151	181	196	204
Public Administration	151	181	196	205
general	500	750	750	1000
Total	1883	2407	2542	2874

The budgeted amounts for vacancies or expenses for improving the quality of education are specifically listed in the budgets for the academic and support departments.

The following subsections discuss the accounting of the use of the study financing resources in comparison with the original plans for each theme.

Theme 1: More intensive and smaller-scale education (2019-2021)

A key theme within the national framework for quality agreements is investment in intensive and smaller-scale education, characterised by individual support, personal feedback and an explicit connection with social issues. In order to change the format of those parts of the curriculum in which necessary basic knowledge and skills are taught (e.g., less face-to-face instruction), innovation in education is required. The focus here is not on the number of contact hours as such, but on the number of contact hours during which valuable education is provided by students engaging with the material themselves and being encouraged to participate in the academic community. This should be combined with other forms of more indirect contact, which can partly be supported by ICT (e.g., preparing for lectures by watching knowledge clips or acquiring basic knowledge through web lectures). In doing so, the faculty aims to increase elements of blended learning and, where possible, personalised learning pathways that also serve to stimulate students.

Original plan for theme 1

2019

- Monitor the group size of tutorials, especially for Academic Skills

- Monitor the time available for thesis supervision
- Appoint qualified lecturers

2020

- Monitor at semester level the provision of an adequate package of educational activities that stimulate students (tutorials, etc.)
- Appoint qualified lecturers

2021-2024

- Create an education portfolio that is in line with the profile of the faculty and departments, is viable, meets the wishes and needs of society and enables students to develop further (in employment or further education) after graduation
- Ensure an effective balance between intensive and extensive education in the various programmes, which enables students to shape their own learning pathway in an engaged and active way

to period 12 (x 1,000 euro)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted totaal	Realised 2019	Realised 2020	Realised 2021	Realised total
1. More intensive and smaller-scale education								
Maintaining the amount per educational unit	821	821	2,025	3,667	751	1,179		1,930
Regarding 2019-2020:								-
Monitor the group size of tutorials, especially for Academic Skills								-
Monitor at semester level the provision of an adequate package of educational activities that stimulate students								-
Monitor the time available for thesis supervision								-
Appoint qualified lecturers								-
Regarding 2021-2024:				-				-
Create an education portfolio that is in line with the profile of the faculty and sections, is viable, meets the wishes and needs of society and enables students to develop further (in employment or further education) after graduation								-
Ensure an effective balance between intensive and extensive education in the various programmes, which enables students to shape their own learning pathway in an engaged and active way							1,805	1,805
	821	821	2,025	3,667	751	1,179	1,805	3,735

Figure 3: Theme 1 - Budget and realisation.

Realisation of theme 1

In the years 2019 to 2021, an amount of €3,735k was used for the quality agreements. This is more than was included in the original plans (€3,667k). Especially for the years 2021 to 2024, the original plans were incomplete, the budgets were adjusted, and the received study financing resources were supplemented with the faculty's own resources in order to be able to realise all the quality improvements. The faculty and the participational bodies were and still are convinced that an improvement in quality will primarily be achieved by increasing staffing levels (21 FTEs of academic staff were recruited for this theme between 2019 and 2021). This will help to improve the student-staff ratio and ensure that group sizes remain small. For this reason, in 2020 and 2021 considerable efforts were made to appoint additional staff members. Specific examples of this include the appointment of two new staff members and two academic practitioners at the Economics department, the appointment of three additional assistant professors at the Public Administration department and one additional assistant professor at the Political Science department.

Additionally, in 2021, the study programmes were able to use the quality resources to significantly reduce the size of tutorials in accordance with the original plan. Some study programmes also opted to increase the preparation time for educational activities – such as tutorials and lectures – in the hour allocation model. This enables lecturers to develop more intensive modes of instruction, which can be offered on a small scale thanks to the reduction of tutorial group sizes. Furthermore, the deployment of more junior lecturers for correction work has created room for the development of new teaching and exam formats, enabling course coordinators to actually innovate. As a result of the increase in staff, some courses have switched from multiple-choice to open-ended exams.

Tasks that were previously carried out by external staff are now performed by permanent staff members, thanks to the quality resources. By increasing the number of staff, study programmes are able to distribute their activities more evenly and the number of external lecturers is kept to a minimum, which in turn benefits the stability and quality of education. Experience has shown that these measures make an effective contribution to improving the quality of education and also have a positive impact on staff workload.

	Realised 2020	Budgeted 2021	Realised 2021
More intensive and smaller-scale education		(changed)	
Extra time to prepare for lectures	48,000	55,000	48,960
Smaller tutorials	489,367	550,000	873,541
Various extra assistant professor (UD) positions in the study programmes	589,602	676,800	691,541
Academic practitioners	52,421	60,000	190,574
	1,179,390	1,341,800	1,804,615

Theme 2: Increased and improved guidance of students (2019-2021)

Research into the well-being of RU students in 2017 revealed that students of the faculty, like other RU students, feel safe on campus but that many of them suffer from loneliness, study pressure and stress. Across the board, the faculty scored better than the other faculties in this respect, but at the same time, the faculty sees it as its responsibility to promote the well-being of students in and related to their studies as much as possible. The intensity of the programme and the community spirit are key instruments for improving student well-being. Providing guidance that closely relates to the content of the programme is also a practical way of simultaneously promoting the quality of education and student well-being. The faculty is seeking to consolidate the various sub-roles of this guidance within one position that is implemented per study programme (and in the case of large study programmes, possibly also linked to cohorts or specialisations). Sub-roles that could be included in the envisaged 'comprehensive' support position include programme coordination, information provision, study advice and career orientation.

Original plan for theme 2

2019

- Elaborate on job requirements and possibilities for integrated academic counselling role

2020

- Appoint academic counsellors for additionally selected study programmes

2021-2024

- Ensure that all study programmes offer an integrated package of student support services via comprehensive positions per study programme that students (and lecturers) can access easily

to period 12 (x 1,000 euro)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted totaal	Realised 2019	Realised 2020	Realised 2021	Realised total
2. Increased and improved guidance of students								
Get a better understanding of the extent to which facilities are available for student group work		75	75	150	-			-
Integrated counselling role / student advisors				-		125		125
<i>Regarding 2019-2020:</i>				-				-
Elaborate on job requirements and possibilities for integrated academic counselling role				-				-
Appoint academic counsellors for additionally selected study programmes				-				-
<i>Regarding 2021-2024:</i>				-			439	439
Ensure that all study programmes offer an integrated package of student support services via comprehensive positions per study programme that students (and lecturers) can access easily				-				-
	-	75	75	150	-	125	439	564

Figure 4: Theme 2 - Budget and realisation.

Realisation of theme 2

In 2019, no measures were taken with regard to this theme in accordance with the budget. After the original quality agreements were adopted, it transpired that the faculty did not need to make any additional investments to gain a better insight into the availability of workspaces for group work.

From 2020 onwards, the faculty started to further intensify its support and guidance services for students. Since the increasing number of students was putting pressure on the accessibility and availability of student advisors, additional student advisors (1.2 FTEs) have been appointed since 2020. Steps have also been taken with regard to the integrated counselling role. Various groups of students with a special status or background (e.g., elite athletes) are now being supported by newly appointed student advisors. Unfortunately, it will take longer to properly develop and implement this plan than was anticipated when drawing up the quality agreements.

Student support and guidance is offered both outside the study programme (e.g., by student advisors) and within the study programme (by lecturers). Consequently, efforts have also been made to increase the number of hours allocated to lecturers for the provision of student support, for example, by granting lecturers more hours for mentoring as part of the Academic Skills course.

In the past period, extra attention has been paid to increasing the visibility of all the facilities that the faculty has to offer in the field of academic counselling and engaging and connecting students. To this end, student communication and community building activities have been intensified.

Finally, various study programmes have used the quality funds to expand the support and guidance available to students while writing their Bachelor's and Master's thesis. Many students struggle with the thesis phase of the study programme, which is why good and personal guidance is necessary. The quality resources have enabled the Business Administration study programme to offer extra methodological support to students in the thesis phase

Editorial note: although this thesis support was linked to theme 1 in the original plan, in this justification, this expenditure has been included in this theme because it specifically concerns improving the guidance and support available to students and not, for example, about further intensifying the thesis process .

	Realisatie 2020	Begroting 2021	Realisatie 2021
Increased and improved guidance of students			
Extra methodological support for students in the thesis phase	6,000	8,000	6,120
Extra mentoring hours in Academic Skills for academic progress talks	15,600	25,000	15,912
More thesis supervision			204,000
Supporting lecturers to increase time for teaching tasks			51,652
Communication with regard to students	65,796	80,000	83,997
Project management for student counselling (e.g., student advisors)	38,000	200,000	77,190
	125,396	313,000	438,872

Theme 5: Appropriate and high-quality educational facilities (2019-2021)

Realisation of the objectives regarding theme 1 (intensive education that stimulates students) requires investments in ICT. ICT can help students be better prepared for tutorials and other stimulating educational activities (particularly via knowledge clips and web lectures). It can also facilitate individual study so students can delve deeper into subjects that are considered difficult (e.g. research methods), and it can create a connection between students' realisation of learning objectives in different courses within one learning pathway. The faculty is also keen to explore new ways of using ICT to implement the desired didactic model. It therefore intends to continue investing in the development and use of ICT in education in the coming period.

ICT investments are first and foremost investments in staff, both academic and support. The faculty wants to give its academic staff more opportunities to use ICT creatively in order to improve the quality of education in accordance with the faculty's didactic model. It therefore wants to explore new possibilities for using ICT, for example through proeftuin experiments or by making greater use of the faculty's lab facilities. To this end, the support provided by the support staff must be elevated to an adequate level for realising the increased use of ICT in education.

Original plan for theme 5

2019

- Use of knowledge clips and other forms of ICT

- Develop new forms of ICT to support intensive education that stimulates students (via proeftuin experiments, stimulation of the acquisition of resources via the Comenius programme, etc.)
- Increase the available capacity of academic and support staff for the development, use and support of ICT in education
- Increase the number of spaces available for students to prepare their work and meet each other

2020

- Increase the use of knowledge clips and other forms of ICT
- Develop new forms of ICT to support intensive education that stimulates students
- Further expand the use of lab facilities in education

2021-2024

- Ensure that ICT, teaching spaces and support services are optimally equipped for intensive education both inside and outside the classroom
- Encourage students to spend time on campus and promote their development and participation in the academic community

to period 12 (x 1,000 euro)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted totaal	Realised 2019	Realised 2020	Realised 2021	Realised total
5. Appropriate educational facilities of good quality								
Establishing an innovation and development pool		60	60	120				
<i>Regarding 2019-2020:</i>				-				-
Develop new forms of ICT to support intensive education that stimulates students (via proeftuin experiments, stimulation of the acquisition of resources via the Comenius programme, etc.)				-	17	296	183	496
Increase the available capacity of academic and support staff for the development, use and support of ICT in education				-	19			19
Increase the number of spaces available for students to prepare their work and meet each other					35			35
Expand the use of knowledge clips and other forms of ICT – Develop new forms of ICT to support intensive education that stimulates students Further expand the use of lab facilities in education								
<i>Regarding 2021-2024:</i>								
Ensure that ICT, teaching spaces and support services are equipped for intensive education both inside and outside the classroom, and encourage students to spend time on campus and promote their development and participation in the academic community								
	-	60	60	120	70	296	183	550

Figure 5: Theme 5 - Budget and realisation.

Realisation of theme 5

The originally included plans to distribute quality resources via an innovation and development pool have not been and will not be implemented. Distributing resources through an internal competition does not fit with the current climate and would have a negative impact on the workload of both academic and support staff.

In 2019, the faculty started developing knowledge clips for teaching research methods. These knowledge clips are now being used in faculty courses that are part of all students' study programmes. In addition, the Geography, Spatial Planning and Environment (GPM) study programme, for example, has decided to overhaul its Bachelor's curriculum and to improve the teaching of research methods. The Business Administration and Economics study programmes have also used the quality funds to revise their Bachelor's curricula; these processes are currently underway.

At the faculty level, investments have been made to expand support for using ICT in education since 2020. Many lecturers benefited directly from this expansion when, in 2020 and 2021, all courses had to be moved fully online. The transition towards more blended learning (i.e., a mix of both in-person and online teaching) has been set in motion .

	Realised 2020	Budgeted 2021	Realised 2021
Educational facilities			
Overhauling Bachelor's study programmes	114,360	84,000	44,445
ICT in education developer	56,657	60,000	57,840
ICT in education support staff	58,509	60,000	80,878
Policy Officer	66,221	69,500	0
	295,748	273,500	183,162

Theme 6: Continued professional development of lecturers (2019-2021)

Good teaching is impossible without good lecturers who are also given the opportunity to develop their didactic skills as they themselves see fit. The faculty endeavours to employ an adequate percentage of scholarly academics in all its study programmes (lecturers with a PhD with a University Teaching Qualification (UTQ) or an Extended Teaching Qualification (ETQ) and with research time, who incorporate their research experience in their lectures). The faculty wants to develop a more personalised professionalisation policy, in which the bureaucratic elements of a UTQ or ETQ programme are kept to a minimum, and lecturers themselves determine their learning objectives and are able to choose suitable training courses and programmes to achieve these objectives.

The faculty intends to create extra opportunities for lecturers who at the start of their career want to acquire and improve their didactic skills and learn about innovative teaching models in order to be able to provide high-quality, intensive, interactive and stimulating teaching. As this category of academic staff in particular experiences a high workload, extra attention and time (and therefore money) is crucial for their development and professionalisation as lecturers.

The faculty also wants to invest in development opportunities and training courses for lecturers who have obtained their UTQ/ETQ certificate. In particular, this concerns the provision of opportunities for lecturers to design and implement innovations to support the didactic model (such as the use of ICT). The faculty is in favour of the intended establishment of the Radboud Centre For Academic Teaching and Learning, which will provide support and guidance for interfaculty cooperation in this area.

Original plan for theme 6

2019

- Refine the UTQ/ETQ policy to make it more personalised and less bureaucratic
- Develop training opportunities for academic staff

2020

- Ensure that the UTQ/ETQ policy is systematically implemented

2021-2024

Ensure that lecturers have adequate opportunities to shape their professional development according to the phase of their career

to period 12 (x 1,000 euro)	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted totaal	Realised 2019	Realised 2020	Realised 2021	Realised total
6. Continued professional development of lecturers								
Expand capacity to support lecturers' educational development		60	60	120				
Refine the UTQ/ETQ policy to make it more personalised and less bureaucratic				-				-
Develop training opportunities for academic staff				-		80	86	166
				-				-
	-	60	60	120	-	80	86	166

Figure 6: Theme 6 - Budget and realisation.

Realisation of theme 6

As a result of the coronavirus pandemic, in 2020 and 2021, the priorities in education were geared towards ensuring that education and exams could take place under these extraordinary circumstances. Plans to scrutinise the UTQ/ETQ policy have therefore been put on the backburner. In 2022 and 2023, the faculty's HR policy will be reviewed, partly in the light of the Recognition and Rewards programme, and, as part of this process, the policy and procedures relating to the UTQ and ETQ will be addressed. Although there has been some delay as a result of the coronavirus pandemic, work on this issue will be resumed in accordance with the original plans. One element of this review process is to develop new training modules. Revising the UTQ/ETQ policy, which is perceived as too bureaucratic, continues to be an important objective.

The continued professional development of lecturers has progressed in other areas, as can be seen from the expenditures under this heading in 2020 and 2021. The Business Administration study programme, for example, used the quality resources to set up a 'support team for online education', where lecturers can share best practices and provide peer feedback on online education formats that have been developed. Finally, the quality resources have enabled the study programmes to enlist additional student assistants for online teaching, thereby allowing course coordinators to spend more time on continuous professional development and peer feedback.

	Realised 2020	Budgeted 2021	Realised 2021
Lecturer professionalisation			
Online education support team; supporting lecturers	30,000	30,600	30,600
Students assistants for online and hybrid education	50,000	50,000	55,500
	80,000	80,600	86,100

Notes on the realisation process and the involvement of the participational bodies

The process regarding the quality agreements is fully integrated in the planning and control cycle. Discussions between Finance and the departments concerning the budget, annual figures and reports also address the issue of study financing resources. The Quality Agreements committee, in which the faculty's Executive Board, the Faculty Representative Council and the Faculty Student Council are represented, is informed about the accountability at the end of the year, the regulations regarding accountability and the budget. At each meeting, the committee members are invited to contribute ideas on how the resources should be spent, in order to ensure that the quality is raised in the right way for the students but also for the lecturers. In the participational bodies' reflection, a number of specific examples are mentioned. During the past two years in particular, the committee has ensured that the policy with regard to the quality agreements has primarily been geared towards 'getting more hands on deck' and providing better student guidance; these points were put forward by the committee members and were subsequently implemented. The committee meets regularly, about six to eight times a year.

Independent reflection from the participational bodies

The participational bodies expressed their satisfaction about the way they were involved in the agreements and plans that were made regarding the quality funds. The Faculty Student Council in particular contributed a number of points, which were given serious consideration in the discussions about the distribution of resources to improve the study programmes and learning environment for students. These points were discussed in the Quality Agreements committee, which operates alongside the Faculty Joint Assembly. The Quality Agreements committee meets once a month and consists of the dean, the vice dean of education, the faculty director, the chair and vice chair of the Faculty Student Council, a representative of the Faculty Representative Council, the student assessor and two support staff members. The committee essentially has two main tasks: to fulfil a supervisory role on behalf of the participational bodies and to propose new plans. In other words, it is the committee's duty to monitor whether the quality funds are being spent correctly, as agreed beforehand, and they are responsible for proposing new ideas to improve education. In the meeting, the initiative for developing new plans usually lies with the Faculty Student Council.

In order to provide the Quality Agreements committee with input from the faculty's entire student population, the Faculty Student Council maintained close contact with all of the faculty's study associations and programme committees. The Faculty Student Council also distributed a survey among students, in which they had the opportunity to indicate what they thought could be improved in terms of education. Although it continues to be difficult to reach all students, especially during the coronavirus pandemic, we believe that the opinions and ideas of students are well represented in the Quality Agreements committee. For example, the survey revealed that students need more places to sit at the faculty, in particular places that are suitable for working on group assignments and areas where they can relax and meet each other.

The Faculty Student Council and Faculty Representative Council are of the opinion that the quality funds have contributed to the quality of education and have been spent in the right way. The committee agreed to invest mainly by appointing more staff, such as assistant and associate professors. This has been sufficiently implemented, although it did take a while to recruit and select additional staff. This increase is helping to improve the student-lecturer ratio and means that, among other things, more attention can be paid to students' questions and that tutorial groups can be smaller.

We encourage further investment in the recruitment of more academic staff. This will contribute to the personal approach that is so highly valued at our university. The Faculty Student Council also welcomes the appointment of a career officer and an alumni officer. We believe that a career officer will help to improve students' transition to and preparation for the world of work, which is an ongoing point of concern and interest in the faculty. An alumni officer will hopefully contribute to making better use of the faculty's alumni network. The actual impact of these two appointments will only be revealed in the longer term. The Faculty Student Council hopes that the faculty will continue to invest in better connections with professional practice, whereby professional practice will become more closely intertwined with various courses in the study programmes. Finally, the Faculty Student Council has suggested making the EOS building more attractive to students so that they are more likely to decide to study or spend more time in the faculty building.

On behalf of the Faculty Joint Assembly – Nijmegen School of Management,

Dr P.H. Driessen FSC chair

E.J. van der Velde

FSR vice chair (chair if chair is absent)

Faculty of Medical Sciences

Since the Faculty of Medical Sciences is a collaborative faculty between Radboud university medical center and Radboud University, Radboud university medical center devotes a great deal of attention to the quality of the study programmes the faculty offers. The efforts are focused in two directions: on the quality of the various study programmes as implemented and on the further development and innovation of the courses on offer and the scientific research that contributes to them. The study financing resources have made it possible to invest extra money in the quality of implementation, development and innovation.

In their 2019-2024 Quality Plan, Radboud university medical center chose to focus on three themes: increased and improved guidance of students (theme 2), appropriate educational facilities of good quality (theme 5) and continued professional development of lecturers (theme 6). No priority was given to the other themes – more intensive and smaller-scale education (theme 1), study success (theme 3) and educational differentiation (theme 4) – because these themes are already more than adequately provided for within the curricula (smaller-scale education and differentiation) or are not considered a problem at the faculty (study success).

The three chosen themes fit well with the policy priorities of Radboudumc Health Academy (RHA). RHA is the institute that steers, supports and co-implements the core task of education and training at Radboud university medical center. RHA promotes (space for) lifelong interprofessional learning by health professionals. The priorities of RHA were chosen in relation to external (social) developments and the strategy of Radboud university medical center. They are in line with RHA's 'quadruple aim' (learners' experiences, learning outcomes, a sustainable organisation and the well-being of study programme teams). In the study programmes, these priorities constitute input for the implementation and revision of the Quality Plan. Students in the study programmes are considered to be novice, learning health professionals. They receive a person-centred and innovative range of training, room to learn on the job and opportunities for interprofessional learning. They develop as people and professionals with a focus on their own health and well-being, and they take control of their own learning process.

Original expenditure plan

The original expenditure plan of the 2019-2024 Quality Plan is shown in Table 35. This includes the amounts after the acceleration of the allocation of the study financing resources by Radboud University's Executive Board at the end of 2019. In addition to the study financing resources, Radboud university medical center also uses resources from the regular faculty education budget to implement the Quality Plan.

Table 35 Original expenditure plan for the quality agreements¹

amounts x €1,000	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
Theme 2 Increased and improved guidance of students	2,040	2,195	2,146	2,197	2,223	2,249
Theme 5 Appropriate educational facilities of good quality	350	508	598	810	849	869
Theme 6 Continued professional development of lecturers	100	303	286	300	312	326
Still to be allocated				139	168	371
Programme management		20	21	22	23	24
Total	2,490	3,026	3,051	3,468	3,575	3,839

¹ Expenditure plan including acceleration by the Executive Board (update at the end of 2019).

Table 36 shows the realisation in recent years (2019-2021) together with the current budget for the coming years (2022-2024). Changes in the budget are due to adjustments and expansion of the plans, as further specified in section 2. After an initial underspend in 2019 because projects needed more time to get started, the realisation in 2020 and 2021 was generally in line with the budget. From 2022, the budget will increase due to an increase in study financing resources and additional use of own resources. This will make it possible to start several new projects, such as a programme for the use of Extended Reality (XR) as a learning tool and an additional focus on diversity and inclusiveness in education. The selection of these and other new projects was made in consultation with the various study programme committees and the UMC Council. The detailed budget for 2022 is attached for information purposes.

Table 36 Realisation in 2019, 2020 and 2021, and the current budgets for 2022, 2023 and 2024

x 1.000	Realised 2019	Realised 2020	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
Theme 2 Increased and improved guidance of students	1,928	2,137	2,245	2,325	2,365	2,370
Theme 5 Appropriate educational facilities of good quality	332	557	512	1,082	1,100	1,125
Theme 6 Continued professional development of lecturers	66	301	271	490	529	559
Programme management	-	18	21	20	20	20
Total	2,327	3,013	3,049	3,917	4,014	4,074

Notes on quality agreements expenditure per theme

Theme 2: Increased and improved guidance of students

The following overarching projects are being carried out within this theme (see Table 37). More was spent than originally budgeted on appointing coaches due to the expansion to several curricula. Less was spent than originally budgeted on the Well-being and Vitality project.

Table 37. Amounts budgeted¹ and realised in 2019–2021 for theme 2

Increased and improved guidance of students		amounts x €1,000	
Actions		Budgeted	Realised
2.1 Appointing coaches		5,870	5,995
2.2 Student advisors		44	33
2.3 Biomedical sciences career service		45	39
2.4 Well-being and Vitality		425	243
Total		6,384	6,310

¹ Budgeted amounts in original expenditure plan, including acceleration and adjustments to the budgets for 2020 and 2021.

2.1 Appointing coaches

During the development of updated curricula for Bachelor's degree programmes in Medicine (GNK) and Biomedical Sciences (BMW) in 2015, Radboud university medical center made an effort to incorporate intensive and individual coaching for students as part of the Professionalism learning pathway. Radboud university medical center pre-funded this in anticipation of the granting of study financing resources. The purpose of this learning pathway is to guide students in reflection and professional development in order to shape a personal learning process, stimulate self-directed and lifelong learning, and prevent study stress. The use of these coaches places a large demand on the available resources of the Quality Plan. In 2021–2022, 130 coaches will be appointed for 178 coaching groups of 8-9 students (lecturer compensation for 190, 150 and 90

hours per coaching group in Bachelor's programme year 1, 2 and 3, respectively). Many of these coaches have been working in that role for this learning pathway for several years; the professionalisation of coaches is addressed in theme 6 of the Quality Plan. The participational bodies (programme committees) are included in the further development of the coaching programme through the annual programme evaluations of the learning pathway.

As part of our communication to students and lecturers about the Quality Plan, three short films were included (see [link](#)) that give a good idea of the implementation and yield of the coaching within the learning pathway from the student and coach perspective.

Students' and lecturers' appreciation of this coaching and the learning pathway has grown over the years; adjustments to the learning objectives, organisation, curriculum and assessment have contributed to this. Many students and lecturers now consider the use of coaches to be extremely valuable. Radboud University has expressed the ambition to set up comparable educational programmes for all study programmes. Study financing resources are also used to employ and/or train coaches in the other study programmes at Radboud university medical center (Master's programmes in Biomedical Sciences (BMS) and Molecular Mechanisms of Disease (MMD)). These coaches supervise students' personal and professional development.

In 2022, the personal and professional development learning pathway will be expanded in the Dentistry study programme (THK), following the model of the Medicine and Biomedical Sciences study programmes and in conjunction with the review of the Bachelor's degree programme. Quality Plan resources will be used for development, support and implementation (including the use of coaches). The expenditure for the deployment of coaches in the Quality Plan therefore shows an upward trend.

- 1 Student advisors

Alongside coaches, student advisors play a key role in student guidance. To ensure a clear division of tasks and better cooperation between coaches and student advisors, all student advisors have followed a personal development programme combined with peer consultation. This development programme was completed in early 2021. It has had positive effects on the personal leadership of student advisors and has created a mindset for improving processes in collaboration with colleagues so there is ultimately more space for students.

In consultation with the UMC Council, one of the points for improvement has been taken up as an extra project within the Quality Plan, namely the appointment of a junior student advisor. It is hoped that this will increase and accelerate access to student counselling and create more space for prevention. There was still space in the 2021 budget to achieve this. An evaluation of this position is planned for early 2022.

Another issue arising from the development programme for student advisors – the possibility to refer students to a professional coach for individual guidance – was made possible in 2021 as a pilot project with a limited scale (10–20 students). The students and student advisors who participated in this pilot had positive experiences. Before any extension or expansion is decided upon, the participational bodies will be asked for their advice and we will assess how this provision overlaps with the RU Student Guidance 2023 project and the possibilities offered by the RU student psychologist.

The budget via the Quality Plan for increased and improved guidance of students by student advisors has been used flexibly in recent years to achieve the best possible support. New insights are still being gained.

- 2 Biomedical Sciences Career Service

Until 2019, the activities of Radboud university medical center's Career Service were mainly generic in nature, and it appeared that there was a need for a more focused, specific offering of career orientation and guidance for students in the Bachelor's and Master's programmes in Biomedical Sciences (BMW/BMS). Since a lecturer/researcher from the BMW/BMS study programme was appointed as a part-time Career Officer in 2020, extra attention has been paid to this need and specific personal career advice has been given more often. With the support of a student assistant, this Career Officer has also developed brochures and workshops in English; see the [offerings here](#). As a result of these English resources and the extra capacity, students in the Master's programme in Molecular Mechanisms of Disease (MMD) have also been able to use the Career Service since 2021.

The scope of the Career Officer's appointment is limited, which also forces choices. The Career Service has developed a Brightspace course/toolbox about Career Orientation for Dutch students, and this will be translated into English. It is expected that this course will be available to all students at Radboud university medical center in early 2022. To maintain sufficient capacity and expertise for targeted career-oriented guidance of BMW, BMS and MMD students, the additional Career Officer will remain necessary in the coming years.

- 3 Well-being and Vitality

In the Well-being and Vitality project, training is developed, implemented and evaluated with the aim of increasing student well-being, preventing stress/burnout and promoting personal leadership. The goal of this training – an innovative programme focused on student well-being – is that students will later be able to work as healthy professionals and that the number of students who experience high levels of stress and drop out will be substantially lower.

Starting in 2019, this training was developed, adjusted and integrated into the Professionalism learning pathway for the curricula for the Bachelor's degree programmes in Medicine (GNK) and Biomedical Sciences (BMW). In 2021, coaches received extra training on integrating topics related to well-being and vitality at appropriate points in the learning pathway. Various modules were also developed and implemented for the Dentistry study programme (THK) and the Master's programme in Medicine (GNK). These addressed topics like resilience, personal leadership, perfectionism, fear of failure and careers. Especially during the first COVID-19 lockdown, extra training was developed to help students cope better with their studies and stress in that uncertain period.

Scientific researchers have also studied the language of well-being, behavioural changes due to education and the influence of COVID-19 on well-being. These findings are being developed into publications. It is not yet clear whether the goal of reducing student drop out due to stress has been achieved; this may be investigated at a later date. The effects of the COVID-19 pandemic make it difficult to identify specific effects of this training. Staff changes and other tasks mean that less time has been spent than originally budgeted for this project, which is reflected in underspending on it.

Theme 5: Appropriate educational facilities of good quality

Several overarching projects are being pursued within this theme, the largest of which is the provision of campus licences for textbooks that support students in self-directed learning. The faculty is also investing heavily in digital education innovation as a blended learning tool for the future and an essential tool for online learning.

Table 38. Amounts budgeted¹ and realised in 2019–2021 for theme 5

Appropriate educational facilities of good quality Actions	amounts x €1,000	
	Budgeted	Realised
5.1 Campus licences for e-books	793	838
5.2 E-learning modules	182	42
5.3 Digital education innovation projects	510	521
Total	1,485	1,401

¹Budgeted amounts in original expenditure plan, including acceleration and adjustments to the budgets for 2020 and 2021.

5.1 Campus licences for e-books

Good accessibility to up-to-date study materials is an essential condition for being able to manage one's own study programme. Making study materials like e-books available also allows students to save on study costs. That is why, from the start of the Quality Plan, we have invested in campus licences for relevant textbooks available as e-books.

Every year, the educational management team for the Bachelor's programmes in Medicine (GNK) and Biomedical Sciences (BMW) evaluates the need for changes to the e-books on offer. One concern is the fact that publishers have a monopoly, which can cause costs to increase annually. For example, publisher Elsevier's change of policy meant that in 2021–2022 it was only possible to purchase a much larger range of e-books for a substantial additional fee (€74,000/year). The alternative – no access to Elsevier e-books – was not an option because they publish many core texts used in the study programmes. The extent to which the availability of digital textbooks actually contributes to self-direction has not been evaluated. For an overview of the current collection of e-books, see [link](#).

5.2 E-learning modules

The faculty also invests in e-learning modules that offer students alternative learning paths and provide opportunities for self-direction. E-learning modules receive generally high scores on student evaluations. Several e-learning modules were produced or purchased in 2019 and 2020, covering topics like statistics, physiology and clinical reasoning. The 25 patient cases for clinical reasoning in the Medicine study programme were delayed because the COVID-19 pandemic meant that no recordings with (simulated) patients could be made for quite a while. Eventually, the backlog was cleared. Case studies will be updated and supplemented in 2021–2022, and their further embedding in the curriculum and within the RHA (working method, functional management) will be a central issue.

In 2021, there were fewer requests for the production of e-learning modules; possible causes include unfamiliarity with the 'construction team', the absence of an invitation to tender and a higher workload due to COVID-19 measures. However, various programme committees have reported a need for more digital knowledge clips, illustrations, e-learning modules and so on, especially support in making them. Therefore, in 2022, by means of a targeted request via the education management teams, more promotion and a voucher system, additional efforts will be made to update existing and create new e-learning modules. An extra amount (€60,000) has been budgeted for this in 2022 in the Quality Plan.

5.3 Digital education innovation projects

A plan for digital education innovation (DOI't) was drawn up in 2019 and is being implemented in phases. In spring 2020, COVID-19 accelerated many DOI't projects. The need to shift to online education with the use of digital resources led lecturers and RHA staff to take significant steps in using and supporting digital teaching materials. Many lecturers have started to use H5P, and the Radboud Edit toolkit has been filled in and adapted to RU/Radboud university medical center study programmes. This makes it easier for lecturers to find a suitable mode of instruction that includes stimulating digital resources.

In 2021, unlocking, enriching and reusing (open) online teaching materials (Repository) and exploring and developing tools for AR/VR (augmented reality/virtual reality) applications in education were addressed in DOI't. The Repository project – including subprojects to implement a repository for digital teaching materials and a search portal, compile collections and metadata, professionalise lecturers and RHA employees, and implement workflows/processes at RHA/UL – has been delayed due to limited capacity in connection with vacancies at RHA and Information Management and reorganisation at the University Library. As a result, several subprojects will start later, and the Repository project will continue into 2022.

The investigation into the use of AR/VR in education is progressing at a faster pace. Several skills and communication courses are offered (partly) via AR/VR, such as using a burns application from the 3D lab or using a VR module to hold a 'motivating conversation'. At the moment, efforts are being made to further develop an upscaling tool in the 3D lab with cases for various study programmes (e.g., root canals for Dentistry, burn wounds for Medicine). Education has also been fully digitised to replace an internship in the ICU. Various digital teaching materials have been developed for this: interactive H5P e-learning modules and 360-degree videos of the ICU, so that these images can be offered to students via VR. For an example, see the short [film](#) that was made about this.

In 2020, €57,000 extra was spent on DOI't projects, partly due to the peak load of the first COVID-19 lockdown. In 2021, mainly due to vacancies, there was an underspend of €75,000 in the project. These vacancies were filled by the end of 2021, which limits the project delay.

New developments

Several new projects related to theme 5, appropriate facilities, will be launched in 2022. Based on perceived bottlenecks, RHA policy priorities and input from programme committees, the following new targets were chosen after consultation with the UMC Council. These expenditures will be financed through a combination of an increase in the study financing resources and the addition of extra own resources to the Quality Plan. The budget for this theme will increase from €512,000 in 2021 to €1,082,000 in 2022.

- Expanding support for technical management. Experience in recent years has shown that there is too little capacity to act proactively regarding technical management of, for example, Osiris and timetable applications. However, this is essential to make education effective and more achievable.
- Investing in communication resources (website investments/management; newsletter; social media). We mainly communicate to students via digital platforms. However, this communication could be better; for example, information on the Radboud university medical center and Radboud University websites is partly outdated and difficult to find. In 2022, an integrated effort will be made to remove the information from the Radboud university medical center platform and transfer it to Radboud University's Drupal site in an up-to-date form and in accordance with the current standard. Additional efforts are needed to catch up and provide structural management.

- Extended Reality (XR). Extended Reality can play an important role in health care, research and education. RHA aims to add XR as a learning tool to enrich the learning process where that will lead to deeper learning and/or provide better access to complex, difficult-to-access learning situations. To achieve this and the necessary infrastructure, a programme will be launched in 2022: 'Towards Extended Reality in education and training'. The goals of this programme are to:
 - build more knowledge and expertise about XR (VR/AR/MR) for the purpose of enriching the learning process;
 - set up an infrastructure that matches the needs of the users and the ICT possibilities at Radboud university medical center;
 - investigate the learning contexts in which VR/AR/MR would be of added value compared to other modes of instruction and teaching materials;
 - create a network to build and exchange knowledge and experiences in the field of XR.

The goals of the programme will be achieved through four subprojects that will focus on learning questions distributed over the university study programmes in Medicine, Dentistry and Biomedical Sciences.

Theme 6: Continued professional development of lecturers

The quality of lecturers and coaches is essential for the training of 'healthy professionals'. Lecturers help ensure that university education leads to person-centred care, that students learn to contribute to health care innovation and that they learn in and from practice. They also teach students to take control of their own study programme and prepare them for lifelong learning. Person-centred care requires interprofessional collaboration and thus interprofessional learning and interprofessional education. That is why Radboud university medical center has placed extra emphasis on providing appropriate training courses and various career initiatives: to further facilitate and encourage lecturers in their development, so they have the skills to train students in the Radboud university medical center subjects. Several overarching projects are being carried out within this theme (see Table 39).

Table 39. Amounts budgeted¹ and realised in 2019–2021 for theme 6

Continued professional development of lecturers		amounts x €1,000	
Actions		Budgeted	Realised
6.1 Strengthening UTQ/ETQ		128	127
6.2 Menu		75	48
6.3 Lecturer professionalisation		317	304
6.4 Professionalisation related to content areas		151	144
6.5 Education and training career paths		20	16
Total		691	639

¹ Budgeted amounts in original expenditure plan, including acceleration and adjustments to the budgets for 2020 and 2021.

6.1 Strengthening UTQ/ETQ

A group of senior lecturers was recruited in 2020 to coach lecturers who were working to obtain their UTQ or ETQ. That group was called the Guidance and Appraisal of Educational Qualifications group (BBOK group). The BBOK group tries to prevent lecturers from dropping out of the sometimes lengthy UTQ/ETQ processes and to create more clarity about the requirements of an educational qualification portfolio. Starting in September 2020, BBOK members also assess UTQ/ETQ portfolios. In 2021, additional guidance was offered to help

lecturers who had not yet submitted their portfolios for appraisal (as scheduled) finish their portfolios. About 30 lecturers used this guidance and it appears to have been successful. On average, a new group of UTQ lecturers starts online about 10 times a year. The BBOK group is also involved in other activities, like improving the connection between the Nijmegen Curriculum course and the Starting Day for the UTQ trajectory and updating the ETQ trajectory.

6.2 Menu

To encourage lecturers to participate in professionalisation activities, a 'menu' of various activities has been developed and implemented (see [link](#)). Lecturers can participate in these courses free of charge because they are funded by the Quality Plan. After a tentative start in 2019, the addition of activities focused on online education made participation in these courses much higher during the first COVID-19 lockdown in 2020. Unfortunately, interest in these activities declined again in 2021, and there is a clear underutilisation of resources. Lecturers' high workloads (partly due to COVID-19) seem to be a factor in this. Many lecturers who are following a UTQ trajectory are indeed using the offerings on the menu. However, the supply of workshops and the demands of lecturers do not always match. To improve this, the courses have been transferred to the Radboud university medical center online learning environment, where it is easier to align supply and demand.

It is not clear to what extent these courses contribute to lecturers' skills in guiding students towards the Radboud university medical center profile. A targeted survey, a qualitative focus group interview or inspection of lecturers' UTQ reflections might provide more insight.

6.3 Lecturer professionalisation

The original plans for the Quality Agreements described the formation of an RHA core group for lecturer professionalisation who would create an integrated policy. This did not occur for various reasons, including the long-term absence of the former project manager, COVID-19 priorities and increasing understanding of the situation. No further steps were taken in this regard in 2019 or 2020. However, there were regular lecturer professionalisation courses on the menu, specific tracks for professionalisation of coaches, and guidance for lecturers working towards the UTQ or ETQ in 2019 and 2020. It should be noted that many courses were delayed in the spring and summer of 2020 because lecturers and support staff prioritised dealing with the consequences of the COVID-19 pandemic and/or because courses could not be taught in person.

Specific groups of lecturers whose training was financed by resources from the Quality Plan include coaches for the Bachelor's curricula in Biomedical Sciences and Medicine. For this purpose, a pilot project was set up and carried out in 2019 – the pilot project for professionalisation of coaches – using dedicated intensive training combined with peer consultation. The training of the first 16 coaches with supervised individual study, group meetings and individual coaching was extremely successful. The evaluation showed that all the participants were enthusiastic, and their work as coaches really improved as a result of this training. Other coaches were also quite interested in following this training and since then, a second group of 16 coaches has finished it and a third group has begun. In addition, since 2021, all coaches of Bachelor's curricula have participated in peer consultation meetings (once a quarter in fixed groups) with opportunities for guidance on request.

Another professionalisation programme, for lecturer-coaches in the Dentistry degree programmes, began in 2021. Commitment agreements are used to encourage lecturer-coaches (especially those in the Master's phase) to start an active improvement process. Because this programme partially involves the Dentistry staff training days, lecturers in the Bachelor's programme are also actively involved. There is still a challenging road ahead to change (decades of) existing behaviour.

For the mentors/coaches in the Master's programmes in Biomedical Sciences and Molecular Mechanisms of Disease, a short, dedicated English-language workshop was developed to teach coaching skills to senior researchers involved in mentoring/coaching. The workshop focused on practising conversation techniques and sharing experiences. Again, the participants indicated that they found this workshop to be very useful. However, it is difficult to estimate what this will yield in practice for the individual student after this one-off implementation. But the participants' reactions were so positive that an annual 'refresher' workshop will be offered to continue working on coaching skills with this group of mainly senior researchers. It will focus on specific subjects, such as intercultural cooperation.

6.4 Professionalisation related to content areas

In addition to the professionalisation of groups of lecturers, the quality plan for the RHA also pays extra attention to the professionalisation of lecturers in certain content areas. As already mentioned, interprofessional learning and training are extremely important to person-centred care. That is why a memorandum on securing and further promoting interprofessional learning and collaboration was drawn up within the framework of the Quality Plan. However, the further development of interprofessional education in the curricula has not been as successful as hoped. Other stakeholder priorities due to COVID-19, as well as logistical and organisational obstacles in course-based Bachelor's education, play a role in this. With the revision of the Master's programme in Medicine, it is expected that greater steps can be taken. However, interprofessional learning is clearly embedded in the revised curriculum for the Bachelor's programme in Dentistry.

An 'interprofessional learning expedition' was fully planned and prepared for the departments at Radboud university medical center in April 2020. However, this research on interprofessional collaboration in hospital practice was delayed by the pandemic, and the expedition could only take place very recently. The data from it are now being processed and will result in feedback to the participating departments in early 2022. This feedback will be supplemented with recommendations for how the departments can further improve interprofessional collaboration.

Within theme 6.4, Professionalisation related to content areas, several new projects will be launched starting in 2021–2022. Based on perceived bottlenecks, RHA policy priorities and input from programme committees, the following new projects for 2022 onwards have been identified after consultation with the UMC Council.

- *Professionalisation of lecturers in the field of health promotion and prevention.* One priority for the coming years is to increase the attention paid to health promotion and prevention in the study programmes. As part of the Quality Plan, there is scope for setting up and integrating information and targeted feedback related to (physical) ergonomics in the Medicine and Biomedical Sciences study programmes (in line with the successful approach used in the Dentistry study programme). This mainly concerns the professionalisation of lecturers, so they are equipped to give substance to this in these study programmes.
- *Supporting the Self-Directed Learning (SDL) concept for first-year students.* Targeted professional development for coaches and lecturers is desirable to more effectively embed the SDL concept into the curriculum and introduce it to students. Preconditions for the SDL concept include a meaningful context plus the trinity: autonomy, connectedness and a sense of competence.

- *Patient participation in education.* In keeping with an RHA priority and social developments, lecturer professionalisation in the field of education with patient participation will also be included as a project within the Quality Plan from the end of 2021. If designed properly, patient participation in education and training can make an important contribution to students learning to provide person-centred care. A start has been made on the formulation of a shared vision and the design of a patient community from which patients will participate in various roles in education and training (in all RHA's fields of activity). Ultimately, the goal of this project is to have a well-equipped patient pool that is actually used, in which patients are given space to contribute to the various curricula based on their roles and areas of expertise.
- *Diversity and inclusion.* In October 2021, a start was also made on setting up a programme with two overarching goals for the medium term (2025). The first goal is to promote diversity, equal opportunities and inclusiveness among and for our learners. The second goal is to develop our study programmes in such a way that graduates can properly handle the diversity of patients and can contribute to equal opportunities in health. In setting up this programme, we seek to respond to the challenges posed by the changing composition of the population (e.g., see the [Medical Training Framework 2020](#)). We also contribute to the person-centred approach of our study programmes and health care. The first planned milestone will be a working conference on these themes with internal and external participants in June or July 2022. In September 2022, we will deliver a broadly supported vision on diversity, equal opportunities and inclusiveness in education and training. This vision will be meaningful in our context and for our (prospective) students and lecturers, and it will provide guidance for an action plan. In addition, we will draw up a profile of the core competencies that health professionals must possess in order to contribute to equal opportunities in health for citizens and patients. A detailed action plan will be available by December 2022, and it will be implemented starting in 2023.

6.5 Education and training career paths

In 2021, a project was also started to develop career paths for education and training. This will again give a strong boost to the policy on lecturer professionalisation. The quality of education and training depends primarily on the contributions of the professionals involved. This project aims to stimulate, support, recognise and reward academic and health care professionals as learning professionals in health (care) education who continue to combine their teaching and training duties with duties in health care and/or research. We connect to the ideas in the teaching framework (Graham), offer suitable development and learning paths, and – in collaboration with HR – design and implement suitable career paths with a focus on education and training.

Communication

An informative web page was set up to make it easier for students and lecturers to see what the Quality Plan entails and yields. Short videos about the use of coaches for the Bachelor's study programmes in Medicine and Biomedical Sciences were also made and promoted via social media. The videos show the students' and lecturers' perspectives on coaching. Follow-up videos are planned about the use of digital educational innovation and other projects from the Quality Plan. See this [link](#) for the web page and videos.

A progress report is compiled twice a year to ensure accountability to the participational bodies. That report briefly describes the status of each project in the Quality Plan. The RHA management can use this to direct the plans, and the participational bodies can influence the spending of the study financing resources.

	2021		2022	2023	2024	2025	2026
Quality funds	Budgeted	Realised	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted
Budget	3,051	3,051	3,918	4,025	4,139	4,366	4,366
Theme 2 Guidance of students	2,149	2,245	2,325	2,365	2,370	2,376	2,382
Theme 5 Appropriate facilities	601	512	1,082	1,100	1,125	1,148	1,163
Theme 6 Professional development of lecturers	258	271	490	529	559	565	575
Programme management	20	21	20	20	20	21	21

	2021		2022	2023	2024	2025	2026
Quality funds	Budgeted	Realised	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted
Budget	3,051	3,051	3,918	4,025	4,139	4,366	4,366
Regular Budget	1,153	1,153	1,153	1,153	1,153	1,153	1,153
Earmarked for education from RHA			300	300	300	300	300
Extra resources from Amsterdam			150	150			
Allocation from the Executive Board from study financing resources	1,898	1,898	2,315	2,422	2,686	2,913	2,913
Theme 2 Guidance of students	2,149	2,245	2,325	2,365	2,370	2,376	2,382
2.1 Appointing coaches	1,970	2,092	2,096	2,127	2,131	2,135	2,139
2.1.1 Professionalisation learning pathway for Bachelor's programmes in Medicine and Biomedical Sciences	1,935	2,032	1,905	1,905	1,905	1,905	1,905
2.1.2 MMD, THK and BMS/GNK	35	59	60	50	50	50	50
2.1.3 PPD learning path for THK			116	157	161	165	169
2.1.4 Extra individual coaching on request from student advisors			15	15	15	15	15
2.2 Student advisors	19	18	66	67	68	69	71
2.2.1 Professionalisation for student advisors			0	0	0	0	0
2.2.2 Junior student advisor	19	18	56	57	58	59	61
2.2.3 Supporting international students			10	10	10	10	10
2.3 Biomedical Sciences Career Service	20	20	20	21	21	22	22
2.4 Well-being and Vitality	140	116	143	150	150	150	150
Theme 5 Appropriate facilities	601	512	1,082	1,100	1,125	1,148	1,163
5.1 Campus licences for e-books	280	282	355	380	410	410	410
5.2 E-learning modules	30	14	30	30	30	30	30
5.3 Digital education innovation projects	291	216	450	470	490	510	520
5.3.2 Other projects	51	50	30	30	30	30	30
5.3.3 Video lab	40	23	40	40	40	40	40
5.3.4 XR			200	210	220	230	240
5.3.1 Basic funding for digital education innovation (DIO) projects	200	143	180	190	200	210	210
5.4 Expanding support for technical management			117	119	122	124	127
5.5 Temporary support for using digital teaching materials			60	30	0	0	0
5.6 Communication resources (website investments/management; newsletter; social media)			70	71	73	74	76
Theme 6 Professional development of lecturers	258	271	490	529	559	565	575
6.1 Strengthening UTQ/ETQ	60	85	60	60	60	60	60
6.2 Menu	15	2	20	20	20	20	20
6.3 Professionalisation of coaches	93	113	65	65	65	60	60
6.3.1 Coaches for BMW/GNK/THK Bachelor's programmes	80	110	50	50	50	45	45
6.3.2 Professionalisation of internship supervision for PhDs	5	0	8	8	8	8	8
6.3.3 Professionalisation of mentors in the BMS/MMD Master's programmes	8	3	8	8	8	8	8
6.4 Professionalisation of interprofessional education	70	55	210	236	263	269	276
6.4.1 Interprofessional education	30	30	30	30	30	30	30
6.4.2 Patient academy	20	10	50	55	60	65	70
6.4.3 Diversity and inclusion	20	16	70	71	73	74	76
6.4.4 Health promotion and prevention			30	40	50	50	50
6.4.5 SDL			30	40	50	50	50
6.5 Education and training career paths	20	16	50	51	52	53	54
6.6 Funds for lecturers' study trips related to education (students)			30	32	33	35	36
6.7 Education development vouchers			55	65	66	68	69
Programme management	20	21	20	20	20	11	11
Coordination	15	17	15	15	15	15	16
Finance	5	4	5	5	5	5	6

Notes on the realisation process and the involvement of the participational bodies

The faculty's plans for the Quality Agreements 2019–2024 were drawn up in 2018 in partnership with the dean, the director of RHA, the Programme Directors from the university study programmes, the Faculty Student Council (FSR) and members of the UMC Council. The final plan was submitted to the UMC Council in October 2018, and they approved it on 25 October 2018. The UMC Council and FSR have been involved in the further development, evaluation and proposed changes to this plan. The UMC Council's approval is required each year for the budget of the quality agreements.

A contingent from the UMC Council education group, together with lecturers and students from the UMC Council and FSR, is involved in monitoring the progress of plan formation and plan implementation. This contingent from the education group meets every six weeks to discuss and evaluate projects from the Quality Plan in depth with project managers, discuss (draft) progress reports, and collect input for preparing and updating the (draft) budget. The communication to students and lecturers about the Quality Plan and results achieved (website and social media videos) was also set up in consultation with this group.

The members of the Quality Agreements education group can provide feedback to the UMC Council as a whole and discuss any recommendations with them. In October 2021, the UMC Council indicated that it wished to discuss the progress of the quality agreements as a whole. This is in addition to the discussions via the education group and the agenda for the budget/progress report in the autumn. This will be addressed and further developed in 2022.

In 2021, all the faculty's programme committees were asked to provide input for the Quality Plan budget. This provided valuable information that was discussed in the education group and incorporated into the budget preparations. This procedure will be continued in 2022.

In 2020 and 2021, there were also discussions with the contingent from the education group about the preferred manner of evaluating the projects from the Quality Plan. Every year, programme committees and education management teams evaluate various activities and projects (e.g., the use of coaches in the Professionalism learning path and the use of (new) e-learning modules) through the regular quality assurance process. Other projects are evaluated separately as part of the Quality Plan programme. An opportunity for evaluation is created by the concise progress report (twice a year, in September and February) and in-depth discussions about content with the education group. A separate report, policy recommendation or detailed project proposal is expected for a limited number of larger projects (e.g., the XR programme or exploratory studies including patient participation and diversity and inclusion). The purpose of this approach is to avoid bureaucracy and spending unnecessary time on additional, extensive written evaluations. By aligning with regular educational evaluations and possibly using targeted questions to obtain additional information on a limited number of subjects, the evaluators can see whether the desired objectives are being achieved. The balance between time investment and yield of evaluations remains a topic of discussion with the participational bodies.

Members of the contingent from the UMC Council education group reviewing quality agreements 2019–2021

Prof. Roland Laan (chair)

UMC Council lecturer members: Dr Anita Huis, Dr Michiel Schokking

UMC Council/FSR student members:

2019–2020: Nicole Waalders, Marike Lombaers, Niels van Beek 2020–2021: Lisa Houtman, Emma Kooistra, Nicole de Kort

2021–2022: Frederike Harthoorn, Mirèse Kleuskens, Emma Kooistra Dr Helma Pluk (coordinator; from March 2020)

Meetings and topics discussed 2020–2021

Meeting date*	Topics discussed
20 04 2020	Steering group expectations; planning/process agreements; oral project updates
12 05 2020	Communication to students and lecturers about the quality agreements
17 06 2020	Student well-being projects (guest: Marjolein van der Pol)
08 07 2020	Status of communication; progress report on September 2020 Quality Plan; discussion of evaluation method
02 09 2020	Developments related to interprofessional learning (guest: Marjon Breteler)
14 10 2020	Developments related to interprofessional learning (guest: Marjon Breteler)
02 11 2020	2020 forecast and 2021 budget for the Quality Plan; DOI't evaluation; communication
25 11 2021	November 2020 progress report and 2021 budget for the Quality Plan; theme 5: Appropriate educational facilities of good quality; communication
13 01 2021	2021 Budget (use of unallocated resources); communication
17 02 2021	Update on student well-being/healthy professional projects (guest: Marjolein van de Pol); February 2021 progress report on the Quality Plan; 2021 Budget (use of unallocated resources); communication
01 04 2021	Evaluation/update on the use of coaches in Bachelor's curricula (guests: Annelies van Ede and Petra van Gorp); 2021 budget; proposal to discuss the Quality Plan in programme committees; communication
12 05 2021	Career Service (guest: Hanneke Santegoeds); communication; planning
08 07 2021	Lecturer professionalisation (guest: Akkelien Bergsma); projects for inclusion in the budget 2022 Quality Plan (input on programme committees, SDL, ergonomics)
16 09 2021	Consistency between the education budget and the quality agreements
01 10 2021	Draft 2022 budget for the quality agreements
14 10 2021	Draft 2022 budget for the quality agreements; draft Quality Plan progress report dated 1-9-2021
09 12 2021	Method of evaluating projects in 2022 Quality Plan; preparation for mid-term evaluation of RU Quality Plan

* There is no record of discussions with the steering group in 2019.

Independent reflection from the participational bodies

The UMC Council read and discussed the progress report on the quality agreements within the education group and subsequently with its executive management and the plenary UMC Council. The RHA and the education group contingent for the quality agreements have held several discussions about the quality agreements and these have proceeded satisfactorily. The contingent then informed the plenary UMC Council so they could ultimately advise on or approve the quality agreements.

Based on the documents provided, the UMC Council concludes that meaningful consultation has been possible. This has resulted in a sound expenditure of quality resources (from 2019–2024) for the realisation of the quality agreements, which will benefit the quality of education.

The student faction of the UMC Council has noted that this investment of quality resources also ensures that the negative consequences of the COVID-19 pandemic – which has had a major impact on the quality policy of the RHA – are limited. The UMC Council, and certainly its student faction, are positive about this.

At this moment, the UMC Council considers itself to be sufficiently involved in the spending of the quality funds by the dean and the Radboudumc Health Academy. The UMC Council, and in particular its student faction, are satisfied with the improved way in which they are now involved – especially through their education group contingent for the quality agreements – in the adjustments of agreements concerning the use of quality resources. The UMC Council and its student faction now also have sufficient opportunity to exert their influence on these adjustments in a timely manner. In comparison to the start in 2019, there is a clear upward trend in this respect, which is appreciated by the UMC Council.

There is also an upward trend in this respect within the education group contingent for the quality agreements. Meetings take place regularly, so the material remains comprehensible. The contingent also has a good composition: (1) it is not too big, which leads to efficient meetings and (2) a substantial portion of its members are students, so the student perspective is well represented. An area of improvement for the contingent is the timely distribution of meeting documents.

The student faction feels that it has been heard during the various meetings concerning the quality funds, and it is pleased to see how their input is being addressed. Attempts are also being made to find a solution for good continuity in the intake of new student members at the start of the new academic year. To date, it has proved quite challenging each year for the new student members of the faction (who start on 1 September) to quickly understand the material in the quality agreements and be prepared to discuss it. This makes it difficult for them to give a proper opinion on the budget in a relatively short time, which is needed so it can be approved in the next cycle. In addition, the progress document offers good tools for quickly obtaining an overview of the goals set and the state of affairs. In recent years, this document has certainly had a positive influence on the achievement of the goals set.

With regard to these goals set for the Quality Funds, however, the UMC Council and its student faction already recommended this year that they think about the consequences of the reintroduction of the basic grant for students. Several ongoing goals, in particular student guidance through coaching, are currently financed from the quality funds. In the coming years, it will be necessary to think about how these ongoing goals will be maintained when the subsidy is discontinued.

The programme committees (OLCs) are becoming more involved, which pleases the UMC Council's student faction. The committees give feedback and ask for input on what the quality funds could be invested in. However, there are still areas for improvement regarding this cooperation, namely: (1) incorporating the obtained input into the budget and (2) timely feedback about the documents to the OLCs.

Last year, the OLCs received the draft of the final budget very late, so they still had questions and feedback when the budget was approved by the UMC Council. As a result, these issues could no longer be addressed, answered and incorporated into the budget in a timely manner.

As indicated in earlier discussions about the quality agreements, the UMC Council values a clear PDCA cycle, also in connection with the realisation of the quality agreements. At the moment, this PDCA cycle is not sufficiently clear to the UMC Council. In particular, there is no written evaluation of various policy initiatives or recording of the actions taken on them. The UMC Council is still waiting for this overview. Nevertheless, since this academic year, written evaluations of the initiatives in the Quality Funds have been a topic in the education group contingent for the quality agreements, who have considered which components should be evaluated and how.

The UMC Council also calls attention to the fact that the education group contingent for the quality agreements is referred to as the 'steering group for quality agreements'. This name seems to be too strong for the aforementioned delegated group from the UMC Council's educational group, a group that also is not mandated by the UMC Council. The UMC Council consistently makes its decisions in plenary session, so the contingent is not mandated. Therefore, the term 'steering group for quality agreements' should no longer be used.

Kind regards,
Prof. C. Kramers Chair, UMC Council

Ms P.J.G. Exterkat
Adviser

Met vriendelijke groet,

Prof. dr. C. Kramers
Voorzitter UMC-Raad

Mw. Mr. P.J.G. Exterkate
Adviseur

Faculty of Science

In 2018, an objective was written for each of the six themes in the plan for use of the quality resources (study financing resources). Those objectives were in line with the faculty's strategic plan for 2016–2020.

The key point here is that students are educated in the context of their 'future selves'. This is a broader scope than a single professional study programme offers, and it can be seen as part of the goal of lifelong learning.

Other ongoing concerns of the faculty are study success and the feasibility of the study programmes.

Even before the quality resources plan was formulated, the faculty had already committed itself to quality improvement, particularly focused on smaller-scale education, facilities and feasibility. The actions and associated resources are included in this report as 'own resources' and allocated to the six themes.

In 2019, the Advisory Committee for Quality Agreements (AKA) was established to coordinate the use of own resources and new resources (see section 3.2). For some actions, the four educational institutes (Biosciences; Molecular Sciences; Mathematics, Physics and Astronomy; Computing Science and Information Sciences) were given the freedom to deploy them as appropriate to the study programme.

In spending the new study financing resources available from 2019, the Advisory Committee mainly focused on education innovation and feasibility. These topics are closely related to the six themes but also transcend the individual themes.

Most of the investments therefore contribute to more than one theme. This especially applies to two long-term initiatives: Education innovators who are permanently embedded in each educational institute and assistant lecturers who aid lecturers in the study programmes. Where staff appointments have been budgeted, the actual numbers often deviate somewhat because when the budget is made available there is usually no clarity about the duration and scale of the appointments.

The report below shows that education innovators, in particular, play an important role: not only in themes 4 and 6, but also in themes 1 and 3.

Table 1: Use of resources in 2019–2021 by theme (% of the action by theme)

2019 quality resources plan	New resources	%	Own resources	%
	Call for education innovation	100%		100%
Theme 1: Intensive, small-scale education	Assistant lecturers	50%	New Devices Lab	100%
			Extra practicum coordination	50%
			Investments in maths education	50%
Theme 2: Supervision	Assistent docenten	50%	Investments in maths education	50%
			Education support services for internships at Radboudumc	100%
Theme 3: Study success, admission, advancement			Use of existing academic staff for innovation	100%
Theme 4: Differentiation	Education innovators	50%	Developing science education	50%
Theme 5: Facilities	Training student assistants	100%		
	Extra digital assessment coordinator	100%		
	Cloud computing	100%		
	Incidental material investments	100%	Extra practicum coordination	50%
Theme 6: Professional development	Education innovators	50%	Digital assessment coordinator	100%
			Developing science education	50%

Table 2: Original expenditure plan (October 2018)

x €1,000	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
Expenditures per theme						
1. More intensive and smaller-scale education	406	495	519	512	523	593
2. Increased and improved guidance of students	440	440	490	490	490	794
3. Study success including admission and advancement	440	440	440	440	440	495
4. Educational differentiation	145	153	170	170	170	380
5. Appropriate educational facilities of good quality	159	150	132	134	136	330
6. Continued professional development of lecturers	145	153	170	170	170	380
PM: to be allocated by theme based on final expenditure plan	-	-	503	881	975	-
Total	1,734	1,831	2,424	2,806	2,904	2,972

Table 3: Realisation in 2019, 2020 and 2021, and the current budgets for 2022, 2023 and 2024

x €1,000	Realised 2019	Realised 2020	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
Expenditures per theme						
1. More intensive and smaller-scale education	365	403	497	591	593	593
2. Increased and improved guidance of students	456	498	584	819	794	794
3. Study success including admission and advancement	455	463	473	495	495	495
4. Educational differentiation	169	308	393	380	380	380
5. Appropriate educational facilities of good quality	134	381	302	328	330	330
6. Continued professional development of lecturers	169	308	393	380	380	380
Total	1,747	2,361	2,642	2,993	2,972	2,972
Balance	-97	63	-218	-187	-68	174

* In the tables per theme, actions for which own resources were used (or also used) are marked with an asterisk.

Notes on quality agreements expenditure per theme

The budget shown in the following tables is the one from the original plan, prepared in autumn 2018. When the Advisory Committee for Quality Agreements was appointed in early 2019, there was a clearer view of the new resources available and some items were adjusted. Where that happened, it is explained below the table.

Theme 1: More intensive and smaller-scale education (2019-2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Assistant lecturers		83	100	183		44	137	181
Call for education innovation	35	50	75	160	6	-	10	16
New Devices Lab*	78	78	78	234	80	81	83	244
Extra practicum coordination*	103	94	76	272	79	84	84	247
Investments in maths education*	190	190	190	570	200	194	183	577
Total	406	495	519	1.419	365	403	497	1.265

Adjustment by the Advisory Committee for Quality Agreements (AKA): In addition to focusing on the development of new modes of instruction,

explicitly ensure that the entire teaching programme can remain small-scale. The use of assistant lecturers plays a key role in this effort. Activities funded by existing own resources, like the New Devices Lab and the extra practicum coordination, were also aimed at this goal.

In the budget, the allocation for assistant lecturers has been increased to 1 FTE (€75k) per educational institute (€300k in total divided over two themes (was €200k)) and, from 2021, the call for education innovation has been capped at €50k (was €75k).

Assistant lecturers

50% of the budget for this theme is allocated for assistant lecturers. From 2020 onwards, an amount of €75k per educational institute will be used for assistant lecturer positions (1 FTE at postdoc level per educational institute). Assistant lecturers are 'subject adjacent' (working in the field of the courses in which they are assisting). In particular, they are able to contribute to the content by facilitating and, where necessary, improving small-scale education where this would be jeopardised by an increased number of students. Under the supervision of the course coordinator, assistant lecturers can make concrete contributions to creating, supervising and possibly correcting assignments or improving course materials, among other things. A (varying) portion of the assistant lecturer's activities directly benefit small-scale and innovative education by giving the lecturer in the course more time to devote to them.

Results: The use of the assistant lecturers differs per educational institute and thus corresponds as closely as possible to existing needs and opportunities. In some cases, the assistant lecturers provide extra support for seminars or practicums involving large groups of students; in other cases, they help to develop and implement updated seminars or improve course materials. The lecturers and educational institutes determine how they are used. Some appointments are short and specific (one quarter) with the aim of improving a certain course. Others are more long term (e.g., to regularly provide more professional supervision in a practicum/course).

Call for education innovation

The Education Innovation Committee explicitly focuses on education innovation and new modes of instruction as referred to in theme 1. The committee's chair is the Professor of Science Education.

Every year, this committee issues a call for proposals in the faculty for the financing of small projects (maximum €10,000) aimed at educational innovation. All staff members, lecturers, PhD candidates and students can submit proposals. Such a call has proven to be a stimulus for all those involved in education to think about improvements and renewal. Many of these initiatives require only a limited investment. The projects selected by the committee are presented to the faculty's Executive Board for their formal approval.

The Education Innovation Committee's duties also include organising education colloquia to share experiences widely.

Results: The first call for projects in 2019 got a great response: 55 proposals, from the well-developed to the unpolished, were submitted from all levels of the faculty. The committee took a critical look and allocated funds from the budget available in 2019 (€35k). However, not all projects used the allocated funds.

The calls and projects in 2020 and 2021 (€50k each year) were severely hampered by the circumstances surrounding the pandemic. Lecturers were forced to work on necessary innovations independently of the call, supported by various other groups within the faculty: the Teaching Information Point, the science education section, digital assessment coordinators and education innovators.

The intention is that the committee will play a role in overcoming the challenges of teaching during the pandemic.

The deadline for the call in 2022 has been extended, and the committee is considering ways to encourage lecturers to submit projects in spite of the pandemic.

Successful initiatives from the call deserve to be continued. To make this as easy as possible, policy space has also been reserved starting from the 2022 budget.

Education innovators

Although the education innovators were not originally categorised under this theme, it is clear that they make a major contribution to the creation of small-scale and innovative modes of instruction at the educational institutes. For example, the education innovator for biosciences is developing and supporting team-based learning throughout the entire study programme.

New Devices Lab

The New Devices Lab (NDL) is a new form of education in the Computing Science study programme with a special focus on small-scale education and creativity. The new devices in this course include smart home systems, wearables, VR glasses and 3D scanners and printers. In this course, students work in teams of two to four students on a project of their own design and choice. The NDL was already launched before 2018 using the faculty's own resources.

Results: In the beginning, the course was a compulsory part of the software track in the study programme. Now it is also compulsory for the data track and is popular among students in the security track. The capacity of the course has increased over the years from around 20 students to 96 students this year. Despite this, the course has been so popular in recent years (also beyond computing science) that not all interested students can participate. The contribution from the quality resources is being used to purchase new devices and fund 0.6 FTE of technical support.

The NDL works and successfully contributes to the computing science study programme and beyond. This action can remain unchanged, and the staff is expected to expand. This will allow the capacity to be expanded to such an extent that all interested students probably will be able to participate again.

Expanding practicum coordination

Practicums play a crucial role in all study programmes at the Faculty of Science. They are the ideal way to activate small-scale modes of instruction. The expansion of practicum coordination has made it possible to modernise this education and continue to provide adequate supervision. For example, this makes it possible to use new techniques. The expansion involves various positions in three practicums (physical, chemical, biological).

This action was already launched in phases before 2019 using the faculty's own resources.

Investments in maths education

Mathematics is at the heart of the science faculty, and the Mathematics department offers courses for all study programmes. Investments in maths education from our own resources allowed the staff to be expanded so both the successful mathematics study programme and other study programmes with maths courses can receive the quality and small scale at the desired level.

Results and plan: Increasing numbers of assistant lecturers were appointed from autumn 2020 and into 2021. But the appointments fell short, especially in the first year. That was partly because the capacity of the lecturers was not always sufficiently clear, or because there were no suitable candidates to be found within the PhD/postdoc contingent. In Computing Science, for example, the latter situation was largely due to the job market for computer scientists: few PhD candidates extend their appointments to take on a teaching role. The goal and expectation are that the number of appointments will continue to increase.

In Computing Science, the budget could possibly be used differently for the same purpose. When experiences are shared within the faculty, more lecturers will see the possibilities and advantages. There is no reason to change this action substantially as long as the use of it increases.

As soon as the Education Innovation Committee once again can issue a call in the normal way, we expect that sufficient projects can be generated there as well. Then, monitoring the progress of the projects will have to be carefully ensured.

Because of the identified underspending, the advisory committee decided to increase material expenditures (theme 4) in 2020, such as the purchase of graphic tablets for distance learning. See below.

Theme 2: Increased and improved guidance of students (2019–2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Assistant lecturers				-		44	137	181
Investments in maths education* 190	190	190	190	570	200	194	183	577
Education support services for internships at Radboudumc* 250	250	250	300	800	256	260	264	780
Totaal	440	440	490	1.37	456	498	584	1.538

Intention of the original plan: Renew and improve the portfolio and set up a Student Well-being Task Force.

Adjustment by the Advisory Committee for Quality Agreements (AKA): From 2020 onwards, also focus on strengthening guidance within all courses by allocating a budget for assistant lecturers. They were not included in this theme in the original budget. In the realisation, 50% of the costs are allocated to this theme.

Each of the faculty's study programmes has a portfolio component. It is intended to teach students to reflect and plan, and to better prepare them for future choices in Master's programmes and their profession. The study programmes have all searched for a suitable format and have arranged guidance in the form of tutors or lecturer mentors, for example.

A focus on student well-being has become more important and the ambition to prepare students even better for their future selves requires renewal of the portfolio courses and an emphasis on the coaching aspect in the study programme. In parallel, a work group for the Student Guidance 2023 project is active on the university level.

Results: The renewal of the portfolios has been limited so far, partly due to a shift in focus caused by the pandemic and partly because we are awaiting the outcome of the university work group.

In relation to the pandemic, a work group conducted research into student well-being for the Education Policy Committee in 2020 and asked the educational institutes to pay attention to the connection with students during the lockdown. That research required no additional budget. For example, educational institutes actively used mentors to keep in touch with their students. The study associations also played a crucial role by organising adapted activities.

Coaching pilot project

In the 2021–2022 academic year, the budget for assistant lecturers was used to start a pilot project about coaching first-year students in the biosciences. The evaluation of this pilot project and the findings of the central work group will jointly determine whether and how coaching can be made a permanent part of the study programmes.

Assistant lecturers

The use of assistant lecturers is 50% allocated to this theme because the extra staff in many courses directly benefits the guidance. Here too, as in theme 1, the use of assistant lecturers is easier at some educational institutes than at others.

Investments in maths education

Also see theme 1. Even before 2019, we made investments in staff for teaching mathematics from our own resources. Expanding this staff contributes significantly to student guidance in maths education.

Education support services for internships at Radboud university medical center

Some of the students in the Medical Biology, Biology and Molecular Life Sciences study programmes specialise in an interdisciplinary way at the intersection of the life sciences and medical sciences. They do their internships at Radboud university medical center, for which the Faculty of Science pays the education support service costs. These come from our own resources.

Internships are not only an essential part of students' education, but also their (professional) development. That is why these funds are allocated to theme 2. The number of internships decreased slightly in the past two years.

Results and plan: The portfolio action and coaching are on track with delays. Both are linked to the central work group for the Student Guidance 2023 project. If coaching proves to be a successful form of guidance, it will be implemented more broadly. We will have to examine whether regular resources can be used for this or whether there is room in the quality resources.

The use of assistant lecturers meets a need and has been going well since 2021. The exchange of experiences between educational institutes should lead to even more initiatives.

Theme 3: Study success (2019–2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Use of existing academic staff for innovation	440	440	440	1.32	455	463	473	1.391
Total	440	440	440	1.32	455	463	473	1.391

Intention of the original plan: Removing duplicate Master's specialisations, setting up the International Office & Admissions Office, and focusing on the integration of international students. The goal was to achieve a clear and attractive range of Master's programmes and a larger inflow of Master's students.

These objectives have been realised within the faculty policy and from regular resources. There is a clear range of unique Master's specialisations, a new information structure and a streamlined admission procedure in the existing Admissions Office. No specific budget from new resources was used to achieve these objectives. In the coming years, it will become clear whether the inflow of Master's students will benefit from these actions.

The science education section participates in a meeting between the university and secondary schools about the transition from secondary education to university education.

Use of existing academic staff for innovation

For the study success and advancement theme, it is standard practice to invest in the capacity of academic staff to free them up for innovation and improvement of teaching and curricula.

There is a strong incentive to provide education as efficiently as possible with the usual funding, which often leads to large groups, fewer choices and as little change as possible. This is not necessarily what lecturers want. When extra staff are made available, lecturers can invest properly in the development of new, small-scale education. They are given the space to integrate stimulating forms of learning into their teaching and to develop themselves as lecturers. This extra attention to the courses should benefit study success.

Results and plan: The fixed item from our own resources makes a standard increase of staff available for education. That not only contributes to theme 3, but to all themes 1 to 4. There is no need to adjust this item.

Theme 4: Educational differentiation (2019–2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Education innovators	75	83	100	258	39	107	113	258
Developing science education (*)	70	70	70	210	130	201	280	611
Total	145	153	170	468	169	308	393	869

Intention of the original plan: Increase the number of courses in which general skills are developed and introduce (campus-wide) minors.

Adjustment by the Advisory Committee for Quality Agreements (AKA): In addition to focusing on skills education, educational institutes and lecturers must be encouraged to innovate and broaden their education on all fronts. This works best in an approachable and, above all, actively cooperative manner. Lecturers should not only receive advice, but also concrete help.

The budget has been adjusted accordingly from 2019 onwards by creating extra room for both actions. This is reflected in the realisation.

Education innovators

Each educational institute has been given 1 FTE in scale 11-12 to appoint education innovators. They have a broad mission: to stimulate the educational institutes and the lecturers on every front and help them innovate where that is useful. It is essential that the innovator collaborates with the lecturer in a practical way – where possible even in terms of content – to amend the course.

The education innovators are didactically proficient and have a background in the study programme's subject area. They help to introduce new modes of instruction in the lectures, integrate ICT in teaching and, together with the faculty's Teaching Information Point, make a major contribution to the rapid transition to online education by supporting online teaching tools like Discord for seminars and Open Broadcaster Software for video lectures.

They are involved in all aspects of the curricula and teaching and thus also contribute to the professionalisation of the lecturer team (theme 6).

Within the narrower objective of theme 4 (skills education), initiatives have been developed by setting up new courses (at the Institute for Molecular Sciences) and team-based learning (at the Institute for Biosciences and the Institute for Mathematics, Physics & Astronomy) as well as supporting aspects of study skills and general skills in the normal learning paths.

The innovators also act as partners to the boards of the educational institutes in their reflections on the curriculum. The education innovators from the institutes meet regularly with each other and with the Teaching Information Point.

Finally, in 2021–2022 they will provide training sessions for student assistants to help them contribute to the betterment of education and develop their didactic skills as students.

Developing the science education section

The science education section was largely set up using our own resources, but its further development in 2020 and 2021 was partly funded by new resources. This section is now active. They have developed a didactics minor for all study programmes and are responsible for the Master's programme in Science and Education.

Starting in 2022, the section will offer didactic training to student assistants and PhD candidates. The section is also actively involved in developing teaching methods with the education innovators.

Results and plan: We still need to examine how other (campus-wide) minors can be set up and what the needs are. Part of that initiative will also be at the central level.

The appointment of education innovators has not been quick to materialise at all educational institutes. The costs of the appointments also turned out to be partly lower than budgeted (innovators are in a lower scale than budgeted). At three of the four institutes, the staffing has now reached approximately 1 FTE, usually spread over more than one person. In this situation too, Computing Science is disadvantaged by the attractive job market for computer scientists. On the other hand, the investment in the science education section is now higher than originally budgeted.

It is important that the available space for education innovators be filled up further in the coming year. For Computing Science, it may be necessary to find another way to expand the staff in this area.

The education innovators make an essential contribution to the renewal and broadening of education and modes of instruction. Therefore, resources will continue to be allocated for their appointment.

Theme 5: Appropriate educational facilities of good quality (2019–2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Digital assessment coordinators	56	56	56	168	55	89	149	293
Training student assistants				-		16	6	22
Cloud computing				-			7	7
Extra practicum coordination*	103	94	76	272	79	84	84	247
Incidental material investments: graphic tablets, laptops				-		177		177
Lightboards for knowledge clips				-		15		15
Practicums: Tablets, server, lab buddy, etc.				-			57	57
Total	159	150	132	440	134	381	302	817

Intention of the original plan: expanding student workstations, extra opening hours at the library.

Expanding practicum facilities, increasing classroom space for active learning and setting up a Science Education Lab.

Adjustment by the Advisory Committee for Quality Agreements (AKA): The Advisory Committee launched a number of initiatives to promote digital education, partly due to the pandemic. They also approved a number of material requests and expanded the coordination of digital assessment. The committee also took the initiative to better train student assistants.

From 2022 onwards, the budget will include scope to grant requests for material investments and facilities adequately and quickly.

Digital assessment coordinators

The coordination of digital assessment was started from our own resources and then expanded from new resources. These positions quickly became crucial, partly due to the pandemic. The existing growth in digital assessment was further accelerated during the pandemic, when many exams were administered online using Cirrus. That is why a second coordinator was recruited in 2021. The digital assessment coordinators support lecturers in planning and setting up exams in Cirrus. It is also expected that many exams will continue to be administered digitally after the pandemic.

Cloud computing

Cloud computing ensures there is sufficient digital space available for applications, particularly in the Computing Science and Physics and Astronomy study programmes. Space for this was budgeted in 2021, but it was used less than expected. It is expected that more space will be used in 2022.

Incidental material investments

These include some investments in new technologies for the biosciences and molecular sciences practicums. In addition, prompted by distance learning, the AKA invested in the purchase of loaner laptops, graphic tablets with which lectures and seminars can be given online, and Lightboards and studios for recording knowledge clips. These investments in modern education will continue to have a place in the faculty after the pandemic.

Extra practicum coordination

The extra practicum coordination is financed from our own resources and has led to innovation and more support for the practicums. Fortunately, for many students the practicums continued on campus during the pandemic.

Training student assistants

Student assistants play a crucial role in education. They supervise many seminars and practicums. Normally they receive some limited didactic training, but now in-depth training with an important feedback loop has been set up for several courses. The intention is to expand this if it proves valuable.

Results and plan: An active learning room (team-based learning room) has been set up from the regular resources. An education lab has not (yet) been developed due to shifting focus and the layout of the faculty.

The library's opening hours are continuously adjusted to the needs, partly in view of on-campus versus online education. During exam periods, a few extra lecture halls are available to students as study areas.

Due to recent developments, more use was made of digital assessment coordinators than budgeted. Less use was made of the planned cloud computing in 2021 than expected. The difference in expenditure on practicum coordination has to do with the duration of the appointment and the scale.

The availability of resources, partly via the policy space from 2022 onwards, makes it possible to pay for improvements in facilities and (practicum) tools in a flexible manner. Twice a year, the advisory committee looks at the space available in the budget for incidental requests.

Theme 6: Continued professional development of lecturers (2019–2021)

Theme-related actions	Budget (x €1,000)				Realised (x €1,000)			
	2019	2020	2021	Total	2019	2020	2021	Total
Education innovators 75	75	83	100	258	39	107	113	258
Developing science education (*) 70	70	70	70	210	130	201	280	611
Total 145	145	153	170	468	169	308	393	869

Intention of the original plan: Strengthen lecturers' participation in the Lecturers' Advisory Group on Education Innovation and in education colloquia and workshops.

Adjustment by the Advisory Committee for Quality Agreements (AKA): In 2019, the Lecturers' Advisory Group on Education Innovation was transformed into the Education Innovation Committee. It supports projects and shares their results annually (see theme 1). In addition, the Advisory Committee for Quality Agreements has focused on appointing education innovators who also contribute to lecturer professionalisation (also see theme 4).

The Education Innovation Committee has been broadened and got off to a flying start, but it has suffered greatly as a result of working from home and distance learning. In general, education colloquia proceeded to a limited extent. On the other hand, the acute need for online education led to very active contact with lecturers through, for example, the Teaching Information Point, the science education section, digital assessment coordinators and education innovators. The pandemic and distance learning resulted in an unexpectedly steep learning curve in digital education.

Education innovators

The use of education innovators alongside the updating of courses contributes to the professionalisation of the staff and to the sharing of experiences. A growing group of lecturers is using the opportunities to teach in a different way or at least to reflect on their course. The education innovators from the institutes meet regularly with each other and with the Teaching Information Point and the science education section.

Developing the science education section

The development of the science education section is also partly allocated to this theme because the section is expected to contribute to the development of teaching methodology within the study programmes.

Results and plan: As described in theme 4, the appointment of education innovators is underway but not yet fully achieved. Particularly in 2019 and 2020, expenditure lagged behind the budget. Conversely, the organisation of the science education section is ahead of schedule.

Notes on the realisation process and the involvement of the participational bodies

Before 2019

Up to and including 2018, a Lecturers' Advisory Group on Education Innovation was active in the faculty. This group was responsible for researching and disseminating local knowledge and initiatives related to education innovation. The deployment of resources to improve the quality of education was directed by the faculty's Executive Board (the own resources in tables 1, 2 and 3).

2019: Advisory Committee for Quality Agreements

When the Quality Resources Plan came into effect in 2019, the Lecturers' Advisory Group on Education Innovation was replaced by two committees:

- an Education Innovation Committee responsible for stimulating and disseminating concrete initiatives for education innovation, now with a budget for supporting projects, and
- an Advisory Committee for Quality Agreements (AKA) responsible for managing and guaranteeing the use of quality resources.

The AKA includes representatives from the faculty's Executive Board and participational bodies, as well as the Professor of Science Education and the head of educational support (education centre).

The committee's chair is the vice dean for education. The Representative Council and the Faculty Student Council are represented by two lecturer members and two student members, respectively. All members of the AKA are appointed for two years.

Within the faculty, structured consultation also takes place in the following bodies:

- *Education Policy Committee (OBC)*

The vice dean for education, directors of education, a student representative and an educational advice & teacher development staff member.

- *Educational institutes*

The four educational institutes each have their own board that consists of a director, programme coordinators and a student assessor for each study programme.

- *Programme committees (OLCs)*

Students (chosen) and lecturers (appointed) from one or more study programmes.

- *Broad consultation*

Student members of the programme committees, student assessors from the educational institutes, members of the Faculty Student Council and the student assessor from the faculty's Executive Board.

Topics relating to the themes and the use of quality resources are shared and discussed in all these bodies. The educational institutes play a crucial role in shaping initiatives because they understand the opportunities and challenges specific to the study programmes they offer. Assessors and OLCs are involved closely.

AKA annual cycle

The AKA has agreed on an annual cycle of planning, monitoring, possible adjustments and accountability. The design of the AKA guarantees that the faculty's participational bodies are part of the discussions and decisions in each step of this cycle.

The plans and annual accounts are also discussed separately in the faculty's Executive Board and the Faculty Joint Assembly.

At the start of the quality plans in 2019 and in the proposals for the use of education innovators in 2019 and assistant lecturers in 2020, the educational institutes asked their OLCs for ideas about the areas they could focus on. The filling of these positions has been delegated to the educational institutes, which have communicated internally. The AKA mainly plays an advisory role.

Halfway through the year, the AKA assesses whether adjustments are necessary and whether there are any new initiatives that need to be discussed. These are then assessed for possible impact and contribution to one of the six themes.

Independent reflection from the participational bodies

The AKA always includes a former board member and a current board member from the Faculty Student Council (FSR). This ensures that the FSR is sufficiently informed about previous and current discussions. The AKA also includes two members of the Representative Council, who each have two-year seats on this committee. Those members meet and discuss matters as members of the AKA and then inform the other members of the participational bodies about the matters discussed in the meeting. In recent years, there have been several meetings to plan, monitor, adjust and account for the resources spent. The participational bodies believe they can provide sufficient input and feedback during the AKA meetings.

The FSR has close contact with all programme committee (OLC) student members in each OLC, and with all OLC members together in the broad consultation. The FSR has close contact with Education Policy Committee (OBC) members and takes part in meetings with all institute assessors. At these times, both bodies can keep each other informed about decisions made and changes in the resources spent.

The AKA documents are discussed and commented on in the Faculty Joint Assembly. Because four members of the participational bodies have a personal seat on the AKA, they can – if desired – provide additional clarification to the other members of the participational bodies. At the same time, the FSR and Representative Council members who do not have seats on the AKA can offer critical and independent commentary.

The participational bodies would have liked to have seen an independent reflection from the AKA earlier and would have liked to receive the documents from the AKA at an earlier stage. Be that as it may, the participational bodies believe that the written evaluation is correct and does justice to what has been discussed in recent years.

In short, the FSR and Representative Council are of the opinion that from the beginning (and even before) we have been involved well and in time in the decision-making process and the control of the spending of the funds up to now. We also expect that to be the case in the future, both because of our strong representation on the AKA (two FSR and two Representative Council members) and because the plans will also be discussed in the Faculty Joint Assembly (as mentioned above). We therefore have a sufficient say in the entire process.

Dennis Löwik, Representative Council

Hamzah Al Zubi, Faculty Student Council

Faculty of Law

In 2018, the Faculty of Law drew up its quality agreements. These were jointly submitted to the Executive Board of Radboud University by the faculty's Executive Board, the Faculty Student Council and the Representative Council. The Accreditation Organisation of the Netherlands and Flanders (NVAO) approved the proposed quality agreements.

The quality agreements are intended to bring about a visible improvement in the quality of education. This was also the aim of the new educational vision, 'Meer Meester' (More Mastery). The faculty adopted that vision in 2018 after extensive consultation with students, lecturers and external advisory boards. The quality agreements are in line with the faculty's educational vision and the seven core values formulated therein; thus they contribute to achieving that vision. The core values are:

- We believe it is of primary importance that lecturers guide the students, make them wiser with regard to the law, and stimulate them to develop into fully qualified jurists with a broad knowledge of Dutch law and a good understanding of European and international law.
- We consider face-to-face education to be crucial to optimal knowledge transfer, interaction and exchange.
- We believe that a modern and permanently employable jurist is competent in positive law and socially aware and can therefore contribute to solving society's problems.
- We assert that oral and written skills, and a good understanding of the role of ICT in law, are crucial for jurists who in the future will be confronted with complex problems and factual situations that must be solved in a multidisciplinary team or setting. We therefore pay considerable attention to the development of a well-defined set of soft skills (e.g., collaboration) and to the use of technical tools (with a view to the demands of the profession and business in the future).
- We emphasise that students are responsible for their own studies and for their development into fully qualified jurists. The faculty will stimulate and facilitate this in every phase of the study programme.
- We believe that students should be able to adapt quickly to a level of analysing, creating and evaluating. The faculty organises its education accordingly.
- We encourage students to study at a reasonable pace. Nominal study is the starting point and, in any case, the faculty encourages students to complete their Bachelor's degree in no more than four years and their Master's degree in no more than 1.5 years.

The faculty enthusiastically embarked on the implementation of its educational vision and with it the implementation of the quality agreements. In spring 2020, the faculty was of course also faced with the COVID-19 pandemic and its implications for education. Although this crisis made great demands on the mental stamina of both lecturers and students, and the staff's workload was undesirably high, the intended improvement and innovation of education was nevertheless continued during this period. Where possible, specific measures were taken in the context of the COVID-19 crisis in such a way that they continued to contribute to the higher goals of the educational vision and quality agreements. One example is the introduction of student tutoring (aimed at better guidance and social embedding of students).

This memorandum presents the state of affairs regarding the implementation of the plans from 2019 to 2021. It also outlines the plans for 2022 to 2024.

Use of resources

Original expenditure plan

x €1,000						
Expenditures per theme	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
1. More intensive and smaller-scale education	1,101	1,073	1,063	1,318	1,415	1,411
2. Increased and improved guidance of students	175	175	135	135	135	135
4. Educational differentiation	40	40	40	40	40	40
5. Appropriate educational facilities of good quality	158	139	197	199	201	205
6. Continued professional development of lecturers	300	300	300	300	300	300
Total	1,774	1,727	1,735	1,992	2,091	2,091

When deploying resources, the faculty prioritised the theme of more intensive and smaller-scale education, mainly by appointing additional lecturers. From the viewpoint of both personnel policy and the effective use of resources, it was decided to appoint several additional lecturers for a period of six years at the beginning of the quality agreements. This gave the departments additional capacity. It also means that in the coming years, the faculty will be able to ensure that students can follow small-scale and intensive tutorials several times a week in all the main subjects of the Bachelor's programme. This is in line with the faculty's ambitious vision for education. Moreover, the extra teaching capacity ensures that all departments can work on the improvement targets and innovations in education for several years.

These six-year appointments did, however, mean that from the start a relatively large amount of money was committed for the entire duration of the quality agreements. The participational bodies were explicitly included in this choice. Because this is a faculty-wide commitment, the resources it requires exceed the study financing resources and the remainder is covered by the faculty's own contribution. This choice was of course made in careful consultation with the participational bodies and has the explicit approval of the participational bodies, both students and staff.

Realisation for 2019–2021, 2022 budget, and estimates for 2023–2024

x €1,000						
Expenditures per theme	Realised 2019	Realised 2022	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
1. More intensive and smaller-scale education	957	1,154	1,402	1,853	1,861	2,045
2. Increased and improved guidance of students	131	217	331	300	304	307
4. Educational differentiation	9	30	95	105	108	111
5. Appropriate educational facilities of good quality	197	212	197	218	221	223
6. Continued professional development of lecturers	249	213	277	314	307	301
Total	1,543	1,826	2,301	2,790	2,801	2,987

Notes on quality agreements expenditure per theme

To realise the faculty's educational vision, improve education, and provide education that is as intensive and small-scale as possible, it is necessary to deploy additional lecturers. Furthermore, the faculty believes that student guidance is a responsibility shared by the student advisors and the lecturers from the departments. The NSS results show that our students highly value the involvement and availability of lecturers. The faculty considers this involvement to be essential for the education of its students, also outside of contact hours. This also requires sufficient lecturers to continue fulfilling this role. Finally, these same lecturers also contribute to educational differentiation. The ultimate goal is to raise the level of education as a whole and to involve all departments (and the instruction they provide).

In December 2021, an external committee carried out a mid-term review of education. This committee concluded that, despite COVID-19, the faculty is implementing an ambitious improvement agenda and is making good progress. However, the committee did warn about the workload of the faculty's lecturers.

Theme 1: More intensive and smaller-scale education

In its plan submitted in 2018, the faculty expressed its commitment to educational intensity and innovation. The faculty did not want to have to work with tutorials of 32-35 students; instead, they wanted tutorials of about 25-27 students. With an enrolment of 500-600 first-year students (occasionally 700), this would require an investment in lecturers for all departments that offer tutorial education in the Bachelor's phase. Educational intensity could be increased in the Master's phase by introducing new courses and capping enrolment when necessary.

The education innovation that is desired (based on the 'Meer Meester' education vision) requires an investment in additional teaching staff. This involves both extra junior lecturers and permanent staff.

Finally, to ensure that the implementation would receive more attention from the board, a Director of Education was appointed on 1 January 2021. Prior to that date, the education portfolio was in the hands of the vice dean of education, who - like the staff of his own department - was overburdened as a result.

Between 2019 and 2021, several courses were changed so that they better aligned with the educational vision. This involved changes like:

- Rolling out virtual tutorials
- Developing an Atlas of International Legal Systems
- Deploying Certego to help students with the multi-year mastery of a growing legal conceptual framework
- Using (a series of) knowledge clips that make education more intensive, interactive and in-depth
- Producing podcasts about imminent legislative changes
- Introducing take home exams
- Providing digital feedback on essays
- Giving formative (interim) assessments/quizzes (especially in tutorials)
- Introducing office hours
- Offering an optional mock exam with feedback during courses
- Showing a digital simulation of the legal process
- Introducing student tutoring for first-year students (in which senior students offer weekly guidance to groups of 10 first-years, coached by an associate professor and a study advisor)
- Developing and playing The Migration game
- Introducing peer grades
- Developing BA-3 electives into integration courses (expected to begin in 2022-2023).

- Intensifying the Rota Carolina moot court (with more intensive personal feedback about students' oral and written contributions)

The faculty has encouraged the departments to take the initiative for educational improvements. They have the best understanding of the changes that are appropriate for a specific course, and lecturers have different preferences. This approach also leads to diversity in education. Lunch meetings were the first step towards an exchange of knowledge. Due to COVID-19, this exchange received less attention than desired.

In 2019 and 2020, in accordance with the plan, additional junior lecturers and academic staff could be appointed in the following departments: General Law, Administrative Law, Civil Law, Constitutional Law, Tax Law, International and European Law, Business Law, Philosophy of Law, History of Law, Sociology of Law and Criminal Law.

In addition to the original budget, resources were reserved in 2021 to appoint an additional nine junior lecturers for a four-year period. This was done to reduce the pandemic-related workloads of the current temporary and permanent staff while continuing to focus on improvements and innovations in education.

An assistant professor of ICT and Law was appointed in the Civil Law department to develop the ICT and Law course. The B3 integration course AI and Law has been developed and will be offered from 1 September 2022. Two new Master's courses in this field are also being developed: Privacy and Data Protection and Digital Dispute Resolution.

To support the educational capacity of the departments of the dean and vice dean of education, additional capacity was added to these officers' departments of origin. This was initially done by adding junior lecturers to the relevant departments, in accordance with the submitted plan. From 2021 onwards, the deployment of extra support for the vice dean of education's department was replaced by the deployment of a full-time Director of Education (a jurist with a PhD degree at the associate professor level). This has given an extra boost to the implementation of the educational vision and the improvement agenda.

Acties	Begroot	Gerealiseerd
Aanstelling additionele docenten	3237	3399
Aanstelling onderwijsdirecteur	0	114
Totaal	3237	3513

In 2021, new, up-to-date and more ambitious learning outcomes were established for all study programmes after extensive discussions with internal and external bodies. The quality committee is now preparing an advisory report on how to align the assessments with these new outcomes.

In addition, the set-up of the oral and written skills learning paths will be evaluated and expanded based on the revised learning outcomes.

Theme 2: Increased and improved guidance of students

In 2019, the initial plan was to appoint an additional student advisor for a two-year period specifically for Master's students. This appointment has since been converted into a structural expansion of the staff. The progress of Master's thesis students is monitored and, if necessary, they are actively approached about their progress and their contact with the thesis supervisor. That prevents students from 'dropping off the radar' at the end of their study programme and, if necessary, encourages them to complete it successfully. This clearly

meets a need: students feel valued and seen in a phase of their studies that many consider to be lonely. Students who have been struggling with their Master's thesis for some time find it particularly valuable to have someone who listens without judgement and can give them tips or refer them (e.g., to the Radboud Writing Lab or the study trainers). Even those who experience few problems appreciate the personal attention, and they know how to find the student advisor more easily if they still have questions or encounter problems.

In addition to this follow-up email, students know how to find the weekly thesis office hours. Thesis supervisors also consult with this student advisor when problems with students are identified. Based on a recommendation from the 'thesis track' work group and partly based on the findings of this student advisor, it has been decided to introduce a 'new style' Master's thesis track. This thesis track will be limited in time and will include group meetings and peer feedback during the set-up phase, to better align it with the updated exit qualifications. A pilot project is now running in three departments (Criminal Law, Business Law and Tax Law). The pilot project started in November and the first experiences have received positive marks from both students and supervisors. This will be rolled out for all Master's students in the 2022–2023 academic year.

As a result of the COVID-19 pandemic, the faculty also made agreements with the Radboud Writing Lab at the end of 2021 for several continual writing weeks specifically for our own thesis students. These weeks involve a joint start on Monday morning, contact with fellow students in small groups throughout the week to set and evaluate writing goals (partly under the supervision of a Writing Lab writing coach), and interactive lectures on aspects of academic writing. This is especially meant to support Master's students who are in danger of dropping out of their studies due to the pandemic and help them complete their study programme successfully.

As a follow-up to the more intensive monitoring of Master's students, an additional study advisor for Bachelor's students was appointed in 2020 and 2021. By actively approaching students, we aim to provide more intensive and possibly more proactive guidance tailored to the target group. This entails an expansion of the initial plans. A proposal has also been developed to make it possible to write the Bachelor's thesis for courses other than Civil Law. This curriculum change has been submitted to the representative bodies.

Temporary additional university resources (€75k) for the guidance of international students expired in 2018. In view of the quality agreements, it was decided to continue these additional resources and thus to continue the previously temporary expansion of the staffing level.

COVID-19 led to distance education, and this led the faculty to introduce student tutoring for first-year students in 2020. Every week, senior students guide a small group of first-year students. They help new first-year students find their way in the academic community in general and their study at the Faculty of Law in particular. They also prepare for the (online and in-person) tutorials together. In this way, the faculty offers the first-years a social structure that stimulates them to connect with (some) fellow students. The senior students receive coaching from an associate professor and a study advisor. This makes the tutorship an opportunity for the faculty to offer a group of about 60 motivated and talented senior students a formative and educational experience.

Based on the positive experiences of students and lecturers, the tutorship was continued in 2021 and will continue in 2022–2023. The costs for this were paid from the coronavirus funds and in the coming period will be covered by the NPO resources. The possibility of financing it from the faculty budget in other ways after 2023 will be examined.

The first-year Academic Skills course will be reviewed in 2022–2023.

Actions	Budgeted	Realised
Additional study advisor in the Master's phase	80	121
Additional study advisors in the Bachelor's phase	0	232
Continuing intensified guidance for international students	225	198
Academic Skills lecturer	180	127
TOTAAL	485	679

Theme 4: Educational differentiation

The faculty seeks to offer education to motivated and talented students at all stages of their study programme. For some students, there is scope for additional activities and intensification in addition to the regular study programme. With the Radboud Law Talents programme, the faculty aims to provide students with extra opportunities in all phases of their education (from pre-university up to and including Master's programmes). Previously developed programmes included Law Extra, the research Master's programme, the dual Master's programme and the Pre-university College. In connection with the quality agreements, the talent programme has been broadened to include the first-year programme and the Law in Action programme. Lateral entry into the various programmes is possible.

In 2020, additional capacity at the assistant professor level (0.4 FTE) was made available in addition to the resources already made available to support the development of these programmes.

A further 0.6 FTE at the assistant professor level has been reserved for the development of an international Law Clinic. Due to the COVID-19 situation, the original plans to start an initiative here with ASEAN partners (visited in 2019) have been transformed for now into a pilot project on Human Rights with European partners. This project will involve both academic and non-governmental organisations.

Actions	Budgeted	Realised
Support for expanding talent programme	120	62
Assistant professor for internationalisation		72
TOTAL	120	134

Theme 5: Appropriate educational facilities of good quality

To assist the teaching staff in using ICT more broadly in education, additional support staff were appointed and temporary support staff were converted to permanent staff. This was done according to plan.

This staff are used to support the production of knowledge clips, the use of the electronic learning environment, and digital assessment. From 2019 to 2021, 125 knowledge clips, 250 Grotius clips, 4 webinars and 1 podcast were produced. Knowledge clips will also be updated and adapted or produced anew.

The faculty now has support staff who are responsible for the production of knowledge clips, both in terms of technical production and preparation of scripts, etc. During the pandemic, a temporary studio was set up on campus where lecturers could record digital lectures using simpler tools and less support. Additional student assistants were appointed for this purpose. Those expenditures are not included in the reporting.

The ICT and Education work group (including lecturers and support staff) has drawn up an ICT in Education action plan. The combination of education-related input from the academic staff and advice on practical implementation methods and ICT developments from the support staff ensures that the plans are jointly supported and realistic. The choices made are in line with priorities set elsewhere in education (e.g., using (automated) rubrics in the context of strengthening the feedback component in assessment).

With the exception of oral exams (which fit into the educational concept, more specifically the oral skills learning path), the aim is to administer all exams digitally. During the COVID-19 pandemic, we initially used Brightspace, the electronic learning environment, to administer exams. This tool is not designed for digital assessment, but due to the lack of proctoring in the first phase of the pandemic, and with some adjustments to the set-up of the exams and a lot of extra effort by the teaching staff (multiple exam questions), examination could continue (while students were at home).

Cirrus is used for assessment on campus, and the faculty was able to administer all previously written exams digitally at the end of the first half-year. The support staff are responsible for training the lecturers in the use of this tool. Peer-to-peer instruction and support are also necessary and result in the use of a wider range of features in the available software packages. In this sense too, the faculty is a learning organisation.

Opening the library on Sundays during the exam period

The law library is now open on Saturdays and Sundays during the exam periods. This was an explicit wish of the Faculty Student Council. The faculty's library is a popular place to study. Because of COVID-19, fewer students could use this space than desired in 2020 and 2021, but the opportunities that were available were fully utilised. Due to changes in control over the student workstations and the library (and the transfer of resources for this purpose), the opening of the library in the Faculty of Law building has been regulated at the university level since 2021.

Actions	Budgeted	Realised
Appointing ICT support staff	434	545
Sunday opening hours for the library	60	61
TOTAL	494	606

Theme 6: Continued professional development of lecturers

For the faculty, professional development for lecturers is characterised by the intensification and innovation of education and the implementation of the new education vision. In the legal profession and especially at law firms, the concept of obtaining professional education (PE) points is familiar to the faculty. This has inspired the faculty's policy that lecturers must obtain 20 PE points per year in a non-legal subject.

In addition, the faculty has many junior lecturers and PhD candidates who are writing a PhD dissertation alongside their teaching duties. They are also given the opportunity to obtain UTQ certificates. With a workforce of approximately 200 FTE academic staff, 20 PE points per staff member comes to about 4,000 hours of work. Approximately 75% of the PE points relate to teaching.

This is capitalised at approximately €200k. Resources are also set aside for the training activities themselves. A large catalogue of training courses offered by Radboud University is used for these training activities. In addition, lunch meetings are organised during which there is peer-to-peer exchange of educational ideas and tools. Faculty education days were organised in 2019 and 2020. They were not organised in 2021 because of the COVID-19 pandemic, but they are expected to resume.

Finally, several departments have now organised training days/afternoons for their own teaching staff with the help of external experts.

Due to the pandemic, most of those training sessions concerned skills that are necessary for digital education. There were few in-person meetings in 2020 and 2021.

Between 2022 and 2024, in addition to the already wide range of training courses available and the faculty education day, the faculty plans to arrange specific training courses tailored to the faculty's educational improvement agenda. A plan for this will be made in 2022. This will replace the development of a more general training catalogue that is now offered at the university (particularly through the Teaching and Learning Centre). With two lecturers appointed to the Teaching and Learning Centre one day a week and one of the faculty's innovation officers working at the same centre, the Faculty of Law is also well connected to developments taking place in the field of education innovation elsewhere at Radboud University and beyond.

Actions	Budgeted	Realised
20 PE points per academic staff member	600	538
Course costs	300	201
TOTAL	900	738

Notes on the realisation process and the involvement of the participational bodies

The Faculty of Law greatly appreciates the availability of funds via the quality agreements, as it is widely believed that these funds have been and will continue to be crucial for the implementation of an effective renewal and improvement of education. The quality agreements are therefore closely aligned with and contribute to the educational vision 'Meer Meester' adopted in 2018. All relevant bodies were involved in the development of these plans. Within these bodies, there is broad and lasting support for the direction that the faculty has been able to take thanks to the funds.

A faculty work group chaired by Prof. J.B. Spath prepared the draft of the vision. The draft vision was then discussed with the department chairs and with the chair of the quality committee. In connection with this, the theme 'The Jurist of the Future' was discussed extensively with the external Academic Advisory Board as well as the external Advisory Council for Legal Practice (both permanent advisory boards for the faculty's initial education). In plenary sessions in the faculty, the draft vision was discussed with lecturers and support staff as well as students. The vision was also discussed with the quality committee, the faculty programme committee and the faculty's participational bodies. All this led to the adoption of the educational vision on 24 October 2018.

In anticipation of the adoption of the quality agreements, study financing resources were already used for ICT and Education. A limited portion of the resources for ICT and Education were temporarily made available by the Executive Board in 2017. To be able to make the desired investments in teaching staff across the faculty, the necessary additional funds were made available from faculty study financing resources. The use of the university resources as well as the own additional investment was discussed with the Representative Council and Faculty Student Council at the time and also reported to the Executive Board in a joint letter. The consulted bodies have always supported the proposals.

The changes to academic counselling were agreed to with the Faculty Student Council in early 2018.

In the second half of 2018, the draft quality agreements were discussed with the programme committee, the Faculty Student Council and the Representative Council as part of the 2019 faculty budget. The consulted bodies supported the draft quality agreements.

In the context of the 2020 and 2021 budgets, the quality agreements were put on the agenda for the programme committee, the Faculty Student Council and the Representative Council. The consulted bodies always expressed their support for the quality agreements.

The various substantive changes to (the learning outcomes of) the education programme, the Master's thesis, the Bachelor's thesis, the new structure of Bachelor's courses and new Master's courses were discussed with the programme committee, the Faculty Student Council and the Representative Council.

In addition, all changes relating to internationalisation in education were discussed (or proposed) by the RICOL (Radboud International College of Law), the permanent advisory board for internationalisation in education. For the changes to the learning outcomes, the board was advised by the Quality Assurance Committee. The ICT Committee advised about prioritising the use of ICT resources in education.

Proposals for changes in education and educational implementation then go through the usual procedure with the participational bodies.

Every year in August or September, before the budget discussion, the new members of the Faculty Student Council and the Representative Council are briefed on the quality agreement process up to that point and the possible opportunities for new investments. In January or February, the Faculty Student Council is informed of the status of the investments made in the past calendar year with regard to permanent staff positions.

Independent reflection from the participational bodies

The quality agreements have given education at Radboud University's Faculty of Law a clear boost in terms of quality. From the beginning, a joint plan was worked on across the faculty. The quality agreements coincided with the project that had already been started to draw up a new vision on education; the quality agreements are part of the implementation of that vision. The educational vision was drawn up by a broad project group and in determining it, input was obtained from various bodies, such as the programme committee, the quality committee and the external advisory boards. Faculty bodies that deal with education always have a student member. Next, the educational vision – accompanied by these recommendations – was presented to the Faculty Joint Assembly (FGV). In September 2018, both the plans for the quality resources and the first version of the educational vision were presented in the same meeting. In the following meeting, the final version of the educational vision was discussed and approved. Around the same time, the quality agreements were submitted jointly by the faculty's Executive Board and the FGV.

For the purpose of a proper implementation of the desired educational improvements based on the educational vision and the related quality agreements, special staff and student meetings were organised in the faculty. During these meetings, anyone who wanted could respond (in plenary session). The participational bodies were well represented at these meetings, both to give input and to listen to the questions from the organisation. This ensured that the faculty's Executive Board, the participational bodies and the rest of the organisation remained 'on the same page'.

During the further roll-out of the quality agreements and the new educational vision, the FGV remained firmly on board. Questions and comments from the FGV were responded to well by the board, and the board dealt with the comments satisfactorily and adjusted plans as needed. Bottlenecks identified by the participational bodies – such as the large increase in student numbers during this period that threatened the desired small scale – were dealt with well and with the approval of the FGV. This effort, combined with the short lines of communication in our faculty, has resulted in broad support for the educational innovations among our students and staff

The plans have been implemented gradually from 2019 onwards. The quality agreements also have been a recurring topic in the FGV. The chairs of the Faculty Student Council and the Representative Council receive regular updates on this subject (and others) from the administrative director. The quality agreements are part of the budgeting and reporting cycle. As part of that cycle, a clear overview of the progress of the agreements was submitted to the FGV for approval. The FGV was also informed about the NVAO advisory report on plan evaluation for quality agreements. On all these occasions, progress was discussed to the satisfaction of the FGV. The participational bodies were also involved in all projects related to the quality improvement of education, such as the Master's thesis track, the exit qualifications and tutorship during the pandemic.

In short: the FGV believes it has been properly involved in drawing up and implementing the quality agreements and the educational vision, and would like to point out that it supports the content of both documents. The FGV is of the opinion that the quality funds have given a wonderful boost to improving the quality of education at our faculty. They are also satisfied with the way the funds have been used and the way the participational bodies and other committees in the faculty have been involved in the realisation and implementation.

Prof. F.G. Laagland
T. Loeffen

Prof. F.G. Laagland
Dhr. T. Loeffen

Faculty of Social Sciences

We begin this section by describing how the Educational Quality Agreements Plan for the Faculty of Social Sciences (FSW) came into being. We will then discuss the realisation of that plan from 2019 to 2021 and the budgets and estimates for 2022 to 2024. This will be followed by a review of the activities carried out for each theme. Finally, examples will be used to describe how the participational bodies and (other) organisations representing students and lecturers are involved, broken down into involvement in the entire project and involvement per theme. Reflections on the process and progress of the actions from the participational bodies are also attached ('Independent reflection from the Representative Council' and 'Independent reflection from the Faculty Student Council').

Starting in September 2018, the faculty's Executive Board, students and lecturers worked to create a plan for spending the quality resources in 2019–2024:

- In an introductory session on 5 September 2018, the faculty's Executive Board and the Faculty Joint Assembly (FGV) took the first steps towards determining themes, priorities and points requiring attention.
- On 13 September 2018, the Faculty Student Council (FSR) and the assessor organised a participation session for students from the programme committees and study associations and other interested students.
- During an awayday on 21 September 2018, the Representative Council, the FSR and the faculty's Executive Board each presented their key points and discussed which themes are widely supported and could lead to a joint vision on the quality agreements. Important themes for students were: internship and thesis supervision, varied forms of teaching and student well-being. For lecturers, they were: education innovation, (time to) share best practices and time for good student guidance.
- On 28 September 2018, a large participation session took place for all participational bodies (FGV and programme committees) and other interested parties from the Faculty of Social Sciences. The session was held to solidify the plan and choose between quick wins and longer term actions.

At the end of 2018, the Faculty of Social Sciences used the above input as the foundation for its Educational Quality Agreements Plan 2019–2024. The faculty chose to focus on three of the six themes [\[1\]](#) in the quality agreements:

- Theme 1: More intensive and smaller-scale education
- Theme 2: Increased and improved guidance of students
- Theme 6: Continued professional development of lecturers.

For each theme, the following goals were set to improve educational quality. The FGV agreed to the plan on 8 October 2018. The goals for each theme are:

Theme 1: More intensive and smaller-scale education

- Intensifying internship and thesis supervision
- Education innovations focused on more intensive tutorial education, the use of peer feedback, the use of web lectures and knowledge clips, a variety of teaching methods and increased autonomy and self-direction among students.[\[2\]](#)

Theme 2: Increased and improved guidance of students

- Improved communication, visibility and accessibility of student guidance

- Creating personal development opportunities (and making them visible)
- More and better job market orientation [3]
- Greater lecturer awareness of students' stress and well-being [4]
- Senior students guide first-years as buddies
- More informal contact between students and lecturers.

1 In these theme descriptions and numbering, we follow the format in the Executive Board's policy letter (16 December 2021) and the Quality Agreements for 2019–2024. Faculty plans (2019). Theme descriptions and numbering in the Educational Quality Agreements Plan for the Faculty of Social Sciences (11 October 2018) read: 1. Increasing educational intensity; 2. Increasing lecturer quality and 5. Improving student guidance. These correspond in content to, respectively, 1. More intensive and smaller-scale education; 6. Continued professional development of lecturers and 2. Increased and improved guidance of students.

2 In the original plan, this goal was included in theme 3, Increasing lecturer quality. For the sake of consistency, this goal was moved to theme 1, More intensive and smaller-scale education, in early 2021.

3 In the original plan, this goal was included in theme 1. For the sake of internal consistency and due to the start of the RU-wide Student Guidance 2023 project, this goal was shifted to theme 2.

4 Same.

Theme 6: Continued professional development of lecturers

- Lecturers conduct research in support of their teaching
- Dissemination of best practices among lecturers
- Better English and didactic skills for the international classroom.

The faculty's plan for the quality agreements is, of course, a dynamic whole and changes are inevitable in such a multi-year plan. For example, some goals were moved to a different theme in early 2021 for reasons of internal coherence and as a result of the start of the related RU-wide Student Guidance 2023 project. This is explained in the footnotes. This was an administrative change; the intended goals are unchanged and the planned activities have been carried out. The only substantive change that has occurred relates to the plan to organise a course on Innovative and Challenging Teaching for all lecturers. It has been converted into a more goal-oriented alternative, tailored to the lecturer and their course: a systematic review of each course in which each course coordinator receives customised advice from an educational advisor.

Budget and realisation

Table 6 shows the realisation in 2019, 2020 and 2021, and the budgets for 2022, 2023 and 2024, based on the theme classification adjusted in 2021. See Appendix 1 for justification of the realisation versus the original budget from 2018.

Table 6. Realisation in 2019, 2020 and 2021, and the current budgets for 2022, 2023 and 2024

x €1,000						
Expenditures per theme	Budgeted 2019	Budgeted 2020	Budgeted 2021	Budgeted 2022	Budgeted 2023	Budgeted 2024*
1. More intensive and smaller-scale education	-	687	1,670	1,884	1,670	1,670
2. Increased and improved guidance of students	-	169	170	175	170	170
3. Study success including admission and advancement	-	-	-			
4. Educational differentiation	-	-	-			
5. Appropriate educational facilities of good quality						
6. Continued professional development of lecturers	292	250	292	255	442	492
Total	292	1,106	2,132	2,314	2,282	2,332

Table 7 provides an overview of the budgets and realisation for 2019–2021, broken down by theme and goals.

thema en doelen.

x €1,000						
Expenditures per theme	Realised 2019	Realised 2020	Realised 2021	Budgeted 2022	Estimated 2023	Estimated 2024*
1. More intensive and smaller-scale education	85	709	1,818	1,884	1,670	1,670
2. Increased and improved guidance of students	-	180	152	175	170	170
3. Study success including admission and advancement	-	-	-	-	-	-
4. Educational differentiation	-	-	-	-	-	-
5. Appropriate educational facilities of good quality		-	-			
6. Continued professional development of lecturers	292	296	284	255	442	492
Total	377	1,185	2,254	2,314	2,282	2,332

The total budgeted costs amount to: €10,880,000: €10 million from the allocation from the quality resources and €880,000 from own resources.

Starting in 2020, the costs for the 18 FTE assistant professors were anticipated. However, the appointments were not made on 1 January 2020, but during that year. This resulted in a positive balance of €324,000 in 2020, which was used in 2021. In total, the faculty used €745,000 of its own resources in 2021 for the quality agreements.

This is now expected to result in a positive balance of €311,000 in 2024. After consultation with the participational bodies in the discussion of the 2023 and 2024 annual plans, this balance will partly be allocated to the implementation of the Student Guidance 2023 policy frameworks that are now being prepared (see theme 2).

Notes on quality agreements expenditure per theme

This section describes the goals, activities carried out and results achieved for each theme. The ways in which students, lecturers and the participational bodies have actively contributed to developing and implementing the quality agreements is described in more detail in the section 'Involvement of the participational bodies, lecturers and students'.[EGS1]

Table 8 provides an overview of the budgets and realisation for 2019–2021, broken down by theme and goals.

Bedragen x € 1.000	Realisatie 2020	Begroting 2020
Intensiever en kleinschaliger onderwijs	612	539
Meer en betere begeleiding studenten	180	169
Studiesucces		
Onderwijsdifferentiatie		
Onderwijsfaciliteiten		
Docentprofessionalisering	394	398
Totaal	1.186	1.106

Theme 1: More intensive and smaller-scale education

The table below shows the costs incurred within Theme 1 in 2019–2021, broken down by the three goals.

to period 12 (x €1,000)	Budgeted total	Realised total
1. More intensive and smaller-scale education		
Intensifying internship and thesis supervision	2,159	2,266
Education innovations	198	240
Policy impact analyses	-	21
	-	-
	2,357	2,527

In 2019–2021, the faculty worked towards more intensive and smaller-scale education in two ways, by:

- Intensifying internship and thesis supervision, and
- Implementing education innovations focused on more intensive tutorial education, the use of peer feedback, the use of web lectures and knowledge clips, a variety of teaching methods and increased autonomy and self-direction among students.

Intensifying internship and thesis supervision

In 2018, students clearly expressed the need to improve the internship and thesis process. They asked for better arrangements for receiving feedback and for more consistency between the different assessors.

In spring 2019, the faculty drew up a plan for achieving a quantitative increase in staffing that would lead to a qualitative intensification of internship and thesis supervision in both the Bachelor's and Master's programmes. The campaign started in September 2019 with the recruitment of 18 FTEs of academic staff at the assistant professor level; they started their work in the course of 2020–2021.

This increase in staff provides more time per student for supervision, and lecturers supervise fewer students at the same time. Most study programmes have now appointed an internship/thesis coordinator to better coordinate this supervision. The focus of this improvement is the clear articulation of mutual expectations between student and lecturer and agreements about (submission) deadlines and the timeframe within which students will receive feedback.

Lecturers get more time, so the quality of the feedback can also be improved. With this improvement scheme, the faculty also stimulates students' personal and professional development during their internship and thesis and asks lecturers to pay attention to this in their supervision.

In 2021, the faculty conducted a survey to evaluate student satisfaction with the internship and thesis supervision. It found that students in all study programmes are satisfied with the guidance offered. The average scores (on a 10-point scale) across all study programmes were 8.2 for the lecturer category, 7.6 for the course category and 7.5 for the assessment category. The average total score was 7.8. It should be noted that the response rate for some study programmes was low. In spring 2022, this evaluation will be intensified by focus discussions with students and supervisors and an additional analysis of the feedback opportunities, the quality requirements for supervisors and the procedures to ensure consistency in assessments. This research will lead to further improvement actions that will be worked out and implemented from 2022 up to and including 2024.

Education innovation

In 2019–2021, students' needs for challenging, small-scale, intensive, innovative and varied education were mainly addressed in the form of: using web lectures and knowledge clips; intensifying tutorials; using peer feedback; increasing the variety of teaching forms and strengthening students' autonomy and self-direction.

In 2019, the faculty began encouraging the use of web lectures in study programmes where they were not yet available. As a result of the COVID-19 measures and the transition to online education, the use of web lectures, knowledge clips, breakout rooms and livestreams had grown rapidly by 2020. A flex pool of student assistants was set up to support lecturers in this rapid transition and help them interact with students online. Online education has increased the ability of students to study more flexibly at the time and place of their choosing.

At the same time, this has led to a discussion about which educational activities are best provided online and which can best be programmed together on campus. To achieve a well-considered mix of online and offline education, lecturers look for forms of blended learning that work well for students.

Some good examples include: [giving students more responsibility](#) (in the Bachelor's course General Introduction to Psychology, the Master's course Anxiety and Depression, and Pedagogical Sciences), [more focus on application of knowledge, fewer delays](#) (Bachelor's course Neuropsychology, Pedagogical Sciences) and [online collaboration and presenting](#) (Master's course Young Consumer, Communication Sciences).

To further stimulate such innovations, an innovation fund has been set up from which lecturers can obtain extra time or extra assistance to update their courses. It was decided to focus on approachable and small-scale innovations. So far, three calls for education innovation have been issued to lecturers in all study programmes. These have mainly focused on peer feedback, autonomy, more challenging tutorials and more variety in teaching methods. 14 projects were awarded funds in 2020, and 22 projects in 2021. All study programmes have been represented. All these innovations are evaluated with students (e.g., in focus groups or through course evaluations). This innovation stimulus will be continued in 2022–2024 with two calls per academic year so even more courses can make leaps in innovation.

Another education innovation is the intensification of statistics education. Students need access to just-in-time explanations of specific statistics topics during individual study and assignments. Starting in 2019, two study programmes (Artificial Intelligence and Pedagogical Sciences) experimented with additional digital guidance in statistics education using the GraspLe application. The purpose of this is to make knowledge clips about statistics available for reference throughout the study programme and to give students more opportunities to practise in assignments. Based on positive experiences and a positive evaluation, the faculty will structurally invest in innovation of statistics education in several study programmes from 2022. This will also allow experience to be gained with alternative forms of student guidance.

Actions of the work group for education innovation and lecturer professionalisation

A faculty work group was set up in 2021 to identify more clearly what lecturers and students consider important within the themes of education innovation (theme 1) and lecturer professionalisation (theme 6). This work group consists of two lecturers who are also TLC ambassadors, a member of the Representative Council, a member of the Faculty Student Council, the educational advisor, and the quality agreements policy officer. The faculty's Executive Board has adopted this work group's recommendation to collaborate with the TIP in 2022 to develop an e-module and a workshop about how to create challenging tutorials and how to use peer feedback. The e-module will be made available to all lecturers in 2022; the workshop will be organised in spring and autumn.

Theme 2: Increased and improved guidance of students

For this theme, the following goals with corresponding budgets have been set:

to period 12 (x €1,000)	Budgeted total	Realised total
2. Increased and improved guidance of students		
Improved communication, visibility and accessibility	157	149
Personal development offerings	-	-
More and better job market orientation	80	91
Greater lecturer awareness of students' stress and well-being	102	177
Senior students guiding first-years	-	-
More informal contact between students and lecturers	-	-
	-	-
	339	417

Improving communication, visibility and accessibility of student guidance

In 2018, many students indicated that they found the supply of information about student guidance inadequate and that it is often unclear who they can turn to for what questions and what the procedures and rules are. To improve the supply of information, the Student Information Point (STIP) was launched in 2019. The STIP reception desk has become the place where students can turn to (either in person at the reception desk or online via email or chat) for questions about course and exam registration, study progress and regulations. Thanks to the quality resources, this reception desk can be staffed by student assistants every weekday. They answer questions that would otherwise be asked to student advisors, the international office or the admission office, which relieves staff and serves students more quickly.

Furthermore, a single STIP website has been created for the entire faculty. It contains all sorts of programme-specific information as well as the most important regulations about the binding study advice, exemptions, electives, honours programmes, subsequent Master's programmes and diploma requests.

Since the faculty moved into the new Maria Montessori building, STIP has literally become the front office for all educational support, which is now housed together and easily accessible to students on the first floor. In 2021, the faculty evaluated the extent to which the STIP reception desk and website were satisfactory. This revealed various issues regarding the strengthening of cooperation with the study programmes and the further refinement of student communication based on a joint communication year calendar for the study programmes, the faculty office and the university as a whole.

Creating personal development opportunities (and making them visible)

In 2018, students indicated that they would also like to develop more on a personal level, more broadly than just within their own study programme. The university and faculty provide for this to a large extent, but students could not always find these services. The Radboud-wide personal development offerings have now been combined under the name Radboud Cares and can be accessed online. From 2022, students will be able to find these offerings even more easily through STIP's website.

One new development was the 2021 launch of the Radboud-wide Student Guidance 2023 project, whose goals closely match the faculty-wide quality agreements on student guidance and well-being. This allows faculty and university-wide initiatives to reinforce each other. For example, as part of Student Guidance 2023, a roadmap was developed in 2021 to better refer students to the right information and academic counsellor. This roadmap has been integrated into the STIP website, and it will be evaluated with a student panel in 2022.

Likewise, in the context of Student Guidance 2023, all study programmes at the Faculty of Social Sciences will integrate elements of personal and professional development into their curricula no later than 2023–2024. For this purpose, new programme components will be developed or existing components will be better aligned and profiled. In early 2022, the faculty's work group on student guidance will take stock of the current situation and further ambitions in the study programmes. By the end of 2022, the work group will issue recommendations to the board and study programmes about how to comply with the Radboud-wide frameworks. This is expected to involve a substantial investment. Once the frameworks are established, the current positive balance for 2024 will be used in part for this purpose.

Career Service: more and better job market orientation

During the 2018 planning process, students indicated that they highly value an orientation to the professional field and job market, and they would like to receive more guidance in this respect. That is why a career service officer was appointed in 2019, financed from the quality agreements. The career service now provides useful information via the website and newsletter, individual counselling and courses and training sessions. Individual students and study associations frequently use this service. In 2021, the faculty also developed Career Central, an online platform for professionals, internship providers, employers and students. The platform will be expanded step by step in 2022. The career service and the online platform are important prerequisites for the personal and professional development learning paths in the study programmes.

Lecturers are more aware of students' stress and well-being

Although attention has always been paid to student well-being, the realisation of the quality agreements has put this on the agenda more systematically. Lecturers pay attention to this through online question times, weekly updates and drop-in consultation hours. Mentors and student advisors regularly discuss study progress and personal circumstances with individual students.

Student well-being received more attention than ever due to the pandemic. Following reports of increased psychological problems (e.g., loneliness, depression, fear of failure) among both Dutch and international students, the faculty purchased a licence for the use of a preventive e-health service, including the administration of a validated health questionnaire, in September 2019. This gives students an easy understanding of their well-being. With the help of the e-health tools, they can first address their potential problems themselves or they can directly contact help providers at Radboud University and beyond. A well-being officer (0.4 FTE) was appointed to coordinate this effort. The use of the licence was evaluated positively, and the e-health modules are now available to all the university's students.

In 2021, all first-year students (in Bachelor's, pre-Master's and Master's programmes) were given the 100-day check three months after starting their study programme. It referred students to various types of support. In 2022, the well-being officer will work with study associations to organise several prevention activities as a result of the check.

Lecturer mentors will also receive 113 suicide prevention training in 2022. After all, many lecturers ask themselves: How far should I go in my counselling? When should I call in a professional counsellor, and who should that be? A 'who, what, when' card will be developed for lecturers in 2022 to help answer those questions.

Senior students guiding first-years as buddies

Students can also help each other as peers. This usually happens informally in study groups or the study associations. Senior students are also often involved in guiding first-year students as student assistants. Students with an impairment and/or international students can ask for a study buddy, who will show them the ropes in the academic world and in student life.

In 2022, the Faculty of Social Sciences will use NPO resources to expand the study buddy project to all first-year and senior students who need a buddy for any reason. Initially, 17 study buddies will be appointed. They will receive a short training session beforehand and will be guided through peer consultation.

More informal contact between students and lecturers

The faculty believes that study associations are critical to ensure informal contact between students and also between students and lecturers. Programme Directors maintain short lines of communication with study associations, which keeps lecturers more involved in study association activities. The new staff member for student communication also contributes to this and strengthens the line of communication between the faculty and the umbrella association for study associations so they can work well together (e.g., on buddy projects and well-being projects).

Theme 6: Continued professional development of lecturers

For this theme, the following goals with corresponding budgets have been set:

to period 12 (x €1,000)	Budgeted total	Realised total
6. Continued professional development of lecturers		
Lecturers conducting research in support of their teaching	834	872
Dissemination of best practices among lecturers		-
Better didactic skills for teaching in English	-	-
	834	872

Lecturers conducting research related to their teaching

The first priority in 2019 was the education-related research scheme, which offers 0.2 FTE of research time for lecturers with a full teaching appointment. They can use this time to refresh their knowledge, conduct their own research or participate in research programmes. This enhances their motivation and job satisfaction, keeps courses up-to-date and contributes to the interconnectedness of education and research. After a positive evaluation at the end of 2020, this scheme for 23 lecturers was extended through 2023. In this second round, more attention will be paid to proper embedding of these lecturers in research groups and connecting them to ongoing research.

Dissemination of best practices among lecturers

In 2018, lecturers expressed the need to share more knowledge internally, learn from each other and inspire each other. In 2021, the faculty work group for education innovation and lecturer professionalisation issued three recommendations which were adopted by the faculty's Executive Board and will take shape in 2022-2024:

- Use the framework of the RU Education Days to create a distinct faculty version in which lecturers from all study programmes can meet each other and have time to exchange good examples, initiate discussions and talk about bottlenecks in their courses with experienced colleagues. The FSW Education Days are scheduled for 22 and 24 March 2022.
- In 2022, support will begin to be offered for the review and further development of courses, aimed at achieving a challenging and innovative course design. The course coordinator will be assisted in the review by an educational advisor. A second educational advisor/assessment expert will be recruited for this purpose. This approach will replace the organisation of a general course on Innovative and Challenging Education. It is expected that lecturers will experience a course review as more customised and 'immediately applicable'.
- Regular peer consultation meetings will also start in 2022 in which lecturers can discuss their own situations. The goal is to organise peer consultation in the workplace and thus strengthen on-the-job professionalisation.

Professionalisation: international classroom, sustainability and assessment

When the English-taught Psychology study programme was launched in 2018, all lecturers were tested to verify their English language proficiency at level C1 (in lectures) or B2 (tutorials). Nevertheless, students in the English-taught Psychology study programme in particular indicated that the English level of some lecturers was not good enough. Those lecturers were encouraged to take the Lecturing in English course from Radboud in'to Languages or received customised coaching. Starting in 2022, lecturers in all English study programmes will be encouraged to take the Teaching the International Classroom course.

Sustainability is a key focal point in the faculty's strategy for 2021–2026, partly at the initiative of students. The Faculty of Social Sciences aims to introduce every student in every study programme to various aspects of sustainability. From 2022, professionalisation will be stimulated through the Sustainable Development Goals in the University course for staff members and the SDG Community Building course for students and lecturers.

Our faculty's strategy for 2021–2026 also sets the goal to reduce the number of assessments and to focus more on formative assessment, so students can take more responsibility for their own learning and practise before being assessed. In autumn 2021, an interview round was started with all Programme Directors and Examining Board chairs to ask how they want to achieve these ambitions in their study programmes and what kind of professionalisation is needed. Based on these interviews, several 'different and smarter assessment' pilot projects will be started in the 2022–2023 and 2023–2024 academic years.

To further increase the professionalism of lecturers, the work group for education innovation and lecturer professionalisation also recommended that teaching be given a more prominent place in annual appraisal interviews. Supervisors will be encouraged to discuss both teaching tasks and the development of lecturers in the annual appraisal interviews. In addition, the faculty wants to make it easier for lecturers to find information and professionalisation opportunities, as lecturers currently perceive this to be confusing and overwhelming. The TIP and TLC will work on this in 2022, in collaboration with the communication department.

Notes on the realisation process and the involvement of the participational bodies

Students, lecturers, programme committees (OLCs) and participational bodies were and are involved in various ways in the development, implementation and evaluation of the quality agreements. Here are a few examples of stimulating involvement in the quality agreements as a whole:

- From September 2020, an additional policy officer (0.8 FTE, of which 0.4 was financed from quality resources) was appointed to steer the implementation of the entire plan in the right direction. Her task is to involve multiple stakeholders in the process and to communicate as widely as possible about activities and results. She has also carried out evaluations to monitor the effects of the quality agreements and make changes where necessary.
- Progress was regularly discussed with the Faculty Joint Assembly (FGV). The FGV is also asked for its annual approval of the quality agreements plan for the following year.
- At the start of each academic year, the newly formed OLCs are updated on important educational developments. The progress of the quality agreements is also discussed, and input is requested for the (further development of the) themes and subprojects.
- In preparation for the 2022 annual plan, the OLCs made recommendations for the further development of the three themes on 22 April 2021. They used statements like 'students must be challenged to take control of their own study activities', 'our study programmes must be small-scale and interactive with more personal attention' and 'every student must have a coach during their studies as their first point of contact'.
- In May and July 2021, the policy officer for quality agreements visited the majority of the OLCs to inform them of the progress made on the themes and to discuss how they are being worked out specifically within each study programme.
- At the end of 2021, under the provocative slogan 'Where has my money gone?', a campaign was launched via Instagram and the screens in the building to inform students about the quality agreements and the spending of quality resources. This will be continued in 2022 with a monthly Instagram post.

The participational bodies and (a representative group of) students and lecturers were also involved in developing the three themes. Below, we give a few examples for each theme.

Theme 1: More intensive and smaller-scale education Intensifying internship and thesis supervision

In 2021, the faculty conducted a survey to evaluate student satisfaction with the internship and thesis supervision. In spring 2022, this evaluation will be intensified through an additional analysis by the Programme Directors and internship and thesis coordinators and in focus discussions with panels of students and supervisors.

Education innovations

- All approved innovation plans receive feedback from the student assessor and educational advisor. Afterwards, the lecturer evaluates the innovation with the student group involved.
- On 6 April 2021, a peer consultation session was organised with the applicants to the first innovation round in October 2020. Six lecturers shared experiences, challenges and tips. Based on their recommendations, the application procedure for innovation resources was also improved.
- In 2022, several applicants will be approached to present their innovation during the faculty's Education Days on 22 and 24 March.

Recommendations from the work group for education innovation and lecturer professionalisation

The work group consists of a Programme Director, a lecturer who is also an ambassador from the Teaching & Learning Centre, an FGV member, an OLC member and two support staff. Their recommendations regarding e-modules/workshops, the faculty's Education Days, peer consultation, annual appraisal interviews and course reviews were included in the 2022 annual plan.

Theme 2: Increased and improved guidance of students**Improving communication, visibility and accessibility of student guidance**

- Since 2019, the STIP has employed student assistants who are able to provide advice that is in line with the student experience. In 2021, the assistants were broadly recruited so that assistants from all study programmes now work at STIP.
- The faculty's work group on student guidance consists of students, lecturers, student advisors, the career officer and policy officers. The FGV is also involved in the faculty's Student Guidance 2023 project.

Lecturers are more aware of students' stress and well-being

- In 2019, students and student advisors were extensively involved in the selection of e-health modules through an advisory group. The Faculty Student Council has been involved in the accompanying student well-being campaign.
- In 2021, all first-year Bachelor's, pre-Master's and Master's students were offered a 100-day well-being check (response: 932 students).
- Study associations are involved in recruiting and promoting the faculty's study buddies.

Theme 3: Continued professional development of lecturers FSW Education Days

In the framework of Radboud Education Week, presentations, discussions and peer consultation sessions by and for the faculty's lecturers will take place on 22 and 24 March 2022. A work group consisting of a Programme Director, lecturers and supporters is organising the faculty's Education Days. Lecturers who responded to the innovation calls will be encouraged to present their innovations. Lecturers and students will be encouraged to participate by the FSW-weekly, the FSW Teachers community, the programme committees and social media.

Review of courses

In spring 2022, the recommendations from the work group for education innovation and lecturer professionalisation will be implemented to achieve a systematic review of courses. The Programme Director will draw up a schedule to ensure that each course will be reviewed once per review period. During the review, the course coordinator – with the help of an educational advisor and fellow lecturers – will think about the further development of the course (e.g., to include blended learning or other forms of assessment). The reviews can also be organised by learning path.

Independent reflection from the participational bodies

Representative Council

The Representative Council (OC) appreciates the opportunity to reflect on the quality agreements within the Faculty of Social Sciences and the ways in which we have been involved as part of the participational bodies. For our reflection, we used the original plan (2018), all Faculty Joint Assembly (FGV) agendas with quality-agreements-related documents since then, and the relevant text from the 2021 Annual Report. We will divide our reflection into three themes: initial decision-making, realisation and implementation, and monitoring.

Initial decision-making (2018–2019)

Looking back at the initial phase of the decision-making process and the action plan regarding the quality agreements until the approval of the final plan, we as the OC are very satisfied. Although the participational bodies and, in our opinion, the faculty's Executive Board were more or less surprised by the speed with which decisions had to be made, the board made a lot of effort to collect and distil the opinions of students and staff members about the quality of education and its improvement and to translate these into a concrete plan.

To this end, they contacted a wide range of stakeholders involved in education: students, programme committees, study associations, FGV members and other interested parties. The methods of approach were also diverse: introduction and information sessions, awaydays and participation sessions. The choice to generally focus on three of the six themes was well supported and – based on the information gathered and the wishes of all those involved – logical. That is why we as the OC agreed to the plan on 8 October 2018.

Realisation and Implementation

A lot of work has been done since October 2018 – including on behalf of the faculty's Executive Board – to translate the rather theoretical plans into concrete measures and initiatives. In anticipation of the expected quality agreements in 2020, the faculty already made investments in 2019 to ensure a smooth transition. Unfortunately, the involvement of the participational bodies in the form of the FGV seemed to diminish in this realisation phase. It was not until an awayday on 5 September 2019 that the quality agreements made an official return to the agenda. There we were informed that a Quality Agreements Task Force had been set up, an advisory body with $\frac{3}{4}$ of its members from the faculty's Executive Board. It is conspicuous that the recommendations (e.g., with regard to the hiring of 18 new assistant professors) were already so detailed that they give the impression that adjustments or clarifications to the original plan had already been made earlier in 2019 without the direct involvement of the OC. Furthermore, the OC has repeatedly pointed out that the intended intensification (theme 1) should be related to a recalculation of the task load and workload reduction. In our opinion, involving the OC (and perhaps also the task force) at an earlier stage in the decision-making process would have given this aspect more weight in the elaborations of the quality agreements. In autumn 2019, there suddenly seemed to be a lot of haste around the appointment of the new assistant professors, which resulted in unnecessary mistakes (e.g., in the procedures). Looking back at 2019 and the relative 'radio silence' in the first $\frac{2}{3}$ of the year, it is worth asking whether some processes could not have been started earlier to avoid the rush at the end.

A large part of 2020 and 2021 was consumed by the coronavirus pandemic and the new building. Despite this, it is clear that the faculty's Executive Board continues to give high priority to the improvement of educational quality. This is reflected in the 2021–2026 strategy for the Faculty of Social Sciences, the use of resources from the Nationaal Onderwijsprogramma (Dutch education programme) and the reorganisation of education. Because resources and goals are sometimes intertwined, it is not always clear which decisions and measures are specifically based on the quality agreements. These may then only appear on the agenda indirectly, or through, for example, the policy cycle as part of the annual report (spring) and the budget (autumn).

Monitoring

Even before the allocation of government resources within the framework of the quality agreements, the involvement/cooperation of the participational bodies in planning and implementation was laid down as a precondition. Monitoring the process is a crucial part of this effort.

In 2018, we were extremely well informed and involved and were therefore well placed to contribute ideas and to monitor. Unfortunately, this flow of information has slowed since 2019.

The annual report and budget are certainly suitable moments to look back and forward at the quality agreements respectively, but it would have been nicer to have interim updates as well. It also would have been desirable to receive the stakeholder discussion notes, evaluations or work group recommendations mentioned in the reports in good time and not only on request.

As mentioned above, we realise that parts of the quality agreements activities are interwoven with actions resulting from other (RU-wide) policies (e.g., student well-being, coronavirus aid, NPO). Of course, we see this as a welcome reinforcement of educational quality as a whole and we understand that it is difficult to provide detailed insight into the overlapping goals and intertwined flows of money. At the same time, we would very much appreciate it if the faculty's Executive Board could help us even more in this respect.

In summary, on the whole, the faculty's Executive Board has included us well in the development and realisation of the quality agreements at the Faculty of Social Sciences. We are of the opinion that we were able to make a positive contribution to the development of the quality agreements. We also believe that the faculty's Executive Board seriously invests in the quality of education, not only from the resources for the quality agreements, but also with other resources. However, the faculty's Executive Board should provide more regular updates on the implementation of the quality agreements. They recently (in January 2022) promised to strengthen this effort. Because the context in which the quality of education is assessed is constantly changing, we as a Representative Council remain focused on the original plans in the framework of the quality agreements. We also look forward to a thorough exchange of ideas and timely information so that together with the faculty's Executive Board we are able to further improve and strengthen the implementation of the quality agreements in the future.

Lau Schulpen (OC chair)

Wolf-Gero Lange (OC vice chair)

William van der Veld (FSW OC member)

Faculty Student Council

We were asked to evaluate the years 2019, 2020 and 2021. However, since the Faculty Student Council (FSR) changes every year, we can only talk about 2021.

FSR year 2019–2020

We contacted the chair from this academic year (2019–2020). In this period, the discussion was mainly about the content and planning of the quality agreements and the implementation came later. She told us the following:

- At the beginning of the academic year, there was a meeting with the FSR, OLCs and the assessor where a lot was explained. This was a pleasant experience. The contact with the assessor remained good and clear throughout the year. The FSR felt that they were frequently informed by the assessor.

- The quality agreements were discussed in the Faculty Joint Assembly meetings and sufficient updates were given there.

In general, it was felt that they were sufficiently informed. The question about the FSR's participation came mainly from the assessor.

FSR year 2020–2021

We contacted last year's FSR chair for information about FSR involvement in the 2020–2021 academic year. He told us the following:

- At the start of the academic year, a meeting was organised with the assessor from 2019–2020 and the OLCs, where, in his opinion, sufficient explanation was given about the quality agreements and what was expected of the FSR. This meeting was very useful.

- There was a lot of informal contact with Nienke throughout the year. Although that contact was regarded as pleasant, there was little contact from the rest of the faculty's Executive Board. Updates about the implementation of the quality agreements were given during some Faculty Joint Assembly meetings, but not all of them.

- Over the year as a whole, the FSR had the impression that not much attention and time was spent on the quality agreements. This was partly due to the start of the pandemic, which meant that the focus was on other matters for a longer period of time. That was understandable but perceived as disappointing. It is possible that there was less communication directed towards the FSR this year, which is why the updates did not get through properly. This may have led to the impression that little attention was paid to the agreements.

FSR year 2021–2022

Obviously, we can evaluate the second half of 2021 in more detail.

- In the beginning of the year, the secretary of the faculty's Executive Board personally contacted the chair of the FSR about various matters. The year's most important issues were discussed, briefly including our role in the quality agreements.

- Shortly thereafter, we were invited online to an FSR training session that was organised across Radboud University. The basics of the quality agreements were briefly explained there. We believe that it would be better to do this per faculty, so the content can be discussed in more detail. Then, at the insistence of the previous chair, we planned a meeting with the quality agreements staff member (Nienke, the assessor from 2019–2020) and the chair from 2020–2021. In that meeting, we went through the entire quality agreements section and all our questions were answered. It was an extensive meeting, but a useful one. We therefore propose that it be repeated in future years. The presence of an extra member of the faculty's Executive Board at this meeting could also be useful for the FSR members.

- At the beginning of the academic year, the FSR was contacted by email and asked whether we wanted to divide the five work groups for the quality agreement on student guidance between the FSR members. Of these five work groups (PPD, Learning Paths, Student Well-being, Communication with Students and Quality of Student Guidance) two have had their first meeting (PPD and Quality of Student Guidance). The other three have yet to begin. Recently, the FSR was invited to attend a meeting (in early February), in which more information will probably be given about the start-up of the other three work groups and the progress of all five work groups.

- During the Faculty Joint Assembly (FGV), the FSR had enough time to ask questions and it was clear what was agreed to. As stated during the FGV, the FSR needs more background information on certain subjects. Since the FSR changes every year, it is difficult to maintain a good understanding of what was done with the quality agreements in previous years, and it requires a lot of unnecessary work to search for this in previous annual plans. In addition, it was pointed out that it was difficult to immediately approve the section on quality agreements in the 2021 Annual Report in the same FGV in which questions are answered. In future years, it would be nicer if these were two separate FGVs or another solution could be found for this.

- As for the communication about the quality agreements, it seems somewhat chaotic to us. Often we are kept informed by the assessor and other times by Eljan (student well-being staff member). Moreover, updates are given during FGVs or via email. There are a lot of communication channels, and it is difficult to keep track of what we have been updated on and what we have not. This is also more difficult because, at the beginning of the academic year, the FSR has little or no knowledge of the quality agreements and their course because new members have just joined the FSR. Clear communication is desirable in this case, preferably in a structured way. We suggest sending this monthly and per theme by email. We also think it would be a good idea to discuss this briefly during the FGVs. After all, that would take no more than ten minutes.

- We also see more opportunities for OLCs to be involved in the quality agreements. Especially at the start of the academic year, we think it would be useful if they also receive an extensive briefing on the quality agreements, so they can take a look at them and possibly provide feedback. During the year it would then be the FSR's task to pass on the updates to the OLCs. We propose to continue with the meeting that was organised in previous years and to clearly communicate that this meeting is highly recommended.

Sacha Boosten
FSW FSR chair, 2021–2022

Sacha Boosten

Voorzitter FSR FSW 2021-2022