

2022

Year of Opportunities

Annual report



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Interview with Radboud University's Executive Board



“No better investment than in knowledge and knowledge creation”

“Radboud University wants to contribute to a healthy, free world with equal opportunities for everyone”, says Daniël Wigboldus, chair of the Executive Board. “In so doing, we want to be significant both regionally and internationally. That ambition is set out in our strategy, under the title [A Significant Impact](#).”

The strategy includes several focal points, and Wigboldus is positive about the progress made on them over the past year. “For example, we have vigorously pursued the embedding of sustainability issues in the curricula of all study programmes.” The Executive Board has also put great effort into creating a safe and inclusive campus where all students and staff feel they belong and can play a role. The [Diversity, Equality and Inclusion Strategic Plan](#) was published in 2022.

The university has also been hard at work on another strategic theme: collaboration. “For example, we signed collaboration agreements with Maastricht University, regional schools, the municipality of Nijmegen, and Alliander”, Wigboldus explains. “By doing so, we encourage interdisciplinary research. We also do that in other ways. We have been assigned several large growth fund projects, and major grants have been awarded to Radboud researchers across the spectrum of sciences.” In 2022, Radboud University also signed the ‘Inclusion in 2040’ covenant with the municipality of Nijmegen. In it, they pledged to work together to make Nijmegen an inclusive, accessible city.



The lingering after-effects of the pandemic

It is all the more remarkable that so many significant steps have been taken, given the inauspicious start to the academic year. “We chose ‘freedom’ as the theme for the 2021-2022 academic year, hoping we could leave the pandemic behind in 2021”, says Rector Magnificus Han van Krieken. That was overly optimistic. The pandemic remained a dominant factor in the first half of 2022. “Partly because of the pandemic, we had to postpone several major projects stemming from the strategy adopted in 2019, such as the Vision for Education and the Campus Plan. And the impact of the pandemic highlights two other themes: the mental wellbeing of students and the pressures experienced by teachers and staff. We are still seeing the after-effects of that. So the pandemic had quite an impact, and it continues to have one to this day for students and staff with long COVID

symptoms.” Agnes Muskens, who joined the Executive Board as vice chair in January 2022, also identifies the mental health of both students and staff as a crucial point of attention over the past year: “HR has launched several initiatives to support our staff, such as a pilot project with extra psychologists on campus. And all faculties did their utmost to keep our students engaged during and after the lockdown. That was desperately needed.”

Looking out for each other

Wigboldus wholeheartedly agrees with that. “The final lockdown was particularly tough on many students”, he says. “As the pandemic wore on, everyone started to feel like: ‘Here we go again...’. Psychology talks about the concept of learned helplessness. If you feel you can do something to change an unpleasant situation, you remain motivated to change it. But if you feel that it’s just happening to you and you have no ability to do anything about it, that’s bad for your mental wellbeing in the long run. Fortunately, thanks to the efforts of many, we as a university were able to arrange many things in such a way that the lockdowns and the adjustments that accompanied them went pretty smoothly organisationally, despite everything. But I am very happy that in the 2022-2023 academic year, we can again be the university we want to be.

“As a board, we tried to communicate at key moments, but otherwise, it was mainly the supervisors in the departments who kept in touch with our students and staff. Collectively, we looked at what was possible within the applicable measures for people who wanted to come to campus, and what was possible for those who, for whatever reason, didn’t want to do that. We wanted to accommodate both sides in consultation.”

“I am very happy that in this academic year, we can again be the university we want to be”

100 years of Radboud University

We are looking forward to 2023 because Radboud University will celebrate our 100th anniversary on 17 October. That will mark 100 years of playing a significant role in the lives of our students, researchers and staff, and in the world around us.

The Faculty of Arts, the Faculty of Philosophy, Theology and Religious Studies, and the Faculty of Law will also celebrate their 100th anniversaries, and Nijmegen School of Management will celebrate its 35th anniversary. You can read more about 100 years of Radboud University at www.ru.nl/100.

A guiding strategy

The university’s [strategic vision](#) proved to be a guide. Van Krieken: “We developed our current strategy after the previous Executive Board’s strategy, that was very specific, had achieved almost all its objectives. As a new board, we began a dialogue with many people in our academic community and beyond, and we developed a strategy that mainly sets a direction. This proved very useful during the pandemic. Take, for example, the premise that we are fundamentally a campus-based university. That guided our decisions during the COVID-19 pandemic: wherever possible, we wanted to be on campus or organise in-person education in large venues off campus, such as Concert Hall De Vereeniging.”

“The first day of the 2022 orientation week for first-year students on campus was a high point for me”, Wigboldus says. “Students crowded past stalls set up by associations from the Berchmanium to the Erasmus building.

"Many students were eager to get back to campus. Not only the first-year students, but also the senior students who staffed the many stalls promoting their associations. Our main concern is with the group that are now third-year students. Their first two years were spent entirely under coronavirus measures. Remarkably, they achieved excellent study results, but now we need to make it clear what the added value of being on campus is. Passing your exams is an important part of being a student, but you learn so much more about yourself and others by actively participating in all that our campus has to offer alongside your studies. That's another part you hope everyone gets to experience. You may not earn study credits for self-knowledge, but it still offers important lessons. Student wellbeing is an important aspect for us.

"You may not earn study credits for self-knowledge, but it still offers important lessons"

"We are still learning how to look at education. On that front, a crisis can also lead to new insights: digital communication has received a huge boost. We have partly returned to regular education, but, for example, the knowledge clips that students can watch online are proving to be a fantastic way to deepen the material. It emerged that students could take various paths to pass their exams. They have shown tremendous adaptability in that regard."

Steps taken

On the scientific front, the university received due recognition in 2022. Van Krieken: "We submitted large Growth Fund applications, as well as applications for a grant from the Gravitation programme. The university also won many awards in 2022. For example, we received an [Ammodo Science Award](#) and a [Spinoza Prize and a Stevin Prize](#) as well as a – somewhat under-reported in the media – [Comenius Leadership Fellowship grant](#)."

Wigboldus: "As a university, we must continue to stand for the usefulness of useless knowledge. You don't know what you'll get if you invest in fundamental research, but you can be sure that if you don't invest in it, you will get nothing. There is no better investment than investing in knowledge and knowledge creation. But you shouldn't invest in it just to solve a specific problem in the short term. Our core values are curiosity, connectedness and reflectiveness. It's crucial that academics and students are free to pursue their curiosity. Society has many problems, and there is a great belief in the ability of technological developments, of science, to solve those problems. But it is not true that when a virus appears, scientists do some tinkering and suddenly there is a vaccine within a year. This year, biochemical researcher Professor Katalin Karikó received an [Honorary Doctorate](#) from Radboud University. She has been researching mRNA for decades. Against the odds and driven by her own curiosity, she laid the groundwork for vaccinations that ultimately saved millions of lives worldwide during the pandemic. Her speech at our Dies Natalis celebration in 2022 was impressive."

"Digital communication has received a huge boost"

Revaluation of the campus

Wigboldus also finds positive aspects in the revaluation of the campus. "Before the pandemic, everyone was like a fish in the water on campus, unaware of how important that water actually is. Now we have experienced what it feels like to miss it, and we are more aware of the importance of togetherness and chance encounters."

Muskens explains that the university is busy working on the plan for future campus development. "Several buildings are nearing the end of their technical lifespans, and they need to be replaced in the coming decades. For instance, we are in the process of collecting the initial requirements for the new premises for the Faculty of Philosophy, Theology and Religious Studies. It is quite a puzzle because we want to properly address the issue of accommodation. In this respect, the requirements of the staff are essential, and we also want to build sustainably, keeping a good occupancy rate of the premises in mind. Overall, we can say that occupancy rates are lower than before the pandemic. After the pandemic, we see people searching for a new balance between working from home and working on campus. We are taking all these facets into account as we move forward with our campus plan. The added value of our campus is unique."

Social safety

Another important theme is social safety. "We have made significant steps in the past year", Muskens says. "It's important that we continue to work hard on this together, however complicated it sometimes may be. By discussing difficult situations, we can learn from each other. The code of conduct – which was drafted in the second quarter of 2022 in close consultation with the university's participational bodies – goes into more detail about what we mean by acting with integrity. The code is also intended to create a situation in which employees can be held accountable for inadmissible behaviour."

"We have also taken steps to further support social safety. The ombudsperson for staff began work in January 2022, and the team of confidential advisors was further strengthened last year and now consists of 12 people. In October, a policy officer started work to focus on further strengthening policy on social safety. We discussed with the university's participational bodies the intention to recruit an ombudsperson for students in 2023. Although we want to provide a socially safe environment for all our students and staff, we are aware that we do not always succeed in this yet. We will continue to work hard on this in 2023 and, moreover, shift the focus more towards prevention." Other topics high on the vice chair's agenda include cybersecurity and finances.

Cyber security

Cyber security is one of the focal points that affects the entire university. Muskens: "Steps once again have been taken at Radboud University to increase the university's technical resilience. The CISO has further strengthened the organisation with a team, and plans have been made to appoint local information security officers at the faculties as well." Since September, Muskens has chaired a steering group with the CISO, and with representatives from operations, education and research. That steering group will guide and prioritise the programmes related to security, so significant strides in information security will continue to be made across Radboud University in 2023. "Awareness of this issue has grown tremendously across all faculties."

Finances

"Our own financial house is in order", Muskens declares. "We are a solid, high-quality institution with good ratios. This also forms a solid starting point if we want to start fleshing out the campus plan. The financial reports contain few surprises. In 2022, too, we consciously aimed for a negative budget, specifically to attract extra staff to structurally reduce the workload. We ended up less negative than we had budgeted, in part because we could not always fill our vacancies in time. We used the extra resources in 2022 for collaborations with other universities and for interdisciplinary collaboration within our own university."

"When discussing annual plans and accountability with the faculties, implementing the strategy and objectives is always the main focus of the conversation. We then spend relatively less time on financial accountability because it is simply set up well."

Opportunities

Speaking of objectives, the theme of the 2022-2023 academic year and the second half of this calendar year is opportunities. Those opportunities arise in many areas. Van Krieken: "This year, the Radboud Teachers Academy and the Pedagogical Sciences for Primary Education study programme organised a [theme day](#) about [educational inequality](#): people who are less talented in cognitive areas but who have talents in other areas receive too little attention and appreciation. Furthermore, the government has invested heavily in higher education, so we need to think about how to spend that money properly. For example, by reducing employees' workloads. That too is an opportunity."

"As the Executive Board, we consider the tasks related to education, research and social impact to be equally important", Van Krieken asserts. "In the daily practice of lecturers and researchers, research is often still valued higher than teaching, never mind the impact on society. There are still opportunities there too."

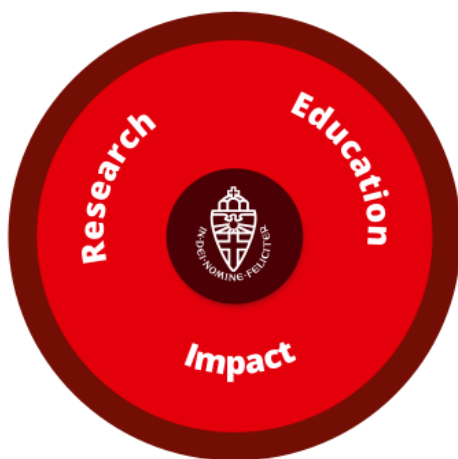
Bringing those opportunities to fruition, and thus making the university's social role even more visible, is one of the challenges for the coming year.

INPUT →



Intellectual capital →
 Networks →
 and relationships →
 People →
 Facilities →
 Finances →

ACTIVITIES



STRATEGIC OBJECTIVES &

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.

Net incoming Master's students (outgoing Bachelor's students -/- incoming Master's students)

2022: -333

2019: 71

Goal: >0



% English study programmes

2022: 35%

2019: 32%

Goal: maintain



% inflow of international Master's students

2022: 10.4%

2019: 12.6%

Goal: increase



% market share of awarded Comenius grants

2019-2022: 10.4%

2019: -

Goal: ≥ market share



Research

We conduct high-quality and internationally accredited academic research with a focus on collaboration and pushing the boundaries of our knowledge.

Number of Horizon Europe projects awarded

2022: 43

2019: 35

Goal: increase



% publications in collaboration with international academics

2022: 60.4%

2019: 58.8%

Goal: increase



in RIS registered data sets

2022: 270

2019: 165

Goal: increase



% open access scientific publications

2022: 83%

2019: 66%

Goal: 100%



IMPACT

Contribute to a **healthy, free world** with **equal opportunities for everyone**.



RESULTS

ASSOCIATED STRATEGIC INDICATORS

Impact

We take a multidisciplinary and interdisciplinary approach to solving diverse issues of social relevance.

% Bachelor's graduates who took ≥1 Sustainability Certificate course

2022: 55%
2019: -
Goal: 100% in 2025



Number of publications with link to SDGs

2022: 441
2019: 280
Goal: increase



% SDG publications cited in external policy documents (10-year average)

2022: 21%
2019: -
Goal: increase



Finances

We are committed to maintaining a strong and balanced financial position to ensure the continuity of research, education and support.

Solvency

2022: 0.59
2019: 0.68
Goal: >0.30



Liquidity position

2022: €118 million
2019: €73 million
Goal: >€25 million



People

We are an inclusive university that invests in the continuous development of its students and staff so they can inspire and challenge one another.

Perceived social safety reported by students in the NSS

(I feel safe to be myself at Radboud University)

2022: 4.29
2019: -
Goal: ≥3.5



Perceived lack of social safety reported by staff in the MTO

(% employees who have experienced undesirable behaviour)

2022: 12.0%
2019: 14.5%
Goal: <10%



% female professors

2022: 30.3%
2019: 30.1%
Goal: 36%



Experienced control over own development, reported in MTO

2022: 3.4
2019: 3.3
Goal: ≥3.5



Facilities

We have a physical and digital campus with unique research facilities that is sustainable and safe, and conducive to studying, working, collaboration and interaction.

Utilisation of i-projects budget

2022: 76%
2019: -
Goal: 100%



% Energy savings per year

2022: 4.9%
2019: 4.0%
Goal: 4%



Gas consumption (m³ x 1,000)

2022: 1,155
2019: 1,633
Goal: Decrease



% Reduction in waste (2025 vs. 2019)

2022: 28.4%
2019: -
Goal: 20%



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 scientific disciplines and ask questions about the relationship between academia, society, and a 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 diverse 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. Our (digital) campus is a sustainable and safe place, conducive to studying, working, 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 each other and 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

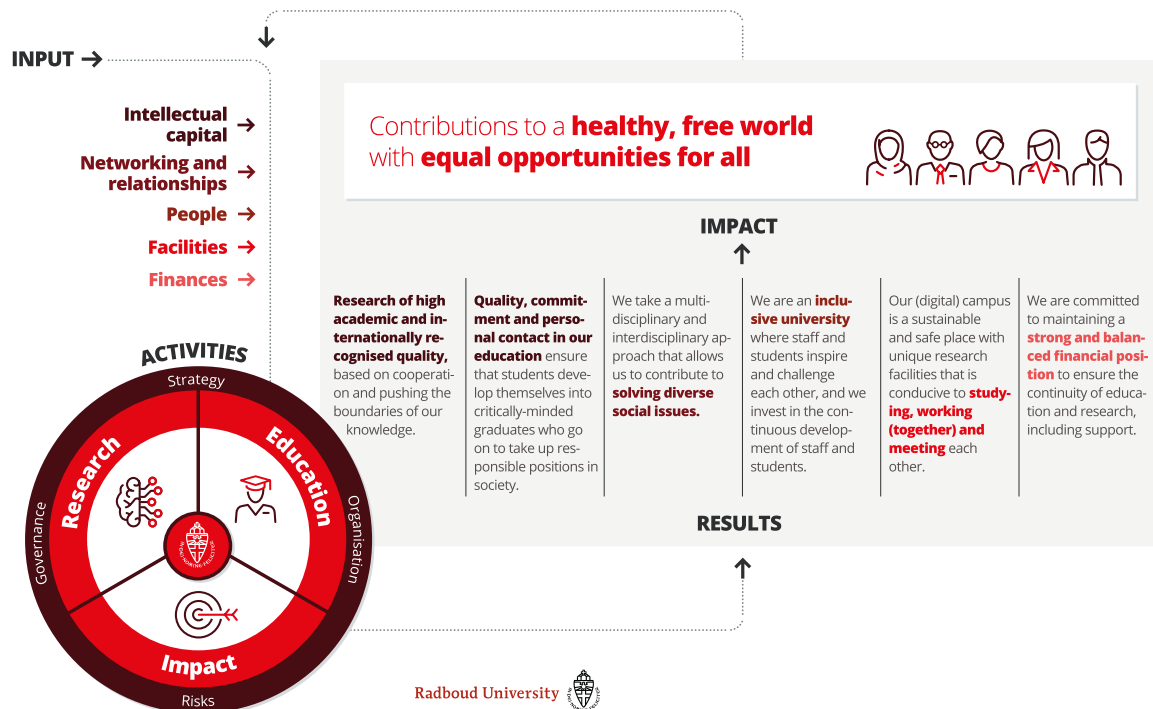


Radboud University wants to contribute to a healthy, free world with equal opportunities for everyone. We want to achieve that through high-quality research; good, personal and engaged education; contributions to social issues; in a safe and inclusive work and study environment that invites people to meet and collaborate; and on a solid financial foundation. This annual report shows how we achieved that in 2022.

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. We also want to emphasise here 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 our students, our 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 make (online) teaching and assessment possible. We also need 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 education, research and impact. 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 related to the performance goals appear in various places in the form of key figures, referred to in this report as key performance indicators (KPIs). The outputs lead to results based on goals derived from our strategy. Because of this direct link to our mission, the performance goals form the basis for the annual report (see below). In this way, we contribute to a healthy, free world with equal opportunities for everyone.

2. Our contribution to a better world

What concrete results emerged from the value creation model in 2022? How did we contribute to a better 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 of this annual report.

Education: more than study credits

Radboud University trains its students to be critically-minded scholars capable of taking on responsible positions that make a positive contribution to society. In 2022, this ambition partly took shape through efforts to include sustainability in all our curricula. The changes to education necessitated by the coronavirus pandemic revealed how the use of digital resources can add value to education, and also the added value of education on campus. Over the past year, deliberate choices have been made about the shape of education on campus. In this chapter, we will look at the most important aspects of our education.

Our research: driven by curiosity

We conduct high-quality and internationally accredited academic research with a focus on collaboration and pushing the boundaries of our knowledge. To ensure that this continues, we also kept academic freedom and curiosity high on our agenda in 2022. In this chapter, we focus on developments in our research, reflect on the achievements of our university's scholars and include some research efforts that explicitly contribute to social challenges.

Contributing to social issues: our impact

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. We try to contribute through our research, but also by being meaningful to society in other ways. In 2022, we again launched various initiatives to give substance to these efforts. The chapter about our impact presents a selection of initiatives, collaborations and innovative projects.

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 also led to new sustainable insights about working and studying after the pandemic. In 2022, we sought to promote the wellbeing of staff and students, work for equal opportunities for all and create a safe environment. This chapter shows how the university is delivering on these goals.

The added value of 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 increasingly more sustainable new buildings, by working towards greater biodiversity on the green campus, and by promoting sustainable behaviour. Our (digital) campus should be a sustainable and safe space that is conducive to studying, working, collaboration and interaction.

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:

- Social impact of research
- Sustainable buildings
- Waste and circularity
- Healthy and vital staff
- Inclusive culture
- Sustainable procurement
- Energy management
- Sustainable mobility
- Student wellbeing
- Sustainable catering
- Sustainability integrated in education

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. This is in line with the recent European Commission proposal for a Corporate Sustainability Reporting Directive (CSRD).

In 2022, key targets and KPIs for most of the material themes were listed on a dashboard. This helps improve the way we measure our progress, and drive improvement. Some of these KPIs are included in the Management Information Portal and in this annual report. In 2023, the dashboard will also be available to a wider audience on the website.

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.

Education is more than study credits

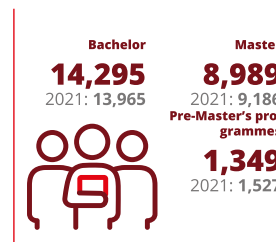


Through quality, commitment and personal contact in our education, we aim to ensure that students develop into critically-minded scholars capable of taking on responsible positions that make a positive contribution to society. Therefore, deliberate choices were made in 2022 about the use of digital resources and the shape of education on campus. Below is an overview of the key developments in education, including some collaborations.

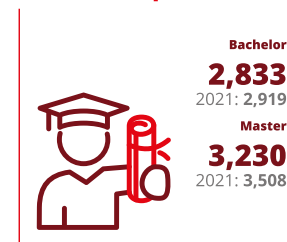
Number of study programmes



Number of students

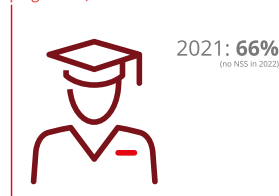


Number of diplomas



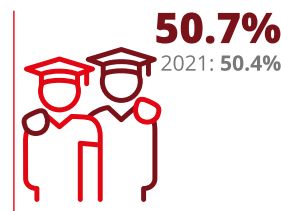
% alumni success

Have a job on their level after 1.5 years or are working on further study (Master's programme)



1st generation students

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



1. Developments in education

Quality assurance

No study programmes were inspected in 2022. The re-assessment of the Bachelor's programmes in Theology and Religious Studies and the Master's programme in Theology & Religious Studies took place in early November. The assessment panel expressed an intention to issue a positive decision, and a positive final assessment report is expected in early 2023.

Based on the quality summaries produced by the faculties in 2021, a quality summary covering all faculties was produced in early 2022. This Quality in View report was prepared to provide input for internal discussion on the further development of the quality assurance system. In November, we organised three sessions on educational innovation and quality culture as part of this process. The sessions were well attended by a diverse group of engaged staff from all faculties. The outcome of these sessions will be used to further develop the quality assurance system and prepare for the institutional audit quality assurance in 2025.

Effects of the coronavirus pandemic

The changes to education necessitated by the coronavirus pandemic revealed how the use of digital resources can add value to education, and also the added value of education on campus. In 2022, several study programmes revised certain courses and training programmes. In doing so, deliberate choices were made about the use of digital resources and the shape of education on campus. Other forms of assessment were also frequently given more concrete content. In the educational vision that will be ready in draft form by mid-2023, these lessons learned will be developed into longer-term themes.

2. Education for a more sustainable world

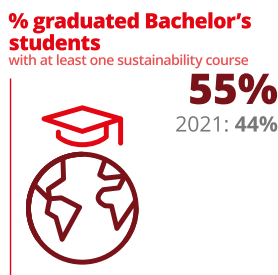
Ambition

Our ambition is that all students will 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.

Our own sustainability plan

In 2022, work continued on integrating sustainability into education at Radboud University. Within each faculty, this is shaped to suit the respective study programmes, and sustainability issues are woven into the compulsory curriculum. For instance, the principles of 'planetary health' are increasingly appearing in medical education, law studies address topics such as liability for climate change, psychology students learn about sustainable behaviour, and sustainable digitalisation is becoming a topic in IT study programmes. Sustainability is also increasingly reflected in the philosophy education required for all students. The aim is for every student to understand the relationship between their own study programme and sustainability issues. The Faculty of Philosophy, Theology and Religious Studies has become the first faculty to include this in their learning outcomes.

Additional in-depth courses



Students who want to delve further into sustainability topics can choose from an increasing number of elective courses and study programmes, presented in a convenient [online overview](#). Meanwhile, more than half (55%) of undergraduates have taken one or more of these in-depth courses. If a student takes at least 21 ECTS of these courses and dedicates their thesis research to a sustainability topic, they can request a [sustainability certificate](#) from the Faculty of Science or Nijmegen School of Management. The certificate will also become available from the Faculty of Philosophy, Theology and Religious Studies and the Faculty of Social Sciences in

the near future. In the first phase, 45 students earned this certificate. Opportunities for in-depth study can also be found in the Radboud Green Office's Living Labs and in various sustainability-focused projects from the Honours Academy. These are not limited to Radboud students: in the [Healthy Circularity](#) campus hub, Radboud students work via the Honours Academy with students from HAN and ROC on sustainability issues in the region.

Boost

Over the coming years, the integration of sustainability in education will get an extra boost from the Comenius Leadership project: You Have a Part to Play: Higher Education for Sustainability. Students and lecturers from various study programmes, together with ArtEZ University of the Arts, are working on teaching methods that help students become aware of the complex issues involved in the United Nations Sustainable Development Goals.

3. Making an impact through education with our partners

Ambition

Our ambition is to take a multidisciplinary and interdisciplinary approach to solving diverse issues of social relevance.

Radboud-Glasgow Collaboration Fund

In 2022, 15 Radboud colleagues, together with their counterparts from Glasgow, submitted a proposal to the Radboud-Glasgow Collaboration Fund for funding collaborative projects in Research and Learning & Teaching. Seven of these colleagues, from five Radboud faculties, were awarded up to £20,000 for implementation. In May, staff from the University of Glasgow's Research Office and Radboud University's Research & Impact Strategy presented a joint paper at the European Association of Research Managers & Administrators conference (EARMA) on how to support partnership development in higher education. A virtual networking event was also organised to match researchers from both institutions working on sustainability topics. In August, it was announced that an Erasmus Mundus Joint Master proposal for the implementation of the joint Master's programme in Education in Museums and Heritage with Glasgow as consortium leader could count on a €5,400,000 grant from the European Commission. Two brainstorming events took place in autumn 2022. These looked back at the past four years and looked ahead to a possible extension of the Radboud-Glasgow partnership from May 2023.

Collaboration agreement between Maastricht University and Radboud University

On 14 June 2022, the Executive Boards of Maastricht University and Radboud University signed a collaboration agreement. This agreement is a follow-up to the declaration of intent signed in 2020. With this collaboration, we contribute to the development of both institutions and to the future-proofing of academic higher education and research to meet the societal challenges of the south-eastern Netherlands region. In part, this will intensify existing collaboration, such as in academic teacher training study programmes. In addition, the collaboration will be strengthened by new initiatives, such as new joint Master's programmes. There will also be collaboration in support processes, more joint research, and shared development programmes for healthcare professionals.

City Deal Kennis Maken

Together with regional partners (HAN University of Applied Sciences, ROC Nijmegen and the municipality of Nijmegen), we participate in *City Deal Kennis Maken*. The aim of this cooperation is to contribute to solving issues of social relevance together through multidisciplinary and interdisciplinary educational projects. The city of Nijmegen is our campus. One successful project in 2022 involved setting up a meeting for community sports coaches. Sport and Exercise students from ROC Nijmegen and Sports Science students from HAN worked on this with Radboud University students from the Cultural Anthropology and Developmental Sociology and Islam, Politics and Society programmes. In the meeting they set up, community sports coaches were informed about the influence of cultural and religious backgrounds on sports and exercise programmes. This knowledge enables community sports coaches to better design programmes that have a greater impact on residents with a migration background. The education project is permanently embedded in curricula and will recur annually.

OnePlanet Open Education

The Open Education programme developed by the OnePlanet Research Centre brings together students and lecturers from provincial institutes for higher professional education (HBO) and senior secondary vocational education (MBO) with students from Radboud University. These students from various study programmes, disciplines and levels work together on complex issues related to digital technology that come from the practice of real-world clients. The projects connect to OnePlanet's innovation areas – Precision Health, Nutrition & Behavior, and Precision Agri(culture), Food & Environment – and to the specialty courses from the various study programmes.



4. Quality agreements

Dutch universities have reached agreements with the Minister of Education, Culture and Sport on quality agreements for 2019–2024. These are connected to the use of the study financing resources (*studievoorschot*). In consultation with the participational bodies, Radboud University created a plan to allocate those resources. The Minister approved it in October 2019, based on a positive recommendation from the Accreditation Organisation of the Netherlands and Flanders (NVAO). In 2022, Radboud University was notified that the NVAO will give a positive assessment to the Minister as part of the midterm review of the quality agreements carried out on the basis of the 2021 annual report. A small part of the budget is spent centrally, but the majority of the funds is in the hands of the faculties.

Faculty resources

Radboud University invests the vast majority of its resources at the faculty level. Thus, decisions about the use of those resource are made as close as possible to the primary educational process, although implementation may vary from one faculty to another. All faculties have made their own plans for this. The 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 more intensive and small-scale education and in more and better student guidance. For example, Nijmegen School of Management invested in additional staff. This reduced the need for externally hired staff, thus improving the stability and quality of education. The additional staff made it possible to reduce the size of groups or intensify student guidance. At the Faculty of Arts and the Faculty of Social Sciences, the hours for thesis supervision were increased, among other things. In addition, money from the quality agreements at the Faculty of Arts was used to recruit a student wellbeing coordinator and the size of tutorials was reduced.

Central funds

There have been various initiatives launched using the central funds. For instance, 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 assessments and Brightspace. And a project was launched to make web lectures future-proof, increasing flexibility and capacity. 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.

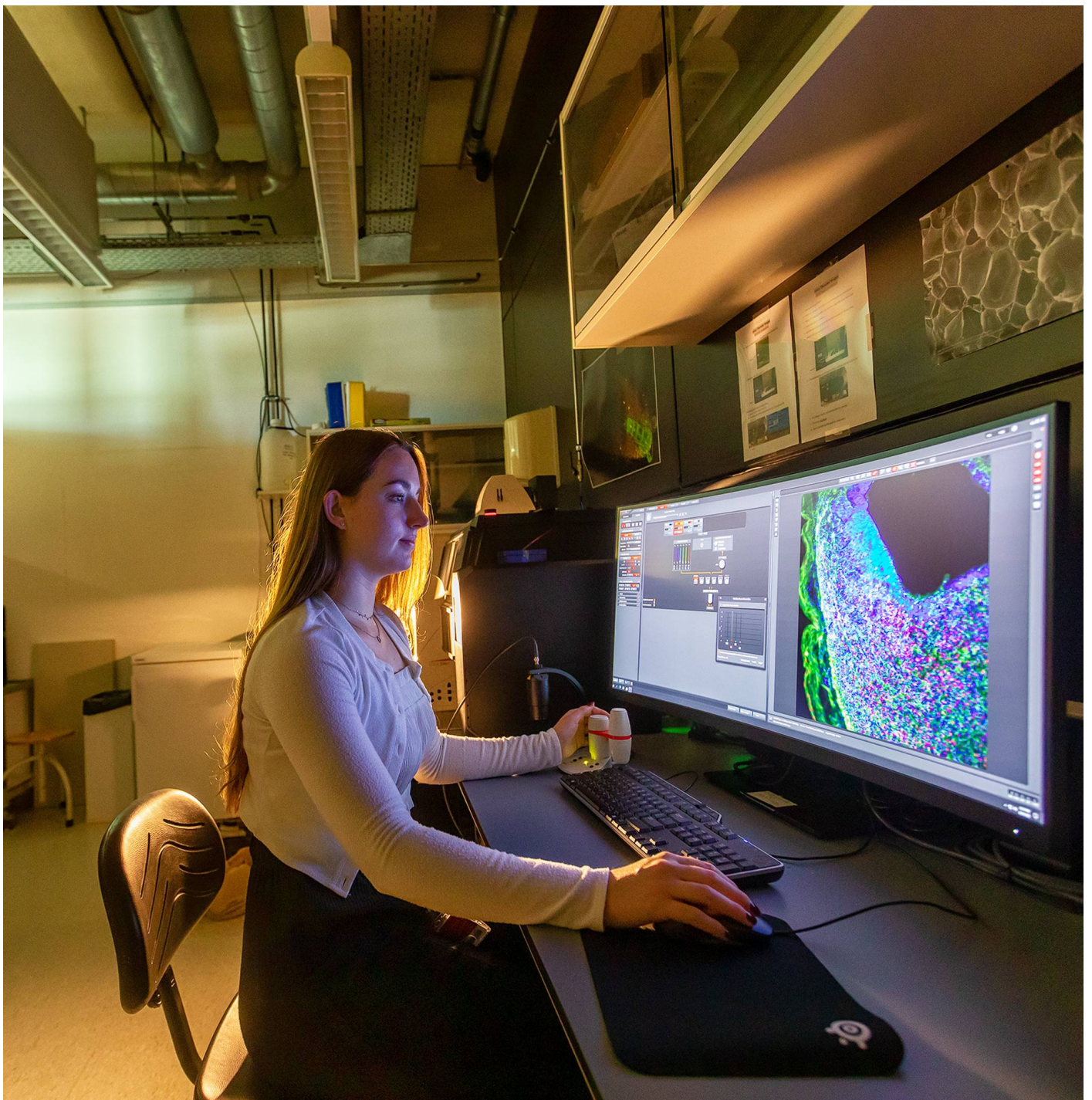
Stakeholder involvement

Faculty participation takes place via the Faculty Joint Assembly (FGV), which has 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 spending of faculty funds for the quality agreements. All faculty representative bodies agreed to the plans for the quality agreements in the budget for 2023. 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.

At the university level, the University Joint Assembly (UGV) has 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 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.

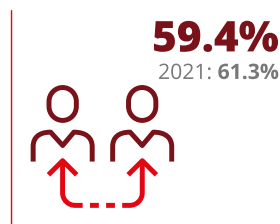
Central support organises annual meetings to which the FGV and UGV are invited. The goal is to inform the participational bodies of their rights regarding quality agreements and to promote the exchange of practices and information. These meetings also ensure that the participational bodies know where they can go in the organisation with questions about the quality agreements.

Our research: driven by curiosity

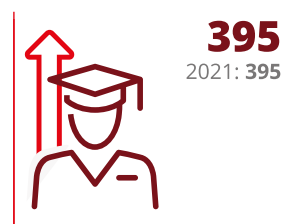


We conduct high-quality and internationally accredited academic research with a focus on collaboration and pushing the boundaries of our knowledge. To ensure that this continues, we also kept academic freedom and curiosity high on our agenda in 2022. In addition to developments in research, in this chapter we focus on the performance of academics at our university.

International collaborations on publications



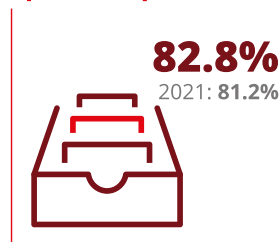
Number of PhD degrees obtained



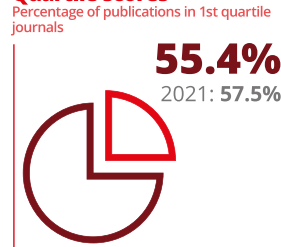
Number of publications



Open access publications



Quartile scores



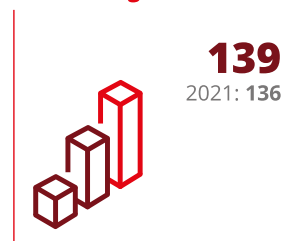
Citation index



Collaborations on publications, number of countries and institutions



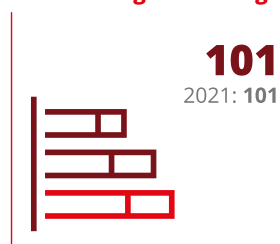
THE Ranking



QS Ranking



ARWU/Shanghai Ranking



1. Developments in research

Academic integrity

Radboud University participated in the National Survey on Research Integrity, a nationwide survey on academic integrity among academic staff at Dutch universities. The aim of the survey is to gain a better understanding of the factors that influence the establishment of responsible and irresponsible research practices. Radboud University uses the results of the survey to improve its own policies on academic integrity where necessary. Areas of concern include the supervision and training of PhD candidates, and the findability and easy accessibility of the confidential advisors and the Academic Integrity Committee. In September, the annual academic integrity discussion meeting centred on the theme of power relations.

Signing Agreement on Reforming Research Assessment

On 9 November 2022, Radboud University signed the Agreement on Reforming Research Assessment. With this, the university joins an international coalition of knowledge organisations committed to improving the way academic research is assessed and valued. Key principles include recognising diversity in academic work and careers, strengthening the emphasis on quality, and using quantitative forms of research assessment responsibly.

Radboud Data Repository

The Radboud Data Repository (RDR) is an archive for the long-term archiving and public sharing of research data collected, processed or analysed by researchers at Radboud University. The RDR allows researchers to archive data securely (for internal reuse and academic integrity) and/or share it with the scientific community. The RDR is based on the Donders Repository that has been in use at the Donders Institute for several years. Since January 2021, the RDR has been available to all the university's faculties and institutes that wish to use it. So far, 442 researchers have done so, and there are 305 data collections in the archive.

Radboud Excellence Initiative

The Radboud Excellence Initiative, partly funded by the Reinier Post Foundation, allows excellent international postdocs to work and conduct research in Nijmegen for two years. The initiative also allows renowned senior academics from abroad to conduct research at Radboud University for six months. Due to the coronavirus pandemic, many laureates did not come to Nijmegen until this year. The seventeenth selection round was conducted in 2022.

Research assessments

Research institutes at Radboud University are evaluated every six years using the Strategy Evaluation Protocol (SEP). These research assessments examine factors such as the quality and social relevance of the research and the future-proofing of the research institute. Four research assessments were conducted in 2022. These all involved research institutes at the Faculty of Science (FNWI).

Mathematics

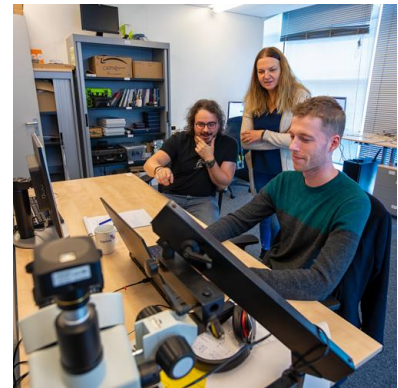
The Mathematics department at the Institute for Mathematics, Astrophysics and Particle Physics (IMAPP) was assessed as part of the national Mathematics research assessment. The assessment committee's evaluation was very positive. One of their recommendations was to set clear priorities among the various ambitions and future plans, given the department's limited size. The committee also recommended that the department continue on its chosen path in terms of gender diversity, collaboration with companies, and the training of PhD candidates.

Institute for Computing and Information Sciences (ICIS)

ICIS participated in a national assessment of Computer Science programmes. The three research themes at ICIS (software, data science and artificial intelligence, security and privacy) received very positive reviews. Among other things, the committee praised the institute's efforts to link research and social relevance. The assessment committee recommended that the institute be even more attuned to international consortia and grants (e.g. large European Horizon project applications) and be open to new lines of research that will continue to emerge in this rapidly changing research field.

Institute for Molecules and Materials (IMM)

The external assessment committee rated the scientific quality of this institute as very high, one of the best in the world. The institute's social relevance was also assessed positively. The committee concluded that the institute's chosen themes will also continue to contribute to high-quality scientific research and social relevance in the years to come. The committee's main recommendation was that IMM should further strengthen its strategy for the coming years so not only individual scientists but also the institute as a whole can build a stronger international reputation. One way to do this is through closer involvement of the Strategic Advisory Board and stakeholders.



Radboud Institute for Biological and Ecological Sciences (RIBES)

Both the research and the social relevance of RIBES received positive assessments. The committee particularly praised the social impact the institute manages to create with its research. The committee recommended that the institute translate its mission into a more concrete strategy for the coming years. They also recommended that strategic steps be taken, especially in the areas of finance, HR and infrastructure. The committee also made a recommendation about the organisation of the institute: it recommended developing institute-wide initiatives with the aim of further strengthening the clusters together.

2. Interdisciplinary collaboration

Research projects with and between disciplines

Given the need to ensure Radboud University's focus and profile among different target groups, the campus-wide Healthy Brain initiative was launched in 2015. Last year, the Healthy Brain pillar was further strengthened: a quartermaster and a process coordinator were appointed, and a work group with representatives from various faculties and institutes was launched. Across the campus, there is a need to expand to several pillars. In the coming period, it will be examined which pillars should be included and what is needed to achieve this.

Sustainability

The network of the Radboud Centre for Sustainability Challenges now consists of some 220 people. They organise interdisciplinary seminars and sustainability collaborations with each other. One result is that Nijmegen will host the 2023 Earth System Governance conference. Radboud University was also represented at the [UN climate summit](#) with some colleagues on site, and several Radboud scientists are involved in the creation of the Netherlands Climate Research Initiative (KIN): Heleen de Coninck as chair and Birka Wicke as committee member.

Academic networks

Appointments

(KNAW, Young Academy, etc.)

KNAW	Young Academy
3 (15%) 2021: 2 (8.7%)	1 (10%) 2021: 1 (10%)

Appointments

(other)

Academia Europea	Stevin
5 (26%) 2021: 4 (29%)	1 (50%)
Ammodo Science Award	Spinoza
1 (50%) 2021: 1 (13%)	1 (25%)

Researchers at Radboud University are members of Academia Europaea, the Royal Netherlands Academy of Arts and Sciences (KNAW), the Young Academy and several other prestigious institutes.

KNAW members

The Royal Netherlands Academy of Arts and Sciences (KNAW) has several positions to which it is an honour to be appointed. KNAW members are selected on the basis of high-quality academic performance, and they are appointed for life. In the Netherlands, KNAW membership is a great accolade for an academic career. The following Radboud researchers were appointed KNAW members in 2022: Maaïke van Berkel (Faculty of Arts), and Teun Bousema and Jolanda de Vries (both from Radboud university medical center).

KNAW: The Young Academy

The Young Academy is a dynamic and innovative platform of young top scientists with a vision on science and science policy. They organise inspiring activities for different target audiences in the fields of interdisciplinarity, scientific policy, and science and society. In 2022, young Radboud researcher Rogier Kievit (developmental neuroscience, Radboud University/Radboud university medical center) was appointed a member.

Radboud Young Academy

As of October 2022, the Radboud Young Academy (RJA) includes 30 staff members with PhDs from all faculties and with various positions, including two from the support staff. Members address issues important to academic culture (including recognition and rewards, open science and work-life balance). Members have also started planning activities that encourage interdisciplinary collaborations.

Reforming Research Assessment

On 9 November, Radboud University signed the Agreement on Reforming Research Assessment. With this, the university joins an international coalition of knowledge organisations committed to improving the way academic research is assessed and valued.

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 the Dutch Research Council (NWO) Talent Programme in 2022.

Spinoza Prize and Stevin Prize

The Dutch Research Council (NWO) awards the annual Spinoza Prize and Stevin Prize, which are the most important scientific prizes in the Netherlands. The Spinoza Prize goes to scientific breakthroughs, while the Stevin Prize is for research and researchers with significant societal impact.

Klaas Landsman – Spinoza Prize (2022)

Klaas Landsman is Professor of Mathematical Physics at Radboud University in Nijmegen. His unique work combines research at the interface between mathematics and physics with deep insights into the foundations, history and philosophy of physics. The interdisciplinary nature of his work is innovative and represents a breakthrough in collaboration between widely diverse fields.

Bas Bloem – Stevin Prize (2022)

Bas Bloem is Professor of Neurological Movement Disorders at Radboud university medical center and is the world's leading expert on Parkinson's disease. He developed ParkinsonNet, the nationally and internationally renowned care model for people with this chronic disease. He is a creative thinker, maintains an impressive international network, insists on patient participation, exhorts politicians and policymakers to action, and collaborates with technology companies to develop innovative products that improve Parkinson's care.

Personal talent grants

ERC Advanced Grants

ERC Advanced Grants are awarded to experienced researchers. The amounts vary per proposal and are around €2.5 million. They are usually awarded for a period of five years. Four grants were awarded to Radboud researchers in 2022:

- Ivan Toni: 'Mindsharing' with gestures
- Roshan Cools: Cognitive control of behaviour
- Peter Friedl: New cancer therapy with sublethal hits
- Alexey Kimel: Ultra-fast and energy-efficient data storage

ERC Consolidator Grants

ERC Consolidator Grants are awarded to mid-career researchers. The amounts vary per proposal and are around €2 million. They are usually awarded for a period of five years. Three grants were awarded to Radboud researchers in 2022:

- Kristin Lemhöfer: Learning a second language
- Daniela Wilson: Nano carriers to transport medicines
- Andrea Hermann: The gig economy

ERC Starting Grants

ERC Starting Grants

€1.5 million per grant



Eight Radboud University scientists were awarded Starting Grants from the European Research Council (ERC) in December. They all received the prestigious Early Career Award from the European Commission. The ERC Starting Grants help young researchers build their own research groups. The grants can be worth up to €1.5 million per project.

- Maike Hansen: Nature of intracellular stochastic events
- Anne-Sophie Hafner: Cracking the synaptic memory code
- Dmytro Afanasiev: Antiferromagnetic spin transport
- Graziana Ciola: The roots of complex mathematics
- Luke Miller: The body positioning system
- Tessa Lansu: Bullying behaviour
- Nils Jansen: Data-driven verification and learning
- Jeroen de Baaij (Radboud university medical center)

ERC Synergy

The European Research Council (ERC) has awarded a €14 million Synergy Grant to a team of Dutch, British, Finnish and Namibian astronomers to make colour images of black holes. They will build the first-ever African millimetre-wave radio telescope in Namibia to achieve their goal.

- PI for Radboud University: Heino Falcke (Faculty of Science)

ERC Proof of Concept

The ERC Proof of Concept allows researchers who have already received an ERC grant to explore the commercial and societal potential of that ERC research. Three Radboud researchers received these in 2022:

- Thomas Boltje: Development of carbohydrate-based anti-cancer agents

- Wilhelm Huck: Commercial feasibility of a cell-free reactor setup for optimisation of complex enzymatic pathways
- Martijn Verdoes: C- and N-terminal epitope conjugate immune cell targeted vaccines

NWO Talent Programme: Vici, Vidi, Veni

NWO Grants

Veni, Vidi, Vici



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 mid-career talents, there is the Vidi programme. And the Veni grant is aimed at promising early-career scientists. The results for our university in 2022: four Vici grants, eight Vidi grants and five Veni grants (only the Veni grants awarded in the social and behavioural sciences domain have been announced so far).

Vici grants

- Alexander Khajetoorians: What can we learn from atoms?
- Brigitte Adriaensen: Changing perspectives on drugs in Latin America (1820-2020)
- Erno Hermans: Increasing resilience to stress
- I. Sechopoulos: Improving breast cancer diagnostics

Vidi grants

- Peter Korevaar: Molecular information processing in self-organising networks
- Aafke Schipper: How do we guide freshwater fish safely through the Anthropocene?
- Jasper de Groot: Something is in the air! Our chemistry exposed
- Lie Fu: Universal invariants in Calabi-Yau geometry
- Fleur Zeldenrust: How does our internal state influence our perception?
- Martin Vinck: How do neurons predict the future?
- Felix Hol (Radboud university medical center)
- Jeroen de Baaij (Radboud university medical center)

Veni grants (only in the social and behavioural sciences)

- Stéfanie André: Fathers combining work and care
- Erika van Elsas: Neutral ground or disputed territory? Public perceptions of bias in non-partisan institutions
- Imme Lammerink: When language does not come naturally
- Nora Stel: The power of inertia and ambivalence in transnational refugee governance: EU actors and the contested return of Syrian refugees from Lebanon and Turkey
- Joris van den Tol: The makers of the economic Golden Age

National Growth Fund

The National Growth Fund (*Groeifonds*) is an investment fund of the Dutch government. It aims to strengthen the sustainable earning capacity of the Netherlands through the creation of large innovative programmes and projects that ensure long-term economic growth. Radboud University has secured two prestigious growth fund projects: the National Education Lab AI (NOLAI), led by Inge Molenaar, and Robotlab: The Revolution of Intelligent Molecular Systems, led by Wilhelm Huck.

NOLAI – Inge Molenaar

In 2022, the National Education Lab AI (NOLAI) received an €80 million grant for the development of intelligent digital educational innovations (with educational and scientific institutions and the business world) focused on improving the quality of primary and secondary education. This will have pedagogical, societal and social consequences.

Robotlab: The Revolution of Intelligent Molecular Systems – Wilhelm Huck

The consortium led by Wilhelm Huck received a €97 million grant to set up a new research programme that aims to build a revolutionary robot lab that combines chemistry and artificial intelligence (AI) and that will enrich the scientific infrastructure for chemistry in the Netherlands. In addition to Radboud University, the consortium includes members from the University of Groningen, Eindhoven University of Technology and Fontys University of Applied Sciences.

Ammodo Science Award

With Tamar Sharon as applicant, the iHub received the 2022 Ammodo Team Science Award for ground-breaking research. The award was presented at a festive ceremony at the Rijksakademie van beeldende kunsten, and it comes with a cash prize of €1.2 million.

Gravitation grants

The Dutch Brain Interfaces Initiative, led by Francesco Battaglia, received €21.9 million. In order to understand how the brain works, we need to understand how each part – from neurons to brain regions – relates to the rest of the brain and to the outside world. The aim of this research is to develop principles, equipment and methods to consider these interactions and thus gain a better understanding of brain disorders, as well as moods, emotions and compulsions. In addition, researchers from Radboud University and Radboud university medical center are involved in 'Materials for the quantum age' (with Utrecht University as consortium leader; Radboud University participants are Misha Katsnelson, Alexey Kimel and Alex Khajetoorians), 'Growing up together' (with Erasmus as consortium leader; several researchers from Radboud university medical center are involved in the project), and 'Imagine' (with Utrecht University as consortium leader; Radboud university medical center participants are Maaïke van Berkel, Teun Bousema, Jolanda de Vries, Peter Friedl, Annemiek van Spriel, and Martijn Verdoes). The aim of the research into materials for the quantum age is to provide new materials with stable quantum states that will greatly increase the power of existing ways of processing information while at the same time making them more energy efficient. The 'Growing up together' project integrates neuroscience with individual and environmental factors in sophisticated models that have both explanatory and predictive value for adolescents and young adults. The 'Imagine' programme brings together biologists and technology developers to study and manipulate cells in both healthy and diseased tissue. It will provide significant knowledge and tools for regenerative medicine, disease treatment and repurposing existing drugs.

Radboud Team Science Award

Scientific achievements are often achieved through a team effort. With the Radboud Team Science Award, presented for the first time last year, the Executive Board wants to recognise these team achievements. Two teams received the award: 'Medicine for People with Intellectual Disabilities' and 'Substance Use, Addiction & Food'. The criteria were cooperation, diversity, and performance. The Radboud Team Science Award will be presented again next year.

Our impact: involved in the world



Our ambition is to take a multidisciplinary and interdisciplinary approach to solving diverse issues of social relevance. We do so via our research, but also by being meaningful to society in other ways. In 2022, we again launched various initiatives to give substance to these efforts. A selection of them follows.

Number of patent applications filed



Number of realised spin-offs



THE Impact Ranking



1. Social influence of research and institutes

Collaboration with Alliander

Radboud University and Alliander, the energy distribution network company, will work closely together. On 1 March 2022, the two organisations signed a declaration of intent with the aim of better aligning research, education and the professional field, and thus providing the best possible support for the energy transition.

The demand for sustainably generated electricity is growing rapidly in the current energy transition. This poses major challenges for the electricity network. Many of these challenges intersect with research areas at Radboud University, such as Artificial Intelligence (AI) for optimising electricity and gas distribution networks, and developing and optimising assistive technologies for physical and administrative work. The legal, social and societal aspects of the energy transition are also being examined.

Letterprins

On Friday 14 October 2022, Princess Laurentien launched the updated version of the Letterprins reading app, an online game that helps children learn to read (or read better). This educational game helps children improve their reading skills at home. In the updated version, an algorithm matches the exercises to the child's results: a child who reads faster and makes fewer mistakes is given more difficult tasks or words alternate more quickly. The use of silly surprise phrases (e.g. 'I spread my sandwich with socks') helps children remember the material better. With Letterprins, children first practise the things they do well, followed by opportunities to correct mistakes. As a result, they read increasingly faster and more accurately. Existing methods mainly focus on errors, but this slows down reading speed.

NeurotechEU

In 2022, the NeurotechEU Office and its organisational management was brought into the Faculty of Science. In the process, a change of programme coordinator took place this year: Paul Verschure succeeded Tansu Celikel. With the arrival of Paul Verschure, eight dimensions on which NeurotechEU will develop further have been defined; these were adopted on 17 May in Cluj, Romania at the 3rd Board of Rectors meeting of the participating partners. A midterm review was also successfully conducted this year on the first set of deliverables for the eight work packages; Radboud University took the lead in this as coordinator.

A Donders summer school for neurotechnology was organised in Berg en Dal from 5 to 16 September; 15 students from NeurotechEU participated.

During the past year, Radboud University has worked as consortium leader to ensure the admission of two prospective partners: the University of Lille and Reykjavik University. The admission of these partners was approved during the 4th Board of Rectors meeting for phase 2. In late 2022, this application for phase 2 of NeurotechEU was initiated at the European Commission; the NeurotechEU project office at Radboud University is taking the lead on this effort.

2. Exceptional social initiatives

This year, Radboud University organised various events related to sustainability and impact.

Radboud Impact Festival

In May, the Radboud Green Office, Diversity, Equity and Inclusion, Pink Week and Islam Awareness Week jointly organised the first Radboud Impact Festival, together with 16 other partners. Students and staff learned how they can make an impact on and off campus, through our education and research and in everyday life. The week kicked off with the Impact Experience on Erasmus Square, where sustainable student organisations interacted with students while a DJ and stilt walkers created the festival vibe. For the rest of the week, visitors could participate in workshops, interviews, lectures and cultural events at both Radboud University and Radboud university medical center. There was a total of about 1,300 visitors throughout the week.

Climate

In November, the Laudato Si' Alliance Netherlands and the Socires think tank organised an event titled From Climate Depression to Sustainable Hope. Bishop Gerard de Korte and climate activist Rozemarijn van 't Einde each gave a lecture about their struggle for a sustainable society and a just future. There were also several workshops on sustainable living, systems change, reflection, storytelling, philosophy, coaching and more.

Score THE Impact Ranking

Radboud University achieved an overall score of 73.6 (out of 100) points last year. This more than satisfactory performance earned the university a spot in the upper-middle rankings, with a place between 301-400 out of 1406 participating universities (24.9th percentile). The year before, we were also ranked between 301-400 out of 1115 participating universities (31.4th percentile), with 70.0 points.

SustainaBul score

This year, Radboud University finished in fifth place in the SustainaBul sustainability ranking from Students for Tomorrow, a sharp increase from our score in previous years. Among other things, we achieved full marks in the best practices category with our special transdisciplinary courses (i.e. courses open to students from all faculties and focused on cross-fertilisation and collaboration), the SDG course, and Climate Crisis. Click here to read the full [benchmark report](#) (in Dutch).

3. Research and entrepreneurship

Radboud University had a significant impact on the innovation ecosystem in 2022. In the past year, Radboud Innovation and Radboud Innovation Science identified 71 new [inventions](#). In doing so, the university shows that it plays an important role in the development of new technologies and products. In addition, five patent applications were filed, three licences were granted, and a number of IP rights were transferred to third parties. The societal value of these results is enormous. The new inventions contribute to improvements in various industries and fields, such as health care, technology and the environment. The patent applications and licences allow the university and its researchers to commercialise their work, which can lead to the development of new products and services that benefit society.

Startup Fonds Gelderland

In early 2022, *Startup Fonds Gelderland* (the Gelderland Start-Up Fund) officially launched as a successor to the *Gelderland valoriseert* programme. This will give new start-ups in the region a chance to make their entrepreneurship possible with a pre-seed loan. Start-ups can apply for a subordinated loan of at least €30,000 and at most €250,000. A unique feature of Startup Fonds Gelderland is its link to the support programmes Orion, StartLife and Briskr, which provide smart guidance to start-ups before and after a loan is granted. Radboud University is involved in implementing the fund and is a consortium partner in the Orion and Briskr support programmes.

Innovative projects

The university has participated twice in the national [Venture Challenge](#) and achieved victory there. In addition, the university organised the [Innovation Competition](#), a platform for academic entrepreneurs to pitch and develop their ideas, which can lead to the creation of new companies with new jobs and economic growth. The university also applied for and was awarded six [Take-Off grants](#), making €240,000 of funding available for new innovative projects and entrepreneurship. Finally, the university is a partner in an approved grant application for setting up a new national Space incubator.

Mercator Launch

The university's incubator, [Mercator Launch](#), plays an important role in supporting budding entrepreneurs. It offers a diverse and inclusive programme aimed at supporting entrepreneurs from different backgrounds and sectors. Mercator Launch has supported more than 100 entrepreneurs, 25% of whom are women and 30% who come from science. The successful approach has led to 11 newly founded companies, including spin-offs like [CurieGen](#), [Simmunext](#) and [GlycoTherapeutics](#). Together, they have raised over €1.5 million in pre-seed funding that will give entrepreneurs the opportunity to realise their ideas and grow their businesses.

4. Radboud University in the media

We aim to increase the visibility, recognisability and attractiveness of Radboud University among our key target groups. We also want to contribute to the public debate. By the end of 2022, we had developed a creative concept to link eight organisational units to our corporate message and campaign.

Reach

In 2022, Radboud University was mentioned 18,071 times in newspapers, magazines, radio, television and online media. That is practically the same number as in 2021.

Our potential reach fluctuated monthly in 2022, in a fairly similar manner to 2021. But in 2022, the mentions reached a combined potential audience of over 2.4 billion readers, listeners and viewers, up from 1.8 billion in 2021.

Thus, one may conclude that Radboud University is generally quite visible in the news media. We employ a substantial number of scholars who regularly offer commentary on topics that are commonly covered by the press.



Themes

Journalists regularly seek out Radboud University researchers in connection with various social issues. Sometimes, these are topics that we, as a university, publicise ourselves; other times, journalists more often seem to seek out our university for articles related to these topics. Radboud University researchers in particular are regularly asked for clarifications about the following themes:

- On the topic of sustainability, Radboud scientists were featured in news reports about the nitrogen crisis and farmers' protests in 2022. In particular, lawyers Ralph Frins, Hansko Broeksteeg, Henny Sackers and Jacques Sluysmans frequently explained the legal limits of the nitrogen policy and the protests. The UN climate summit and biodiversity summit were commented on by policy researchers Heleen de Coninck and Ingrid Visseren-Hamakers, respectively.
- Privacy is an increasingly hot topic. Lawyer Frederik Zuiderveen Borgesius spoke to journalists about data leaks in political apps, digital discrimination and fines for big tech companies. Jaap-Henk Hoepman, privacy researcher, discussed digital identity cards and the risks of smart energy meters, as well as the use of user data by the police. Other frequent commentators include Bart Jacobs (e.g. on the use of data by the government), Marlies van Eck (on the risks of AI for lawyers) and Pieter Wolters (on the privacy risks of TikTok).
- Radboud University was regularly mentioned in the press for its political research. For example, political scientist Carolien van Ham joined the NOS live broadcast on the municipal elections. Ira Helsloot, Niels Spierings and Kristof Jacobs also provided commentary on the elections.
- Journalists seeking comments on the topic of migration regularly approached Radboud researchers, especially researchers from the Centre for Migration Law, which received the Hermesdorf Award in early 2022. For example, Carolus Grütters spoke on Radio 1 about the crisis in Ter Apel and in *de Volkskrant* about the reception of Russian asylum seekers. Tesseltje de Lange told *Trouw* about the rules surrounding asylum-seeking procedures, and Tineke Strik spoke about the unmerciful treatment of refugees.

In addition to its coverage of our research, the media also reported on other developments at Radboud University. In October, an emergency shelter for 200 to 350 refugees opened on the grounds of Radboud University. The news was picked up by NU.nl, NOS, *De Telegraaf*, *Omroep Gelderland*, the *Algemeen Dagblad* and the *Gelderlander*, among others.

Hermesdorf Awards

The Hermesdorf Award and Hermesdorf Talent Award are awarded every year to researchers who have shown a certain degree of courage, stuck their necks out, and refused to flinch in the face of opposition. Every year, the Hermesdorf Award goes to senior researchers at Radboud University or Radboud university medical center, and the Hermesdorf Talent Award goes to a researcher at the start of their career.

Winner of the 2022 Hermesdorf Award

COVID-19 has dominated our world for nearly three years now. In addition to praise, scientific experts also received many extremely negative reactions and sometimes even threats. For the past two years, epidemiologist Alma Tostmann and Professor of Outbreaks of Infectious Diseases Chantal Rovers have devoted a lot of energy to sharing their knowledge about the COVID-19 virus with the public. Within the Netherlands, the two have grown into some of the most important and familiar faces within the COVID-19 debate. They tirelessly and enthusiastically commented on current events and scientific developments, distinguishing facts from fiction and inviting people into dialogue. In doing so, they showed themselves to be real ambassadors of science. During the most difficult waves of the pandemic, they were certainly no meek government mouthpieces. On the contrary, they also and especially spoke up when they believed that government policy was moving in the wrong direction. In addition to appearances in national and regional media, the two researchers were and still are also very active on Twitter, taking the time and space to provide additional explanations. All these media appearances around COVID-19 took place outside their regular and busy working hours.

Winner of the 2022 Hermesdorf Talent Award

The public debate around the climate is oftentimes heated, and climate researchers sometimes become the target of negative reactions. Kiane de Kleijne, PhD candidate in Environmental Science, conducts research on climate and the energy transition. She co-authored the IPCC report and in 2022 she published a scientific paper with an uncomfortable message: the reuse of CO₂ is less sustainable than it seems. This publication attracted a lot of attention from national and international media. Despite the at times grim atmosphere of the public climate debate, Kiane de Kleijne continued to speak up, with growing frequency and self-assurance. She took the time to extensively talk to journalists and explain important things about the climate, energy and her specific research.

Radboud Recharge

Radboud Recharge is Radboud University's lifelong learning service. It features scholarly stories and activities, current opinions of academics and stories about Radboud University past and present. In 2022, we published 642 articles.

You have a part to play

On Thursday 2 June, the SAN Accent awards were presented in Hilversum. Radboud University won an Accent for its 'You have a part to play' campaign on Radboud Impact Day. The theme of the 2022 SAN Awards was 'Raak me' (touch me). Radboud University delivered on that in November: [the campaign](#) has touched people and made an impact. Our message received a lot of attention, not only within the Radboud University community, but also in the national media.



SAN stands for *Stichting Adverteerdersjury Nederland* (the Dutch Advertisers' Jury Association). The [SAN Accents](#) are awards presented annually to the most appealing and effective campaigns in the Netherlands. It is unusual for a university campaign to win an award in competition with major commercial brands. But in 2020, Radboud University already won an Esprix, another professional award for marketing communication campaigns, for its first 'You have a part to play' campaign.

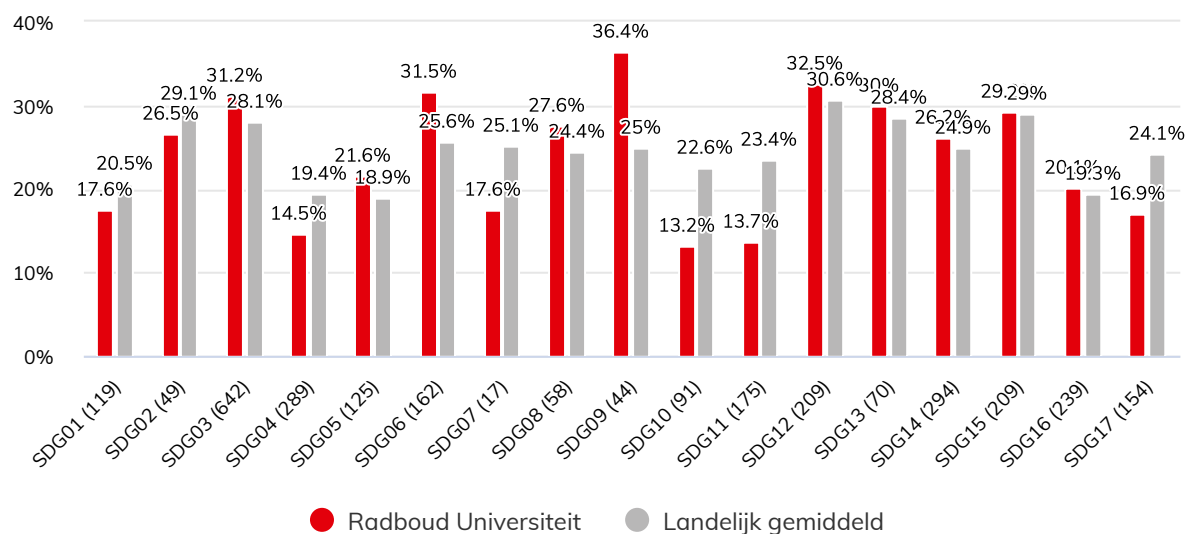
5. Contributing to the SDGs with publications

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 United Nations 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 [via a dashboard](#). The graphic below shows Radboud University's contribution to the SDGs in the form of scientific publications from 2010 to 2021. The larger the block, the more we have published about that theme.

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 Inequalities; 11. Sustainable Cities and Communities; 12. Responsible Consumption and Production; 13. Climate Action; 14. Life below Water; 15. Life on Land; 16. Peace, Justice and Strong Institutions; 17. Partnerships for the Goals.



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.

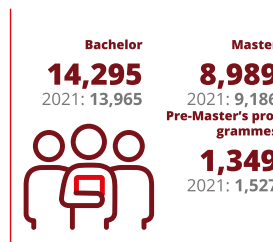


Students and staff: engaged with each other

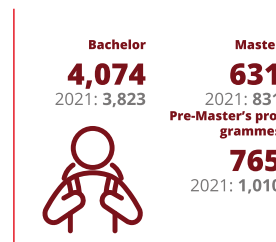


We want to be an inclusive university where students and staff inspire and challenge one another, a university that invests in the continuous development and wellbeing of its students and staff. We did that in 2022 on various levels by continuing to actively engage with our students during – yet another – lockdown and encouraging staff to seek each other out whenever possible, and by working for equal opportunities for all and a safe environment.

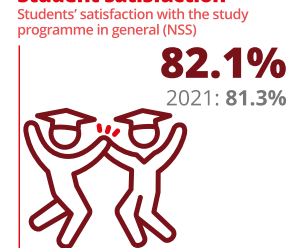
Number of students



Student intake



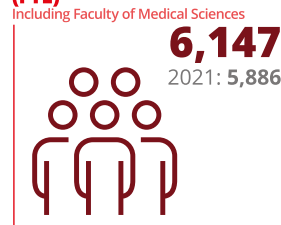
Student satisfaction



Quality of education



Number of staff members (FTE)



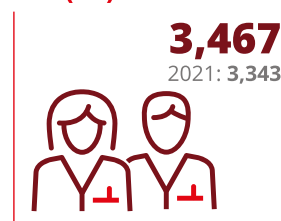
Student-staff ratio



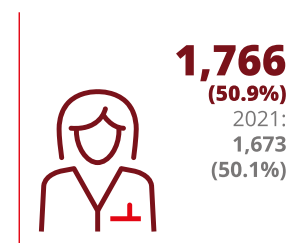
Rating: working at Radboud University



Number of academic staff (FTE)



Female academic staff



1. Development and wellbeing

Students

As part of the 2023 Student Guidance programme, Radboud University is taking additional steps towards improving the quality of student guidance, a personal and professional development learning path, good student communication and an integrated approach to student wellbeing.

Various initiatives

Using resources from the National Programme for Education, various initiatives were developed to mitigate the negative effects of the coronavirus pandemic and increase student wellbeing. Examples include peer-to-peer support for all first-year students, the expansion of Student Support and the creation of a flex pool of student advisors. All faculties did their utmost to keep their students engaged and promote their students' wellbeing in various ways; more on that in the interviews in this annual report. The student-staff ratio was reduced last year. Academic counselling should be rated at least 4 according to our target for the National Student Survey; Radboud University scored 4.01 in 2022.

Career Service

Through Radboud Career Service, students can attend workshops like 'From your success story to the dream job', about storytelling and applying for a job. They can take the Career Orientation e-learning with no obligation and contact their faculty's Career Officer for personal advice. Career Central is the community for everything the university has to offer alongside and after your studies. It helps students find suitable part-time jobs and internships during their studies, and it guides them towards their first job and in their career. This is achieved by putting them in touch with former students who are happy to answer questions about the world of work, by offering guidance even after graduation, and by compiling the best job openings.

Lifeport Welcome Center

International knowledge workers and students, as well as their employers and knowledge institutions, now have a one-stop shop on the Radboud University campus for any matters related to making their stay in the region more pleasant. The Lifeport Welcome Center (LWC) at Huize Heyendaal was officially opened on 19 September.

It is staffed by employees from Radboud University and the municipality of Nijmegen. Starting 1 January 2023, they will be joined at that location by colleagues from the Immigration and Naturalisation Service (*Immigratie-en Naturalisatiedienst*, IND). International knowledge workers and students receive a welcome package and information on matters such as health insurance, banking, and filing income tax returns in the Netherlands. LWC is an initiative of the Economic Board, the province of Gelderland and the municipality of Nijmegen, based on the regional desire to attract and retain more international talent for the region.

Hospi Housing

Radboud University, the municipality of Nijmegen and HAN University of Applied Sciences entered into a two-year partnership with Hospi Housing in November 2022 to address the severe housing shortage among students. The aim is to find local hosts and host families willing to rent a room in their house to a student. Experience shows that this way of living has a positive effect on the wellbeing of both host and student. The goal is to create 100 matches every year and build a sustainable and social solution to the housing shortage.

Staff

Satisfaction with the use of online learning environment gROW and the development opportunities has increased compared to previous years. We invest in the continuous development of staff, in part by strengthening personal leadership in an inclusive, sustainable and stimulating working environment. Sickness absenteeism is below 3.5%.

gROW

Event registrations are registrations for workshops, training sessions or programmes (online or in person). Unique users are all users who have done at least one activity in gROW (e.g. followed an e-learning, read an article, registered for an event, watched a video).

The offer is mainly for Radboud University staff and PhD candidates working at the university or Radboud university medical center. On average, the training sessions receive a rating of 8 and the user friendliness of gROW is rated a 4 on a scale from 1 to 5.

Recognition and Rewards

In 2022, the Recognition and Rewards Committee finalised the [Vision on Recognition and Rewards](#). This vision summarises the findings from roundtable discussions that took place in 2021. The Executive Board adopted the vision as the Radboud Vision on Recognition and Rewards in June 2022, and it was launched at the beginning of the 2022–2023 academic year.

The vision describes what is needed to bring about change in the recognition and rewards for core tasks in education, research and social impact. Four pillars are central to this:

- We embrace a balanced understanding of quality that recognises and values staff roles – education, research, leadership, social impact and patient care – in an even-handed way.
- We achieve this quality by collaboratively creating a whole that is more than the sum of individual achievements.
- Within this collaboration, all staff – in all their diversity in terms of talents, interests and backgrounds – are given the opportunity to contribute and be involved.
- In doing so, we pay explicit attention to the human dimension so we can all work in health, safety and balance.

The intended changes must take place in the organisation and systems as well as in the culture. With the adoption and launch of the vision, the implementation phase has begun. A recognition and rewards programme proposal has been developed to describe how we will put the Vision on Recognition and Rewards into practice in the coming years (2023–2026). We will do this in part within the framework of the national recognition and rewards programme that will continue through 2026.

2. Diversity, Equity & Inclusion

Diverse students and staff contribute a variety of perspectives, which is valuable for our core tasks related to education, research and impact. Nurturing diversity is inextricably linked to inclusion: striving to enable people from different backgrounds to work well together. Radboud University works in many ways to promote equal opportunities for everyone. We want the voices of all minorities to be heard.

Diversity, Equity & Inclusion (DEI) cuts across themes and disciplines. It has identified equal opportunities, gender equality, disAbility and accessibility, inclusive leadership, solidarity and the DEI committees as the key priorities for 2022.

Equal opportunities

In light of the Participation Act, we provide people with a disadvantage on the job market with tailor-made jobs and support from a buddy and a job coach.

DEI office

The DEI office launched its DEI Staff and Student Ambassador programme, which now includes 25 DEI Student Ambassadors and 17 Staff Ambassadors. This created a powerful DEI ripple effect.

In 2022, we established the first DEI Disability and Accessibility Committee (DARC). In it, staff and students look at how buildings, infrastructure, lecture halls and workrooms can be made more accessible for people with disAbilities - with an emphasis on Ability. We will work concretely on improvement actions.

The DEI office continues to organise its annual Solidarity and Antiracism Awareness Week. These events seek to highlight the voices and actions of students and staff and share DEI research and initiatives. The [DEI Manifesto](#), which contains the university's Solidarity Declaration, takes a strong stand against discrimination and gives concrete tips on how to become allies.

During the Roze Woensdag Jong! event during the Four-Day Marches, several of our DEI student ambassadors hosted a session on queer blackout poetry at the Nijmegen Public Library.

Diversity and inclusion

In 2022, we revised our vacancy texts and word choices with the aim of making texts more inclusive. The Appointment Advisory Committee has become more diverse in its membership, and they participated in anti-bias training. An additional clause was added to the employment contracts for PhD candidates, so that the end date is pushed out to compensate for the duration of any maternity and/or parental leave. This gives them the opportunity to complete their PhD research.

It is important that diversity and inclusion remain visible. With this in mind, we organised Diversity Days on campus in October, in line with the Dutch Diversity Day. Theatre workshops were organised for staff and students, partly to demonstrate what diversity can contribute. We also collaborate with Radboud Reflects to ensure that DEI topics are reflected in lectures and debates. This all ensures that diversity and inclusion are and remain alive on campus and become visible in our actions.

Gender policy

The proportion of female professors increased again to almost 31% (in FTEs) by 2022. The proportion of women among associate professors also increased, to over 35%. Almost half of university lecturers are women, as is the case for PhD candidates.

"The ambition states: 36% women professors by 2025. The increase in the number of female associate and assistant professors is positive and opens up new opportunities, but it is clear that all this will not happen automatically. Better gender distribution requires structural attention. Great efforts remain necessary."

The Gender Equality Plan presented in January 2022 contains numerous policies and interventions to increase the proportion of female academics and create a more inclusive and socially safe academic culture in the coming years. This includes a training programme on inclusive recruitment and selection, theatre workshops on unconscious bias, a mentoring programme and a focus on inclusive leadership.

Again in 2022, the Christine Mohrmann grants were awarded to ten promising female PhD candidates. The 2022 recipients were Lena Richter, Indra Römgens, Carlijn Cober, Anouk Tosserams, Mariska Schröder, Renske Vroom, Helena Cockx, Maartje Kouwenberg, Sanne Tamboer and Pam ten Broeke.



Partnerships

Inclusion also involves language. Everyone needs to feel addressed and included, and this requires awareness and sensitivity. For example, language often has a male perspective. This is why universities have chosen to replace gendered words like ombudsman with gender-neutral terms like ombudsperson. The DEI office, in collaboration with Radboud in'to Languages, organised a series of language inclusion workshops that gave staff and students the opportunity to acquire tools for becoming more inclusive in their use of language. The office's Think Tank team worked with facilities and the GendI Committee's LGBTQI+ work group to create an inclusive toilet policy.

We also are collaborating with HAN University of Applied Sciences (and many municipalities in the region) to offer an education route within the new Integration Act for asylum seekers in the Netherlands. We just received our diploma recognition from DUO. The study programme will be embedded in the Faculty of Arts and will start welcoming students in September 2023.

Radboud Welcomes Newcomers hosted 67 students from refugee backgrounds in five faculties from April to December 2022. This project is a collaboration between Radboud University and the Radboud Fund. Refugees with an academic (or pre-academic) background follow a study programme at the faculty. In addition to Dutch language courses in cooperation with Radboud in'to Languages, these students receive a sports card, a laptop, a travel allowance, a buddy and various training sessions to inform them about the Dutch education system and support their integration and wellbeing. We are working with many asylum seekers' centres in the region.

We are proud to enjoy close research collaborations with Nijmegen School of Management and the International Business and Psychology departments.

In 2022, there was considerable support for starting to establish DEI committees in all faculties and departments. A start was made on this and now, not only does the Faculty of Science have its own DEI committee, but the Faculty of Arts, the Faculty of Social Sciences and Nijmegen School of Management have also taken the initiative to set up their own DEI committees.

3. Vision on leadership

For academics, leadership is a role that goes hand in hand with education and research. We encourage initiatives that contribute to developing supervisory knowledge and skills among Radboud University staff, from the team leader of the coffee corner to the chair of the Executive Board.

In 2018, a vision of leadership was developed that distinguishes between supervisory responsibility for a team and the personal leadership that can be expected from each employee. Based on that vision, a programme was developed, aimed at scholars, professors, department heads and directors. The programme creates awareness that leadership is a responsibility that can be developed and benefits from empathy and communication skills. The programme also provides practical tools. We have now trained 350 people.

In 2022, the programme was expanded to include three new components, so as to offer everyone in a leadership position the programme that matches their responsibilities. We now have four core programmes for four main target groups:

- Scholars, professors, department heads and directors
- Team leaders/coordinators in support services
- Associate professors
- Directors

The programmes cover topics including diversity, inclusion and social safety, but above all they bring people together to share their experiences and discuss what they encounter in daily practice (using a model).

Leadership pillars

Our vision recognises three pillars of leadership: courage, connection and openness. Emphasising these fits with Radboud University. We appreciate it when employees speak up more, indicate what they need and can allow themselves to be vulnerable. That is why we train people to develop the underlying skills that contribute to an open, healthy and safe culture.

Participants give the core programmes an average rating of 8.5. In 2022, a group of 15 supervisors participated in leadership training every week.

A new feature this year is that all leadership training sessions begin with a kick-off in which the board is invited to talk to participants about the university, its mission and its strategy. All board members are happy to accommodate those requests.

4. Social safety

Social safety is essential to ensure a free exchange of ideas and to enable staff and students to flourish in their work and study. That is why Radboud University is committed to providing a socially safe environment for all our students and staff. Nevertheless, we are aware that we do not always succeed in this effort. The university is a living organisation in which choices, and sometimes mistakes, are made. This concerns us because the consequences for those involved and for bystanders can be enormous. We therefore make every effort to prevent transgressive behaviour. And if it does occur, we have enacted all kinds of measures to respond to it.

E-learning

Experts from all parts of the organisation are working hard to design the e-learning 'Social safety for supervisors'. We recently had it tested by the users: supervisors from the faculties. Revisions will follow based on their feedback. The e-learning contains a ten-step plan that guides supervisors in responding to signs of undesirable behaviour.

WetenschapVeilig

In 2022, Dutch universities jointly set up the *WetenschapVeilig* (ScienceSafe) hotline to prepare academics for appearances in the media and to offer them the appropriate help when they encounter (online) threats, intimidation or hateful comments. Examples might include scientists who are researching the coronavirus, human trafficking or diversity. Many people – including privacy officers, confidential advisors, security, communication specialists and lawyers – have worked to create a technologically secure hotline and a help structure with the right expertise. Together, they provide prevention and assistance. These efforts are intended to allow scholars to freely engage in the public debate.

Ombudsperson for staff from 2022

In accordance with the Collective Labour Agreement (CAO), all Dutch universities have appointed an ombudsperson. The ombudsperson at Radboud University began working in January 2022. She looks at each situation impartially and gives independent solicited and unsolicited advice to the organisation with the aim of improving processes, situations and (staff) policy. In doing so, she is mindful of the interests of staff and the organisation. An ombudsperson for students will be appointed in 2023.

Confidential advisors

The organisation of confidential advisors was further professionalised in 2022. Twelve certified confidential advisors now offer support and advice in the event of social insecurity or doubts about ethical behaviour. There are confidential advisors for students, PhD candidates and staff. In addition to the confidential advisors for undesirable behaviour, there is a confidential advisor for academic integrity and a confidential advisor for whistle-blowers. Efforts are also underway to establish approachable points of contact in all faculties in the form of support officers, and to train confidential contact persons in study and student associations.

Code of Conduct

In July 2022, the Works Council approved the first Radboud University-wide code of conduct. The code came about after discussions with at least 100 staff members, including student advisors, psychologists, PhD candidates, deans and confidential advisors. The code provides employees with a framework for acting with integrity. The code itself is not legally binding, but it includes regulations that are.

The document came into effect on 1 August. In internal communications, we refer to the code of conduct in various ways. To make it really come alive in the organisation, we organise events like dilemma training or bystander training for teams, and we make it part of annual appraisal interviews. The code of conduct is a living document that needs revision from time to time. When it was approved by the Works Council, it was agreed that the code of conduct would be reviewed in summer 2023.

Training/workshops

We offer various training sessions and workshops for staff and students that promote appropriate behaviour, counter the effects of unconscious bias and stereotyping, and empower bystanders to intervene when undesirable behaviour occurs.

- The e-learning 'Being an active bystander' raises awareness of structural inequalities in society and academia. This online training offers information about individual actions you can take to promote social safety and equality.

- There is an interactive Theatre Workshop on social safety, bias and diversity. It creates awareness of your own norms about social safety and those of the people around you. How do you properly address these together?

5. Workload

The Work Plan for Reducing Workload at Radboud University was written in 2018. It describes some lines along which action can be taken to achieve improvements. This year, an analysis was made with the administrative directors to determine which lines of action have the highest priority and which are already included in existing policy programmes (e.g. Social Safety, or Recognition and Rewards).

Since faculties may emphasise different areas, the mandate for the actions to be taken has been placed in the line, in close consultation with the administrative directors.

Staff survey

Based on the results of the staff survey (released in Q2 2022), each faculty has drawn up an intervention plan that helps them focus on the issues at hand. To support them in this process, a toolbox was developed to offer tools for each design. The faculty boards have shared the chosen interventions with the Executive Board, and the interventions are part of the faculties' annual plans.

6. Sickness absenteeism

We began to take a closer look at why people are sick, and our findings were incorporated into an absenteeism report that also includes a transcript of conversations with Occupational Health Officers and social workers. This report received high praise, and we will continue to use it to analyse absenteeism in the coming years.

Psychological work-related absenteeism appears to be the biggest cause of turnover and absenteeism in the organisation. Therefore, in addition to coaching and company social work, we began a two-year pilot project to help alleviate psychosocial workload in December 2021. This service took shape throughout 2022. The university is a challenging work environment where performance pressure can be high but, even during the pandemic, the stress and tension complaints from staff increased. Having somewhere staff can turn to in this way and feel heard and seen can do a huge amount for their mental health. That is the first goal of this pilot project. And it proved successful: psychological work-related absenteeism is down by at least 2.5%, and the number of absence days fell by 8.5%. Interest among employees is high: more than 80 tracks have been completed so far. Key themes for the staff who sign up are loneliness, social safety and power relations, and communication with colleagues.

A final evaluation will follow in summer 2023, after which it will be decided whether this service will become structural.

7. Complaints committees

Complaints Committee for Undesirable Behaviour

Four complaints about undesirable behaviour were submitted in 2022. The complaints committee declared one complaint inadmissible. A second complaint was taken up by another complaints office after internal consultation with the complainant. A third complaint was withdrawn before the complaints committee determined admissibility. However, the fourth complaint was declared admissible and a complaints procedure was initiated for it. This complaint was pending at year-end.

Academic Integrity Committee

Each year, the Academic Integrity Committee reports on its activities in general terms to the Executive Board. During the 2022 reporting year, the committee received three new complaints through the Executive Board. One complaint was withdrawn, and the other complaints were declared founded and unfounded, respectively.

Ad Hoc Complaints Committee

A complaint was filed that involved both Radboud University and Radboud university medical center and to which the existing complaints procedures did not apply. A joint ad hoc complaints committee was set up by both organisations to handle this complaint. It was declared partly founded and partly unfounded.

Legal protection of students

The Examination Appeals Board received 149 appeals in 2022. The Executive Board received 30 objections. The Central Complaints Office received 97 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 exams or with decisions by the Examining Boards can submit an appeal to the Examination Appeals Board (EAB). The total number of cases received, 149, is somewhat lower than the 162 received in 2021. Of the 149 appeals received, the EAB ruled in 16 cases, a settlement was reached in 67 cases, and appeals were withdrawn in 66 cases. 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 re-grades an exam, with the same failing mark for the student.

Progress of appeal cases qualified as appeals

Progress of appeal cases qualified as appeals	2018	2019	2020	2021	2022
Appeal cases	101	72	78	162	149
- about BSA	10	7	3	8	4
- about admission to a (pre-)Master's programme				61	39
Settled	52	30	34	61	67
Withdrawn	34	29	30	74	66
Verdict given	14	13	14	25	16
Still pending		1			

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. 30 objections were received in 2022, fewer than the 60 objections received in 2021. Most objections in 2022 were about the outcome of the selection procedure for study programmes with a quota (17 objections).

Results of the objections made

Results of the objections submitted	2018	2019	2020	2021	2022
Withdrawn by appellant	14	26	26	16	20
Settled	6	2	3	3	2
Well founded/clearly founded	40	19	12	3	2
Partially well founded		1			
Unfounded/manifestly unfounded	68	69	74	35	5
Inadmissible/manifestly inadmissible	4	1	3	3	1
Total	132	118	118	60	30

Central Complaints Office

In 2022, 97 complaints were submitted to the Central Complaints Office. This is significantly more than the 55 complaints submitted in 2021. This increase can be partly explained by 22 complaints about the same situation (an exam). Complaints can concern various topics, such as the implementation of education, the course of events around exams, supervision, information or treatment. Most complaints in 2022 were about the course of events around exams (44 complaints) and education (15).

The Appeals Tribunal for Higher Education

A student who disagrees with a decision about an objection by the Executive Board or a 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 (www.cbho.nl). There were three cases pending against verdicts from the EAB in 2022: one was withdrawn, one was declared unfounded, and one was declared manifestly inadmissible.

8. Managing post-employment benefit expenses

The health and wellbeing of staff continue to receive attention at all levels of the organisation. Lifetime employment, with a specific focus on wellbeing and development, is high on the agenda at the university.

Radboud University is the risk-bearer for the Sickness Benefits Act (ZW), the Work and Income (Capacity for Work) Act (WIA), and Unemployment Insurance Act (WW). Robidus is our service provider for the ZW and WIA. For the purpose of being a good employer while controlling the cost of claims, counselling on unemployment insurance was outsourced to an external partner, USG Restart, in September 2022.

The added value of our campus



Our (digital) campus should be a sustainable and safe space that is conducive to studying, working, collaboration and interaction. For part of 2022, that in-person interaction was impossible. By then experienced in switching gears quickly, the university promptly moved forward with online education. However, our educational vision states that interaction among students and between students and lecturers is essential for the learning process. We were therefore extremely happy to welcome everyone back to campus in September. We will incorporate the lessons we learned during the coronavirus pandemic with regard to hybrid working into the further design of our (digital) campus.

1. Developments on campus

The implementation of the campus plan, in which hybrid working and sustainability are key principles, is on track.

Implementation of the campus plan

The first large project – the new home of the Faculty of Arts and the Faculty of Philosophy, Theology and Religious Studies on the site where the Spinoza Building currently stands – is in preparation. Last year, we worked on the Programme of Requirements, which will be presented to the Executive Board in early 2023.

At several locations on campus, we are taking stock of how we can adapt working environments in such a way that they contribute to sustainable use for people (activity-oriented, healthy) and climate (preventing unoccupied buildings, increasing occupancy). The Executive Board requested a transition plan for associated changes in the working environment; that plan is now being developed. The pilot projects involving a new way of working show that the search for the right forms is ongoing, but there are compelling reasons to continue the development.

Campus building occupancy was already low before the pandemic. Since then, hybrid working has become even more common and occupancy in certain buildings has declined further. At the same time, there is also a shortage of space. The challenge of solving both problems in tandem is great. Several pilot projects are now underway (InWork in the Berchmanianum and a pilot project in the Huygens building).

Master Plan

We are working with Radboud university medical center, HAN University of Applied Sciences and the municipality on a Master Plan for the campus grounds. This will enable us to make joint agreements about the development of the grounds. The Master Plan is an elaboration of the Municipal Plan from the municipality of Nijmegen. In the Master Plan, we elaborate on the ambitions for the Heijendaal campus. We are looking at how much science park and how much housing there should be, how we can better connect areas to each other, and how we can let functions reinforce each other.

2. We are investing in a safe digital campus

Information security

Information security is receiving explicit attention. All universities have jointly agreed on the desired maturity level in that area. This level is assessed annually through an external audit. The external auditor uses a standards framework developed by SURF, but the institutions themselves have to organise their information security operationally and policy-wise.

The external audit for 2022 revealed limited improvement across the board compared to 2021 in terms of the security measures assessed. It is striking that there are significant differences in how the various environments and departments score and what progress has been made. In 2022, preparations were started to realise a significant improvement Radboud-wide in 2023 with the help of an external party.

An Information Security Steering Group was established in 2022 with representatives from operations, education and research. It is chaired by Agnes Muskens. This steering group will drive the information security programme, set policies and prioritise. Mitigating the biggest risks is the current priority. A related project that is already underway (part of the programme) is multi-factor authentication; we want to introduce this for all university services. In addition, the Security Operations Centre has now been operational for more than a year and the anti-phishing measures implemented earlier are working well, as demonstrated when we repelled a major phishing attack on one of the faculties in December.

Knowledge Security

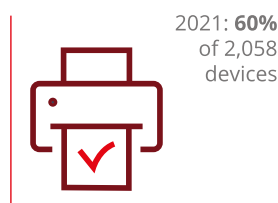
Radboud University aims to embed knowledge security (policies) more explicitly within the organisation. The aim is to allow international collaboration to take place safely, taking into account both the opportunities and risks involved. The current situation will be mapped out using the Knowledge Security framework from the Universities of the Netherlands (UNL) and the National Guideline for Knowledge Security. More information can be found in the chapter 'Our organisation: on the move'.

3. Sustainability on campus

CO₂ emissions due to energy consumption



Re-use of ICT Discarded ICT repurposed by D-TWO



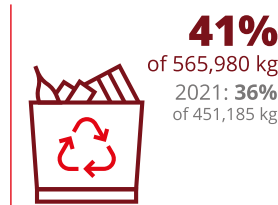
ICT in use for longer periods Depreciated ICT in use for longer period

Desktops (>4 years)	Monitors (>6 years)
2021: 49%	2021: 19%
Laptops (>3 years)	
2021: 27%	

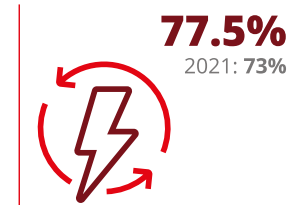
Amount of waste (total)



Waste re-used or recycled



% sustainable energy



ILS sustainability plan

The Information & Library Services (ILS) division developed its own sustainability plan in 2022. The plan outlines how ILS can contribute to a climate-neutral, circular, inclusive and healthy campus environment. The goals and measures address making ILS operations more sustainable, greening IT resources, and making contributions through their use of ICT.

A campaign was launched in November calling on students and staff to hand in their old private data carriers at the ICT Service Point in the [Central Library](#). The data carriers are being disposed of sustainably by [D-Two](#), the regular partner of Radboud University.

Sustainable food and drink

More sustainable food and beverage offerings were developed in a variety of ways in 2022. The lunches were already offered in vegetarian or vegan form by default; now the hot and cold bites are too. Efforts have been made to further phase out the use of animal-based dairy products by offering plant-based milk in the MAAS coffee machines. In addition, more sugar-free soft drinks are available, catering and Coffee Corners offer sustainable biscuits made by De Koekfabriek and, to reduce food waste, the Too Good To Go app is being extended to more locations. After a successful pilot project in the Huygens building, the Billie Cup was introduced at all Coffee Corners in May, replacing the disposable cups. The Billie Cup is a reusable and exchangeable cup that reduces the amount of disposable waste and creates a more circular campus. The introduction of the Billie Cup and the reintroduction of crockery led to 165,511 fewer disposable cups being used in 2022.



A green, traffic-free campus

Based on the collaboration as part of *Duurzaam Bereikbaar Heijendaal* (sustainable accessibility for Heijendaal campus), new steps were taken to make mobility more sustainable in 2022. For instance, shared bicycles and scooters are available on campus (which can reduce the number of car trips) and e-bike try-out weeks were launched again in the autumn (and filled up in no time). Chain mobility is also being encouraged, with a number of employees experiencing what it is like to park remotely and then take the train to Heijendaal campus. Work has begun on developing a campus-wide Mobility as a Service (MaaS) app. Awareness about sustainable travel was raised with a campus-wide campaign 'I travel... to campus', and with a campaign on consciously considering whether or not to fly. A start was also made on Zero Emission Zone City Logistics agreements (to be introduced in 2025), and a pilot project used a cargo bike from GoLo bike for emission-free transport catering.

The biodiversity vision adopted last year was also elaborated on. As part of that, a plan was created for the green-blue structure. This plan aims to increase the number of plant and animal species in the coming years. In the near future, it will be translated into action plans for management, maintenance, layout and construction, among other things.

When considering accommodation issues, we are increasingly looking at sustainability aspects. For example, instead of demolishing the Spinoza building for new construction, we opted for circular renovation and expansion. And the Maria Montessori building has been awarded an A+++ energy label.

Purchasing

In 2022, considerable attention was paid to implementing the procurement policy 'Purchasing with Impact', with a focus on raising employee awareness of the hidden impact of procurement. Starting this year, all European procurement tenders include sustainability as one of the award criteria. In some procurement processes, such as for furniture, we start by setting sustainability ambitions for the project. These focus on circularity. Circularity strategies were drawn up for some product groups in 2022, and they are expected to have the necessary impact on the purchasing of items such as IT resources, food, drinks and furnishings. Examples of procurement projects and tenders where sustainability is an important weighing factor include travel agents, flowers, construction projects and interior landscaping as a service. Furthermore, since this year, all suppliers complete a newly developed Optimal Planet Scan to learn their own sustainability score.

Energy

Last year, we completed the rollout of our hybrid energy grid on campus. Now 85% of the building area is connected, including on the east side. In this way, we can reduce our dependence on gas and lower energy costs.

In the future, we will link our grid to the grid for Radboud university medical center. We can already exchange heat and cold between our own buildings; soon, we will be able to do the same with Radboud university medical center. We also plan to connect student accommodation on campus to the hybrid system.

A future-proof financial position



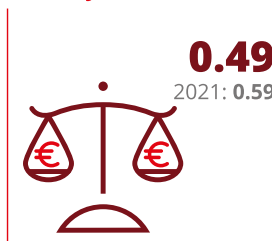
A strong and balanced financial position ensures the continuity of education and research.

General

In 2022, the university received additional funds pursuant to the Administrative Agreement the universities signed with the Minister of Education, Culture and Science (OCW) in the form of start-up and incentive grants and sector plans to create 'peace and space'. This will enable the university to address workloads and create space for unaffiliated research. These additional funds were not foreseen in the 2022 budget. Partly at the Minister's insistence on diligence in spending the funds, the Executive Board distributed the grants to the faculties in 2022. The funds will be released based on a spending plan.

The year 2022 ended with a negative operating result of €13.8 million. The budget for the year projected a negative result of €18.1 million. The university handles public funds prudently and has no investments.

Solvency



Liquidity



Result (x €1,000)



Financial overview for 2022

The negative result of €13.8 million realised for 2022 is €4.3 million less negative than budgeted. This difference can be broadly explained as follows:

- incidental financial income in the amount of €2.1 million due to the impact of valuing the facilities at present value;
- some of the National Education Programme (*Nationaal Plan Onderwijs*) and sector plan funds allocated were not used in 2022, resulting in a positive impact of €1.1 million;
- structurally lower Catering and Sports revenues of €2.1 million due to developments in the post-pandemic era. This loss was then compensated by several smaller positive effects (including an underspend in travel and accommodation expenses at €0.4 million and continuing development of Radboud Services at €0.6 million);
- income from tuition fees was €4.9 million higher than budgeted due to a cautious estimate in the 2022 budget.

Budgeted result

Budgeted result		-18.1
<i>in € millions</i>		
Temporary and one-off outlays		
- unused sector plan and National Education Programme funding	1.1	
- effect of valuing facilities at present value	2.1	
- problem of less revenue from Campus & Facilities	-2.1	
- fewer travel expenses	0.4	
- continued development of Radboud Services	0.6	
- tuition fees	4.9	
- other	-2.7	
		4.3
Realised result		-13.8

Liquidity increased by €42.6 million to €118.2 million at the end of 2022. This increase is a result of additional government funds received in advance to be spent in future years, an increase in tuition fees received and stricter monitoring of the application of payment deadlines.

Liquidity



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.

Given the expected developments in the liquidity position and the lump sum of government contributions, there is no material uncertainty about the continuity of the university as a whole. As in 2022, the negative pandemic effects in 2023 are mainly reflected in the loss of turnover in the catering and sports facilities. The personnel costs were higher than budgeted but lower than they would have been without the extra funds received. This was caused by not filling vacancies or filling them later.

2022 profit and loss statement including 2022 budget, and 2021 results

amounts x €1,000	Realised 2022	Budgeted 2022	Realised 2021
Income			
Government funding (excl. workplace function)	401,871	390,096	379,167
Other government contributions and grants	253	-	1,836
Tuition, course, lecture and examination fees	35,660	30,790	40,370
Income from third-party work	228,343	224,142	217,175
Other third-party income	48,735	46,659	40,337
Total income	714,862	691,687	678,885
Expenses			
Personnel expenses	542,100	522,503	503,913
Depreciation and amortisation	32,694	33,801	34,343
Accommodation expenses	32,107	32,161	33,217
Other expenses	124,110	121,212	112,445
Total expenses	731,011	709,677	683,918
Balance of income and expenses	-16,149	-17,990	-5,033
Financial income and expenses	2,338	-31	-175
Corporation tax	-	-	-
Result from participating interests	-6	-50	-71
Operating result	-13,817	-18,071	-5,279

Explanation of the most important developments in the 2022 result compared to the 2021 result

The main reason for the further decline in the result from 2021 (€5.3 million negative) to 2022 (€13.8 million negative) lies in the deliberate decision to increase expenses by €47.1 million, which is greater than the increase in income (€36.0 million).

Direct government funding increased by €22.7 million in 2022, due mainly to wage and price adjustments (€12.6 million) and reference estimates (€13.9 million). More in detail:

Changes in government funding

	in € millions
wage adjustment	7.5
price adjustment	5.1
reference estimates (series up to and including 2021)	13.9
study financing resources (increase)	2.7
performance (registrations, degrees, PhD ceremonies)	-4
sector plans and grants	2.7
Van Rijn discount	-4.2
other	-1
Total	22.7

Tuition fee income decreased by €4.7 million due to a temporary halving of statutory tuition fees. Incidentally, the government compensated for this reduction through an increase in direct government funding. The 'income from third-party work' increased by €11.2 compared to 2021, mainly due to a catch-up effect of activities delayed or postponed by the pandemic in 2021. The 'other third-party income' was €8.4 million higher than in 2021, partly due to higher revenue from catering facilities.

Personnel costs rose by €38.2 million, mainly due to higher staffing levels (as of 31 December 2022, the total workforce was 258 FTEs more than at the end of 2021), a related increase in leave liability, and an increase in collective labour agreement wages. The magnitude of depreciation and accommodation costs is comparable to 2021.

Other costs increased by €11.7 million. That increase was mainly due to:

- Consumption of raw materials and consumables (€1.7 million), partly due to increased catering revenue;
- Outsourced third-party services (€3.0 million), largely related to strengthening the ICT organisation in terms of privacy and information security;
- Higher travel and accommodation expenses (€4.2 million).

Normalised results for 2022 and 2021

Amounts x €1 million	2022	2021
Realised operating result	-13.8	-5.3
Temporary and one-off outlays		
- unused sector plan funding	-0.3	-2.9
- continued development of Radboud Services	-0.6	1.8
- structural NPO funding	-0.8	-5.0
- effect of valuing facilities at present value	-2.1	0.0
- additional support for top research	0.0	1.9
- additions to provision for projects or accommodation	1.0	2.0
- digital assessment	0.0	1.0
- problem of less revenue from Campus & Facilities	2.1	0.0
- non-capitalised small works	0.0	2.8
- other	1.0	-0.1
Effects of Covid-19 virus	0.3	1.5
- Radboud Services (catering and sport)	0.0	4.7
- underspending on travel and accommodation expenses	-0.4	-3.7
- higher hiring costs	0.9	1.8
- other	0.2	0.0
	0.7	2.8
Normalised operating result	-12.8	-1.0

Explanation of the most important developments in the 2022 result compared to the 2022 budget

General

The operating result for 2022 (€13.8 million negative) is less negative than in the 2022 budget (€18.1 million negative). One reason for this is the increase of €11.8 million in direct government funding and of €4.2 million in third-party income, which is offset by an €18.8 million increase in personnel costs. Apart from the increase in staffing levels, the increase is also caused by higher collective labour agreement wages (€9.4 million).

Income from tuition fees was €4.8 million higher than budgeted due to an overly conservative estimate when drawing up the budget. Depreciation and accommodation costs remain in line with the budget.

The financial income is €2.5 million higher, much of which is related to the fact that the present value of a number of facilities was redetermined due to increased interest rates.

Quality agreements

Use of resources for the quality agreements

Amounts in € millions	Realised 2021	Budgeted 2022	Realised 2022	Budgeted 2023	Estimated 2024	Estimated 2025	Estimated 2026	Estimated 2027
Resources								
- Ministry of Education, Culture and Science contribution*	11.2	14.0	14.2	14.6	16.5	16.5	16.4	16.4
- additional own resources	5.6	4.3	5.8	5.9	4.9	4.9	4.9	4.8
Total resources	16.8	18.3	20.0	20.5	21.4	21.4	21.3	21.2
Expenditures per theme								
More intensive and smaller- scale education	6.0	7.5	6.9	7.8	8.3	8.1	7.9	7.8
Increased and improved student support	3.8	4.3	4.4	4.7	5.1	5.1	5.1	5.1
Study success	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6
Educational differentiation	0.9	0.8	0.8	0.8	0.8	0.9	0.9	0.9
Educational facilities	1.2	1.8	1.8	1.8	1.8	1.8	1.9	1.9
Teacher qualification	1.4	1.6	1.6	2.0	2.0	2.1	2.1	2.1
	14.0	16.7	16.2	17.7	18.6	18.6	18.5	18.4
Central expenses								
- University Library opening hours	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1
- ICTO	2.0	1.0	2.8	2.0	2.0	2.0	2.0	2.0
- web lectures	0.7	0.4	0.9	0.7	0.7	0.7	0.7	0.7
subtotal	2.8	1.6	3.8	2.8	2.8	2.8	2.8	2.8
Total expenditures	16.8	18.3	20.0	20.5	21.4	21.4	21.3	21.2

The *Bestuursakkoord Nationaal Programma Onderwijs* (NPO administrative agreement for education) and the *Bestuursakkoord NPO onderzoek 'Steunprogramma voor herstel en perspectief onderzoeker'* (NPO administrative agreement for research 'Support programme for recovery and perspective of researchers') were published and discussed in the House of Representatives on 21 May 2021. On 5 July 2021, 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 set was added to the plans. €11.5 million in total has been allocated to Radboud University from the NPO administrative agreements for 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.

The progress achieved in 2022 and a future outlook are detailed in Appendix 1 of the annual report.

Balance sheet realised 2022, budgeted 2022 budget and realised 2021

<i>amounts x €1,000</i>	realised 2022	budgeted 2022	realised 2021
ASSETS			
Fixed assets			
- Tangible fixed assets			
- buildings and grounds	330,708	347,889	334,034
- inventory and equipment	28,690	23,158	28,320
- information systems	-	643	712
- Tangible fixed assets	359,398	371,690	363,066
- Financial fixed assets	-	60	7
	359,398	371,750	363,073
Current assets			
- Inventory	237	200	315
- Receivables	25,857	20,000	19,808
- Projects in progress	11,634	-	9,531
- Cash and cash equivalents	118,170	31,234	75,592
	155,898	51,434	105,246
Total assets	515,296	423,184	468,319
LIABILITIES			
Equity	228,156	229,714	241,973
Provisions	24,396	21,165	27,614
Long-term liabilities	7,448	7,305	7,782
Loan o/g	-	-	-
Current liabilities	255,296	165,000	190,950
Total liabilities	515,296	423,184	468,319

Explanation of the most important developments in the 2022 balance sheet compared to the 2021 balance sheet

The tangible fixed assets decreased slightly compared to 2021 (€3.3 million) because investments were lower than the depreciation of existing assets.

The €42.6 million increase in cash and cash equivalents was mainly caused by the increase in current liabilities (€73.5 million). Important elements in this are the €17.1 million increase in the volume of projects in progress (grants received in advance), the stricter enforcement of payment deadlines (€21.0 million) and funds received in advance for sector plans and start-up and incentive grants (€10.1 million).

Equity decreased due to the negative result. The lower provisions are mainly a result of valuing them at present value since 2022 (higher discount rate).

Explanation of the most important developments in the 2022 balance sheet realised compared to the 2022 budget

Tangible fixed assets were lower than budgeted due to under-investments totalling €11.2 million less invested than budgeted.

Cash and cash equivalents showed a substantially higher balance than budgeted: €86.9 million. Besides fewer investments (€11.2 million), there was higher working capital (a positive difference of €60.8 million) than budgeted. The reasons have already been mentioned above: increase in funds received in advance (more advances received for R&D projects, passivation of unused funds under the sector plans, and start-up and incentive grants), better enforcement of payment deadlines as well as a higher liability due to increased leave balances.

The cash flow overview for 2022 (realised and budgeted in € million) is as follows:

Cash flow overview

	Realised 2022	Budgeted 2022
Balance of income and expenses	-16.2	-18.1
Depreciation*	28.2	30.0
Cash flow	12.0	11.9
Changes to net working capital	55.7	-7.2
Cash flow from operating activities	67.7	4.7
Cash flow from investment activities	-25.0	-35.4
Cash flow from funding activities	-0.1	-0.3
Changes to liquid assets	42.6	-31.0
* excludes Faculty of Medical Sciences/Radboud university medical center		

Multi-year perspective and continuity section

Operating results up to and including 2027

amounts x €1,000	Realised 2021	Budgeted 2022	Forecast 2022	Realised 2022	Budgeted 2023	Estimated 2024	Estimated 2025	Estimated 2026	Estimated 2027
Income									
Government funding (excl. workplace function)	379,167	390,098	400,560	401,871	401,381	414,420	421,853	431,481	434,286
Other government contributions and grants	1,836	-	-	253	-	-	-	-	-
Tuition, course, lecture and examination fees	40,370	30,790	36,000	35,660	51,095	53,200	53,732	54,270	54,812
Income from third-party work	217,175	224,142	229,037	228,343	249,490	251,856	256,360	260,337	262,323
Other third-party income	40,337	46,648	46,383	48,735	50,214	47,425	47,264	47,513	47,624
Total income	678,885	691,678	711,980	714,862	752,180	766,901	779,209	793,601	799,045
Expenses									
Personnel expenses	503,913	523,345	539,945	542,100	575,493	589,941	599,189	608,664	614,693
Depreciation and amortisation	34,343	33,800	32,768	32,694	34,444	35,163	36,268	37,077	40,375
Accommodation expenses	33,217	31,411	31,765	32,107	35,883	36,221	36,565	36,911	37,261
Other expenses	112,445	121,111	120,815	124,110	126,172	119,941	115,232	109,388	110,952
Total expenses	683,918	709,667	725,293	731,011	771,992	781,266	787,254	792,040	803,281
Balance of income and expenses	-5,033	-17,989	-13,313	-16,149	-19,812	-14,365	-8,045	1,561	-4,236
Financial income and expenses	-175	-31	-104	2,338	-10	-10	-310	-1,510	-2,910
Corporation tax	-	-	-	-	-	-	-	-	-
Result from participating interests	-71	-50	-31	-6	-	-	-	-	-
Operating result	-5,279	-18,070	-13,448	-13,817	-19,822	-14,375	-8,355	51	-7,146

General explanation of multi-year operations

The university estimates negative operating deficits for the coming years, which is in line with the policy of the Ministry of Education, Culture and Science. In keeping with what has been expressed in this regard in the 2023 budget, the university is aiming to rebalance its operations from 2027.

[illegible]

The number of employees increased 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.

Balance sheet development up to and including 2027

amounts x €1,000	Realised 2021	Budgeted 2022	Forecast 2022	Realised 2022	Budgeted 2023	Estimated 2024	Estimated 2025	Estimated 2026	Estimated 2027
ASSETS									
Fixed assets									
- Tangible fixed assets									
- buildings and grounds	334,034	347,889	332,384	330,708	343,098	372,089	411,823	480,445	513,706
- inventory and equipment	28,320	23,158	28,072	28,690	29,583	28,236	26,554	24,955	22,107
- information systems	712	643	712	-	712	712	712	712	712
<i>Tangible fixed assets</i>	<i>363,066</i>	<i>371,690</i>	<i>361,168</i>	<i>359,398</i>	<i>373,393</i>	<i>401,037</i>	<i>439,089</i>	<i>506,112</i>	<i>536,525</i>
- Financial fixed assets	7	60	-	-	-	-	-	-	-
	363,073	371,750	361,168	359,398	373,393	401,037	439,089	506,112	536,525
Current assets									
- Inventory	315	200	300	237	300	300	300	300	300
- Receivables	19,808	20,000	20,000	25,857	20,000	20,000	20,000	20,000	20,000
- Projects in progress	9,531	-	-	11,634					
- Cash and cash equivalents	75,592	31,234	107,600	118,170	86,196	52,031	25,000	25,000	25,000
	105,246	51,434	127,900	155,898	106,496	72,331	45,300	45,300	45,300
Total assets	468,319	423,184	489,068	515,296	479,889	473,368	484,389	551,412	581,825
LIABILITIES									
General reserves	217,462	209,780	208,591	201,207	188,769	174,394	166,039	165,988	158,842
Designated reserves	20,279	16,038	16,038	23,116	16,038	16,038	16,038	16,038	16,038
Other reserves/funds	4,232	3,896	3,896	3,833	3,896	3,896	3,896	3,896	3,896
Equity	241,973	229,714	228,525	228,156	208,703	194,328	185,973	185,922	178,776
Provisions	27,614	21,165	24,884	24,396	22,385	21,533	21,385	20,838	18,874
Long-term liabilities	7,782	7,305	7,448	7,448	7,114	6,780	6,446	6,112	5,778
Loan o/g	-	-	-	-	-	-	14,192	79,980	119,240
Current liabilities	190,950	165,000	219,311	255,296	215,000	215,000	215,000	215,000	215,000
Grants/sector plans	-	-	8,900	-	26,687	35,727	41,393	43,560	44,157
Total liabilities	468,319	423,184	489,068	515,296	479,889	473,368	484,389	551,412	581,825

Explanation of liquidity at the end of 2023

The projected balance of cash and cash equivalents at the end of 2022 in the 2023 budget was €107.6 million. The realisation at the end of 2022 shows that the final position was €118.2 million, €10.6 million higher than forecast. As a result of investments of €42.7 million, a decrease of €21.4 million was budgeted in the 2023 budget (from €107.6 to €86.2 million).

Accommodation and investment policy

The development of tangible fixed assets is based on the multi-year investment projection (MIP) of July 2022. The campus plan, adopted and approved in 2022, details the vision for the campus over the next ten years and has been partially included in the 2023 budget and the multi-year estimate. The MIP of July 2022 includes projects that are already being implemented (e.g. Energie HEN++ and modifications to the Huygens building), projects that have already been decided upon (e.g. energy-saving measures) and projects that have yet to be decided upon (e.g. accommodation for the Faculty of Philosophy, Theology and Religious Studies and the Faculty of Arts).

Of the roughly €297 million investment/maintenance expenditures for the 2023-2027 period, approximately €85 million has been decided definitively. Concrete elaboration and decisions have yet to be made for the remaining €212 million. Pending a final decision on these investment and maintenance expenditures, negative liquidity balances (of €14.2 million) are expected as of 2025, which will necessitate the acquisition of loan capital.

An investment of approximately €43 million was estimated in 2023, of which approximately €31 million is for buildings and approximately €11 million is for equipment and inventory.

Development of provisions

In the period from 2021–2027, provisions will decrease by €8.7 million. This mainly relates to the senior staff scheme, which can no longer be used and will be phased out over the next few years (minus €1.4 million), and the demolition and asbestos removal (minus €4.6 million) as a result of carrying out the planned work.

The estimated changes in provisions up to and including 2027 are as follows:

Development of provisions up to and including 2027

amounts x €1,000	Balances at the end of 2021	Addition 2022	Withdrawal 2022	Release 2022	Cash value 2022	Balances at the end of 2022	Addition 2023	Withdrawal 2023	Release 2023	Cash value	Balances at the end of 2023	Balances at the end of 2024	Balances at the end of 2025	Balances at the end of 2026	Balances at the end of 2027
Staff provisions															
- WNU	5,831	2,336	2,693	-	-	5,474	2,265	2,265	-		5,474	5,831	5,831	5,831	5,831
- long-term disability	1,814	3,333	1,517	-1	-	3,631	1,500	1,500	-		3,631	1,814	1,814	1,814	1,814
- transitional severance pay	1,610	1,470	1,272	-	-	1,808	1,299	1,299	-		1,808	1,604	1,604	1,604	1,604
- reorganisation expenses/ restructuring	1,635	367	579	870	-	553	-	160	-		393	1,265	1,265	1,265	1,265
- sabbatical leave	2,119	412	324	94	-	2,113	230	225	-		2,118	2,124	2,124	2,124	2,124
- senior staff scheme	1,419	178	510	94	53	940	-	-	437		503	163	15	15	-
- anniversaries	4,743	698	273	-	1,419	3,749	700	300	500		3,649	4,543	4,543	4,543	4,543
	19,171	8,794	7,168	1,057	1,472	18,267	5,994	5,749	937	-	17,576	17,344	17,196	17,196	17,181
Other provisions															
- demolition/ asbestos removal	6,244	500	890	300	602	4,952	-	600	-		4,352	4,189	4,189	3,642	1,693
- other provisions	2,199	-	1,022	-	-	1,177	-	1,207	-		-30	-	-	-	-
	8,443	500	1,912	300	602	6,129	-	1,807	-	-	4,322	4,189	4,189	3,642	1,693
Total provisions	27,614	9,294	9,080	1,357	2,074	24,396	5,994	7,556	937	-	21,898	21,533	21,385	20,838	18,874

Key figures

Key figures for the Inspectorate of Education

	Realised 2021	Forecast 2022	Realised 2022	Budgeted 2023	Estimated 2024	Estimated 2025	Estimated 2026	Estimated 2027	OCW signalling value	
Solvency*	0.59	0.52	0.49	0.48	0.46	0.43	0.37	0.34	> 0.30	
Liquidity**	0.53	0.58	0.61	0.50	0.34	0.21	0.21	0.21	> 0.75	
Resilience***	0.36	0.32	0.32	0.28	0.25	0.24	0.23	0.22	> 0.05	
Profitability****	-0.01	-0.02	-0.02	-0.03	-0.02	-0.01	0.00	-0.01	> -0.10	1-year
									> -0.05	2-year
									> 0	3-year

* (equity + provisions) / total liabilities

** current assets / current liabilities

*** Equity / total income

**** operating result / total income

Explanation for signalling values

The university meets the signalling values for solvency and resilience. 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. The budget is based on an amount of cash and cash equivalents of at least €25 million. The government's payment schedule follows the expenditure pattern in terms of volume. Ample pre-financing of research projects (€97.2 million at the end of 2022) is also a regular source of funding, which contributes to liquidity.

In line with the wishes of the Minister of Education, Culture and Science (OCW), 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 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 operations. 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 2022, this leads to a maximum permitted (public) equity of €506.0 million for Radboud University. The actual amount of these funds at the end of 2022 was €228.2 million, which is well within the norm. For the entire period from 2021 up to and including 2027, the university also meets this norm:

Normative equity capital

in €1,000	Realised 2021	Realised 2022	Budgeted 2022	Forecast 2022	Budgeted 2023	Estimated 2024	Estimated 2025	Estimated 2026	Estimated 2027
Actual public equity capital	228,028	213,175	215,769	214,580	194,758	180,383	172,028	171,977	164,831
Maximum normative equity capital									
Acquisition value for buildings *0.5*1.27	441,592	452,041	453,701	447,668	467,544	499,675	539,235	597,719	635,946
5% of the income	33,944	35,743	34,584	35,599	37,609	38,345	38,960	39,680	39,952
Book value of other tangible assets	28,207	28,690	23,158	28,072	29,583	28,236	26,554	24,955	22,107
	503,743	516,474	511,442	511,339	534,736	566,256	604,749	662,354	698,005

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 has been no negative interest. Beginning in the last quarter of 2022, the university will again receive interest on funds held at the ministry.

The treasury charter was updated in 2022. The starting point for the process of controlling, managing, and monitoring current and future cash flows is the creation of strategic plans for education and research and the future property investments based on it. The charter explicitly states which guidelines Radboud University follows in its investment policy, financing policy, participation in legal entities, and loans to legal entities. Furthermore, the charter's basic principles are in line with the guidelines from the Ministry of Education, Culture and Science. The university is registered as a non-professional investor in its banking relationships.

Detailed, weekly-updated liquidity statements are used to continuously monitor liquidity flows within the university. 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 or 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. The university anticipates borrowing from 2025 onwards.

Risk Management

Risk management is an integral part of the planning and control cycle. In 2022, the university took further steps to deal consciously and deliberately with risks related to the university's strategy and objectives. Risk management is part of the discussions in the planning and control cycle. A more detailed account is included in the 'Our organisation' chapter of this 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 of 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 funds 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:

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

The Ministry of Education, Culture and Science postponed this last requirement until the 2023 reporting year, which means that theme 2 of the clarity memorandum still applies to reporting on 2022.

The university has an overview of its private activities and has appropriate procedures to manage them.

Other

- Radboud University did not outsource any registered study programmes to other organisations in 2022.
- Radboud University did not use any public funds to carry out private activities in 2022. 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 government funding on offsetting in any way the tuition fees that students have paid. If a third party pays the tuition fees on behalf of a student, that is explicitly stated in the authorisation issued by the student.
- Students who only follow part of a study 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 2022–2023 academic year, 12 students enrolled in these modules at Radboud University, three more than in the 2021–2022 academic year.

Our organisation: on the move



1. Developments in regard to the demerger of Radboud University and Radboud university medical center

Since 1 January 2021, both organisations have been incorporated into their own foundations. The university remains 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. Daniël Wigboldus, chair of the university's Executive Board, expressed the added value of the demerger: "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 health care. 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."

In the demerger of Radboud University and Radboud university medical center, we agreed to consult each other for at least four years in the Board of Executive Cooperation (CBS) Radboud University – Radboud university medical center. The CBS discusses joint initiatives and mutual services, among other things. The university and the medical centre inform each other promptly and as fully as possible about matters relevant to each other. The CBS met four times in 2022. The University's Executive Board and the Executive Board of Radboud university medical center noted in the annual review that the demerger has allowed the agenda to be more focused on content. In 2022, joint discussions included the various growth fund initiatives, campus developments at Heyendaal and in Nijmegen, regional cooperation, both institutions' diversity policies and the joint research-support initiative Healthy Data. In addition, the boards in the CBS frequently exchanged views on the joint strategy of the two institutions. At the end of 2022, there was a concrete mindset for this, which will be further embodied in 2023.

2. Dialogue process for identity

In the run-up to Radboud University's centenary, several dialogue sessions were held about the university's identity in 2022. The key question was what kind of university we want to be, taking into account our roots, our mission and our core values (connected, curious and reflective). How do we embody our special status as a university that emerged from the Catholic emancipation movement at the start of the twentieth century, and what is the significance of that? And what role do our rituals and symbols play in this?

Staff and students, as well as alumni, stakeholders and other involved parties, engaged in a dialogue about this, asking themselves what the university's mission, roots and core values mean to them personally. During the dialogue sessions, three main themes emerged as characteristic of our university: emancipation and the university's emancipatory roots, social commitment and responsibility, and an atmosphere of community and connectedness.

Engaging in an open dialogue about our identity was seen as characteristic of Radboud University: providing space on campus to really exchange views with a variety of opinions. The fact that our university holds this kind of dialogue is characteristic of our institution (since 1923). The story of 100 years of Radboud University is perceived as a special story, one that can be told and shared much more widely so that it can provide direction for the future as well. The theme of focusing on the other and 'togetherness' rather than focusing on oneself is typical in this regard.

“Let us not egocentrically lock ourselves up in our own world and stare ourselves blind at our individual interests, but instead realise that we have a calling, one that brings great joy to our existence: that is to make others happy”

There is also a desire to more strongly share and publicise the rich meaning and context of our university's rituals and symbols. In the dialogue process, the participants called for a stronger externalisation of the private perspective from which we work as a university (the 'specialness', our 'roots' and values) with a universal orientation, an open, inclusive and outward gaze.

A multicoloured story about what we as Radboud University stand for emerged from the dialogue sessions. In the December edition of *Radboud Magazine*, which focused on the theme of Identity, this was highlighted and widely distributed. The dialogue process will come to an end in the coming year, and the final results will be shared with the public.

Canonisation of Titus Brandsma

On 4 March 2022, Pope Francis announced the canonisation of Nijmegen professor and priest Titus Brandsma (Bolsward 1881 - Dachau 1942). A delegation from Radboud University was present in Rome for the official canonisation on 15 May. Brandsma was Rector Magnificus and Professor of Philosophy at our university – known then as the Catholic University of Nijmegen. Titus Brandsma was beatified in 1985, and in 2005 he was chosen as Nijmegen's Greatest Citizen of All Time.

Rector Magnificus Han van Krieken: “We see the canonisation of Titus Brandsma as an exceptional recognition of his life, which was lived in the service of his faith as well as his concern for his fellow human beings, and which was characterised by his high moral standards and courage. Brandsma was an advocate for justice and truth in society. For him, the common good always took priority over self-interest and prestige. He fought against a system of oppression, discrimination, lack of freedom and inhumanity. In that, he is an example for many, up until this very day.” Seven academics from Radboud University, the Faculty of Theology, Philosophy and Religious Studies and the Titus Brandsma Institute authored the book ‘Titus Brandsma: From Hero to Saint’. Various ceremonies and activities also took place in and around the university in honour of the canonisation.

3. Governance

Governance model

The structure of the university organisation, the division of tasks and the working method of the university – and within it the faculties and units – are set out in the governance model, which was revised in 2021. It describes the tasks and responsibilities of the Executive Board, also in relation to the Supervisory Board and the role of the participational bodies. In addition, it describes the way education and research are organised within the faculties and units.



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 governance model. In 2022, the progress of the plans was discussed during the administrative consultations.

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. 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.

Deans:

- Faculty of Philosophy, Theology and Religious Studies Heleen Murre-van den Berg
- Faculty of Arts: Margot van Mulken (succeeded by José Sanders in March)
- Nijmegen School of Management: Tom Elfring
- Faculty of Medical Sciences: Jan Smit
- Faculty of Science: Sijbrand de Jong
- Faculty of Law: Roel Schutgens
- Faculty of Social Sciences: Michiel Kompier (succeeded by Evelyn Kroesbergen in August)

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.

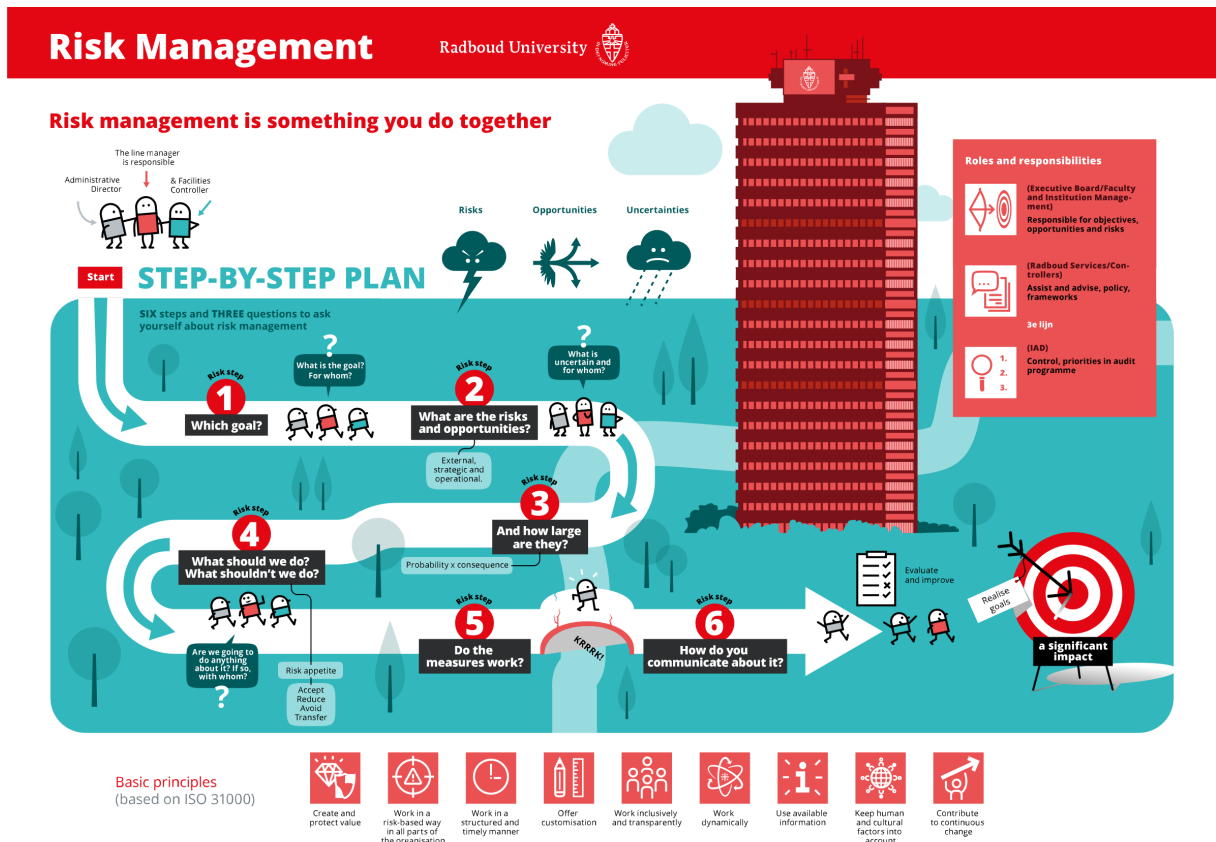
During the year, the development of a number of indicators is periodically monitored, including some related to education, research, staff, students and finances. If necessary, interim adjustments are made based on these data.

4. Risk management

Radboud University sees risks as events that can be controlled with careful consideration. However, this does not mean that we necessarily avoid all risks. Risks are assessed in relation to the strategy and 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, while deliberately avoiding or mitigating other risks. Risk management is an integral part of the planning and control cycle.

Radboud University has a risk management policy based on the ISO 31000 Risk Management Framework.

The approach developed for risk management is shown in the diagram below.



Risks are inherent in organisational action. Adequate risk management is rooted in hard controls (e.g. governance, processes, procedures and guidelines) and in soft controls (e.g. culture and behaviour).

In 2022, the faculties translated the Radboud University strategy, 'A Significant Impact' (adopted in 2019), into faculty-level strategies. Risk management was an important point of attention. In 2022, the university again discussed the most important risks for realising the faculty strategies and the necessary control measures together with the faculties and institutes. A risk management session per organisational unit has been scheduled for 2023 to jointly reflect on key risks and associated control measures.

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. This involves finding the right balance between taking risks and managing risks. A fraud risk analysis was also initiated to make informed choices that contribute to fraud prevention. For this purpose, an initial working session was held with the financial departments in autumn 2022 that included all finance heads of the units. The draft fraud risks they identified form the basis for a risk dialogue with the units. The discussion will focus on the prioritisation of fraud risks within the units. Next, the conversation will start with specialists in divisions about matters that cross unit boundaries.

A risk management action plan was drawn up in late 2022. In it, we look back at 2022 and look ahead to the actions planned for 2023.

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. This is reflected in the risk score, which was determined based on the likelihood and impact of the described risk. Compared to 2021 and the 2022 annual plan, the risks for social safety and property development have increased from a medium risk score to a high risk score.

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.

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 employees' and students' personal data by cloud service providers.

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. Within education, ChatGPT (AI) has been in the spotlight since November 2022. ChatGPT can do things like help to answer complex questions and brainstorm, automatically summarise, write text and programming code, and correct language errors. The technology is (currently) freely available. 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 also 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. A knowledge security coordinator and the knowledge security advisory team will pick this up.

Developments in the job market

Attracting, developing and retaining staff is essential to achieving 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 is becoming essential for the university, as is making career paths transparent. This is how talent development and mobility come together in sustainable employability.

Diversity is also receiving increasing social attention. Connectedness, equality and 'belonging' become guiding principles in terms of being an attractive employer. 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 and others.

Societal perceptions of social safety and what behaviour is perceived as appropriate have changed significantly over the past year. Being able to maintain a dialogue to prevent polarisation requires attention and courage from everyone. Self-reliance and resilience become part of the development of our staff and of the young adults we want to prepare for their role in society during their studies.

The combination of working from home and working on campus has become more established over the past year. Work is increasingly organised along the lines of the activity to be carried out, who is needed in the collaboration and where the activity can best be performed. With these experiences in mind, the question is how employees can stay engaged with the organisation, feel at home and identify with the organisation. After all, connecting with people significantly contributes to the organisation's success. In addition to the existing and familiar, new forms of connection are taking their place. In collaboration with behavioural scientists and others, developments are being monitored, as is the impact of the new forms of collaboration, learning and identification with the organisation's culture and identity.



Political factors

International

In 2022, international geopolitical developments (the war in Ukraine, the relationship with China) coupled with high inflation in the Eurozone still had little direct impact on the university. When war broke out in Ukraine, a crisis team was quickly set up to act as a point of contact internally and externally. This team coordinated policy and communication to students and staff from Ukraine and Russia, and it managed how the national policy from the Universities of the Netherlands (UNL) for collaborations with Ukraine and Russia translated to Radboud University.

UNL developed a guideline to reduce institutional tuition fees for Ukrainian students to the statutory rate. Discussions are ongoing between the Ministry of Education, Culture and Science and UNL about a structural solution. In addition, the Emergency Fund provides emergency support of a temporary nature for students with financial difficulties.

National

High inflation in the Netherlands led the cabinet to decide to adjust statutory tuition fees by a lower amount than inflation for 2023–2024, although it was not yet clear to what extent the Ministry of Education, Culture and Science would compensate the university for this lower revenue. In late 2022, internationalisation in higher education became a prominent item on the political agenda of the House of Representatives. Political pressure to immediately stop the active recruitment of international students directly affected Radboud University's activities in this field and the fulfilment of the goals and direction from Radboud University's strategy.

Demographic factors

In 2022, the enrolment and total number of students at Radboud University decreased slightly. There also seems to be a decline nationwide, but exact national figures will not be available until 2023. It is not clear at present whether the small decline is a national trend or whether it is related to demographic shrinkage in the region. The university has prepared a multi-year analysis of student market share trends. 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 of 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 (and thereby also the number of potential students) until 2035, according to the [Netherlands Environmental Assessment Agency](#).

Academic integrity, quality assurance and knowledge security

(Academic) integrity is crucial, both for ensuring high-quality research and education and for maintaining a safe and healthy organisational culture. Ensuring and promoting social safety and academic integrity are important and ongoing concerns for Radboud University. In the area of academic integrity, the focus includes implementing and complying with the Dutch Code of Conduct for Academic Integrity. This includes increasing our staff's awareness of the principles of academic integrity, promoting awareness and discussion of the subject, and making it easier to find and access confidential advisors and the Academic Integrity Committee.

In society, emancipation movements such as #MeToo and Black Lives Matter are creating more openness about undesirable behaviour and systematic disadvantage. The lack of social safety is a persistent problem. A similar dialogue about how we want to treat each other is taking place at the university. In consultation and collaboration, the faculties of Radboud University have identified social safety as a focal point. There is support and commitment at all levels of the organisation to further strengthen social safety.

The report from the Royal Netherlands Academy of Arts and Sciences, 'Social Safety in Dutch Academia: From Paper to Practice', forms the basis for this effort.

Sustainability factors

Developments such as climate change, resource scarcity, nitrogen problems and biodiversity loss pose major challenges on a global scale. Taking care of the world around us is increasingly higher 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 wants to have a circular

economy by 2050. The first target set by the government-wide programme for a Circular Dutch Economy in 2050 is halving primary raw materials consumption by 2030. 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.

European regulations requiring large organisations to account for this in their annual reports are increasing with the Corporate Sustainability Reporting Directive.

Economic/competitive factors

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

Accommodation

In the coming years, the university will strongly invest in maintenance, renovation and new construction. The Radboud University campus plan constitutes the translation of the campus strategy into concrete construction and renovation projects and programmes up to 2030. It also provides a glimpse further into the future, up to 2040. The main focus here is that the campus is primarily a place for education and research, but also for various forms of business activity, housing, culture and sport.

COVID-19

The government scaled back most COVID-19 measures in spring 2022. However, the impact of the crisis on student wellbeing will remain a major concern in the coming years. The university's vision of offering education in person as much as possible meant that by September 2022, almost all education was again offered only in person.

With the agreement of the UGV, a COVID-19 sector plan was adopted in October 2022 in which the university prepared for any worsening of the situation.

5. Knowledge Security

Last year, Radboud University started systematically embedding knowledge security in the organisation. The ultimate goal: to allow international collaboration to take place in a deliberate manner, taking into account both the opportunities and risks involved. A programme manager for Knowledge Security has been appointed to work with a programme group on embedding this mindset.

Risk Assessment

In a letter dated 4 April 2022, the Minister of Education, Culture and Science instructed all Dutch universities to 1) implement the National Guideline for Knowledge Security, 2) conduct a risk assessment related to knowledge security, and 3) report on it to the Supervisory Board. Radboud University got started quickly.

First, we assessed the current state of knowledge security. Priorities were then set based on that assessment. The risk assessment was based on a nationally developed framework, the Framework for Knowledge Security for universities from the Universities of the Netherlands (UNL).

A report on the risks associated with knowledge security was submitted to the Supervisory Board in October 2022. This report also contains recommendations about necessary measures. In addition, the Supervisory Board was informed about actions already taken and those yet to be taken.

What have we already done?

The chair of the Executive Board has been appointed portfolio holder for knowledge security, and a Knowledge Security Advisory Team has been set up. In addition, staffing capacity has been made available for a Knowledge Security Policy Officer: a new position to be filled from 1-2-2023.

Organisation

Frameworks, guides and procedures

Based on the example in the UNL framework, a decision table was developed that provides a 'mandate structure' for international collaborations: at what level is a decision taken and which attributes does it relate to? The decision table provides a guide for assessing proposals to engage in international collaborations so the appropriate advisers can be involved and the decision to be taken is presented to the right decisionmakers. The Executive Board took a preliminary decision on the decision table at the end of 2022. After consultation with the bodies of deans, the Directors of Education and the Directors of Research, a final decision will follow in 2023.

In 2022, Radboud University also actively contributed to a national project involving five universities: Radboud University, the University of Groningen, Delft University of Technology, Utrecht University and the University of Twente. In the UNL context, tools were developed to help researchers and support staff enter into, implement and evaluate international collaborations. More than 15 tools (known as quick guides) have been prepared, providing concrete guidance on how to implement many of the recommendations from the National Knowledge Security Guide. Some examples of quick guides are: academic integrity, incoming delegations, due diligence, legal agreements, negotiation, and considerations during travel. The quick guides will be made available to all universities through UNL in the first quarter of 2023.

Management Information

The National Guideline for Knowledge Security calls for (setting up) a central overview of collaborations with partners and clients from outside the EU, funding and foreign PhD candidates and guest researchers, so the board has an overview of the state of affairs at all times. A number of recommendations have now been made at Radboud University to achieve the desired central overview.

Risk Management

One recommendation from the aforementioned report to the Supervisory Board is to adopt an integrated approach to the design of risk management around knowledge security that is in line with other risk management at Radboud University. The Radboud risk management toolkit is not yet in place. The intention is to arrive at a workable set of instruments in which knowledge security also has its place by 2023.

Communication

Embedding knowledge security requires awareness at all levels of Radboud University, down to the level of the individual staff member. After all, collaboration often starts with an individual researcher who has international contacts. Communication helps raise awareness, so a communication plan was drawn up in summer 2022. The core message: 'Share knowledge when you can and protect knowledge when you have to'.

To Do

Further details about the actions in the above five areas is included in the 2023 Knowledge Security master plan, which the programme group adopted in December 2022.

6. 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 regulations
- Ancillary activities regulations
- General rules for Radboud University/Radboud university medical center regarding knowledge protection and exploitation
- Regulations on the use of the Radboud University network and SURFnet
- Declaration instructions for staff members
- Provisions in the Collective Labour Agreement universities
- UNL Code for Good Governance in Dutch Universities
- UNL Social Safety Statement
- Code of Conduct on 'Animal Testing Transparency'

Report from the Supervisory Authority

Introduction

This is the second annual report from Radboud University's Supervisory Board (hereafter 'the board'). Since the demerger of Radboud University and Radboud university medical center that took effect in January 2021, the organisations have each been incorporated into their own foundations, and both have their own supervisory boards. The Supervisory Board of Radboud University has a statutory membership of five members.

This year, the board devoted a relatively large amount of time and attention to the university's strategy (and the monitoring thereof), the theme of social safety, cyber and knowledge security, and filling vacancies on the board.

Although COVID-19 was not yet gone, teaching and research could, for the most part, be carried out again without impediments or restrictions. The university returned to 'normal' operations during the course of 2022. However, this did not mean that everything was back to business as usual. Above all, the wellbeing of students as well as staff was and is a major point of attention and concern.

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 that 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 introduction of shared Whistle-blower Regulations for all universities in 2023 (in line with 3.3. of the Code) was discussed in a national context. The issues did not affect the quality of management, supervision or participational bodies.

Composition of the Supervisory Board

The membership composition of the Supervisory 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. On 1 January 2022, the Supervisory Board consisted of:

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

With effect from 11 March 2022, V. Frissen fulfils the 'linking pin' position between the two Supervisory Boards, as stipulated in the Articles of Association. In addition to her membership on the Radboud University Supervisory Board, she is also a member of Radboud university medical center's Supervisory Board. She took over both the Education, Research and Impact portfolio and the 'linking pin' position from D. van den Boom, who retired as a member of both supervisory boards in October 2021. This shift created a vacancy on the Supervisory Board of Radboud University for the portfolio originally held by V. Frissen: Innovation, Valorisation

and Digitalisation. The Supervisory Board began the procedure for assigning this portfolio in the first quarter of 2022. Under the Articles of Association of Stichting Radboud Universiteit, one member of the Supervisory Board is appointed after nomination by the representative bodies. The representative bodies and the Supervisory Board agreed that the representative bodies would nominate the member who held the Innovation, Valorisation and Digitalisation (IVD) portfolio.

On 8 July 2022, the Supervisory Board appointed H. Naves as a member of the board with responsibility for the Legal and Governance portfolio.

The board thanks P. Morshuis for his willingness to remain a member of the Radboud University Supervisory Board until the remaining vacancy on the board is filled.

At the end of 2022, the members of the board were as follows:

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

An overview of the (secondary) positions of the members of the Supervisory Board is included in the appendix.

Composition of the committees:

- Audit Committee: P. Morshuis, M. van Vliet (chair) and H. Naves
- Education and Research Committee: V. Frissen (chair), vacancy (IVD portfolio)
- Remuneration Committee: M. van Vroonhoven (chair), M. van Vliet

Furthermore, two members of the Supervisory Board were delegated to the Reinier Post Foundation this year: M. van Vliet as a member of the foundation's board and H. Naves as a member of the asset management committee. P. Morshuis continued in his role as chair of the asset management committee.

The self-assessment for the year 2022 was conducted in November 2022 as part of the awayday. The board members each filled in a questionnaire separately and, based on the combined results, the functioning of the board, committees, members and support, and the cooperation with the Executive Board were discussed during the awayday.

Meetings of the Supervisory Board

The Supervisory Board held six regular meetings this year. In addition, there was an additional meeting, a theme session and two awaydays.

The board approved the 2021 annual report and financial statements of Radboud University.

Furthermore, based on a positive recommendation from the Audit Committee, the board discussed and approved the university's annual plan and budget for 2023. 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.

In addition to the topics mentioned in the introduction to this annual report, the issues discussed in consultations with the Executive Board included sustainability in education, the dialogue on the university's identity, the campus plan, Growth Fund applications, the 2023 student guidance programme, Recognition and Rewards, the Radboud University COVID-19 Plan, the development of four technology Master's programmes and the procedure for the tender process for the external auditor.

The Executive Board and the Supervisory Board discussed the progress made in implementing the university's strategy several times. This resulted in the development of the strategy monitor presented at the end of 2022.

Supervisory Board Committees

Audit Committee

The Audit Committee met five times in 2022. As of 14 April 2022, M. van Vliet took over the chairpersonship from P. Morshuis. The external auditor attended all the meetings.

In the spring, the committee discussed the 2021 annual report and financial statements of Radboud 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.

With respect to the campus plan, the committee requested a stress test, and the results were discussed with the committee in early 2022. Partly based on this, the committee made a positive recommendation to the Supervisory Board, who approved the campus plan in April. The committee appointed an external consultant, who will provide expertise on campus real estate development and finance to the committee during the implementation of the campus plan.

In the autumn, the Audit Committee discussed Radboud University's annual plan and budget for 2023 (including the multi-year plan). Important discussion points included the use of reserves to attract additional staff in order to reduce the workload, the financing of top research facilities, and the main risks in the budget and the multi-year estimate. The latter involves rising costs, reduced predictability in government funding and declining market share. This has not yet had major consequences for 2023. Some mitigation measures may need to be taken from 2024 onwards; this will be investigated further. The committee presented the annual plan and the budget for 2023 to the Supervisory Board for approval with a positive recommendation. The management letter from the auditor was also discussed.

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.

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, the annual report, annual plan and (progress) reports by the Internal Audit Service, the auditor's control plan, the multi-year investment forecast, the audit charter and the periodic financial update.

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. The most recent extension has since been completed.

Education and Research Committee

The Education and Research Committee met five times in 2022.

The meetings regularly discussed pandemic-related developments and the return of education and research to the pre-pandemic situation. They included discussions about study progress and the guidance and wellbeing of students.

In addition, the committee monitored the university's quality assurance system. This included discussion of the outcomes of various education and research assessments and an update on activities related to academic integrity.

Regarding the further development and innovation of education, the committee took note of the plans to start four technology Master's programmes at the university, two of which will be developed and taught in collaboration with Maastricht University.

In recent years, open science has gained momentum in international scholarship. The committee was briefed on developments at Radboud University in this area and on the university's plans to further encourage and support open science. Radboud University Press has an important role to play here.

Radboud University received high scores from both the National Growth Funds (*Groeifonds*) and the Dutch Research Council (NWO) Gravitation programme. With the Growth Fund, it is not only about the number of projects to which

Radboud researchers are connected, but the focus is also on two projects for which

Radboud University is the consortium leader, because these projects involve setting up two national labs. These are the National Education Lab AI (NOLAI) and a fully automated robot lab.

The national theme of Recognition and Rewards is an important strategic topic for Radboud University. The Recognition and Rewards project aims to bring about a transformation in culture and systems with respect to recognition and rewards. Over the past two years, there has been a discussion within the organisation's ranks about recognition and rewards. This resulted in a vision document adopted by the Executive Board, which the committee has acknowledged with appreciation.

In addition, several deans gave presentations at committee meetings on the developments and important themes at their faculty.

Remuneration Committee

The Remuneration Committee met five times during the year under review.

At the recommendation of the Remuneration Committee, the Supervisory Board set the managerial remuneration for the year 2022 in early 2022.

The 2022 financial statements include an overview of compensations based on expense claims submitted by individual members of the Executive Board. An overview of the 2022 expenses from invoices and expense claims from the Executive Board has been included on the website.

The Remuneration Committee conducted the annual appraisal interviews with the members of the Executive Board in 2022, prior to which input was gathered from all members of the Supervisory Board. The committee reported its findings to the Supervisory Board.

Furthermore, at the committee meetings, agreements were reached on the approach to annual appraisal interviews with the members of the Executive Board, the approach to succession planning for positions on the Executive Board and the method for self-evaluation by the Supervisory Board.

The Supervisory Board's role as an employer

In December 2022, the Supervisory Board adopted the procedure for the recruitment and selection of a new rector, due to the announced departure of the current rector in October 2023. The board also adopted the general draft profile for the member of the Executive Board and the draft profile for the rector position and submitted them to the Executive Board and the representative bodies for advice.

Consultations of the Supervisory Boards of Radboud University and Radboud university medical center

The two Supervisory Boards held joint consultations twice in 2022. Topics discussed included cooperation between the two organisations, the status of the administrative agreement and the integrated care agreement. In addition, the chairs of both Supervisory Boards met twice.

Contacts with stakeholders

The Supervisory Board has consultations and talks with various stakeholders inside and outside the organisation. A delegation from the board attended the two consultative meetings between the central representative bodies and the Executive Board, during which the university's annual report and the university's annual plan and budget were discussed, respectively. The board also held an informal meeting 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 board participated in the national meeting of the chairs of the Supervisory Boards of Dutch universities, which was held twice.

Appendix: Overview of the ancillary activities of the members of the Supervisory Board.

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

- Special education teacher (paid)
- Columnist (*de Volkskrant* newspaper) (paid)
- Chair of the Supervisory Board for Stichting Lezen (paid)
- Vice chair of the Executive supervision Art Museum (unpaid)
- Member of the Supervisory Board for Het Nationale Theater (unpaid)

Prof. 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 Radboud university medical center (paid)
- 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 WTMC, 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 Dutch Accounting Standards Board (Raad voor de Jaarverslaggeving) (until November 2022)

Prof. M. (Mario) van Vliet

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

H.C. (Henk) Naves

- Chair of the Council for the Judiciary (primary position, paid) and judge
- Dean of the Netherlands School of Public Administration (paid)
- Chair of the National Complaints Committee for Christian Education (paid)
- Chair of the Arbitration Committee for Inclusive Education (paid)

Our faculties



Faculty of Philosophy, Theology and Religious Studies



Léon de Bruin, vice dean

“Our strength is in tackling a specific kind of problem”

That a Faculty of Philosophy, Theology and Religious Studies strives to have an impact on society should really go without saying. Vice dean Léon de Bruin is thus keen to highlight examples that demonstrate this. “We seek to interact with social issues from various angles. Philosophers and theologians from our faculty make their contributions, and we collaborate with people from psychiatry. For example, Professor Tamar Sharon, along with her colleagues at iHub, won the [Ammodo Science Award](#) for their studies on the impact of digitalisation on public values. Professor Thomas Quartier was [Theologian Laureate](#) until last year, and Emeritus Professor Paul van Tongeren was recently appointed the new [Philosopher Laureate](#).”

The COVID-19 pandemic was a social issue that also affected the faculty itself. De Bruin acknowledges that the effects are long-lasting: “We’re still dealing with the aftermath now. You can sense that something has fundamentally changed. The lockdowns themselves were easier for some colleagues than others. A few were actually quite productive; for them, the calm was a blessing. For others, it was tough; they missed the contact with colleagues and students. The impact was mostly mental: ‘here we go again’. It was enough to make you despondent. It was also tough that some students dropped out of sight. How do you reach them if they no longer appear behind their screens? During regular lectures, you can approach them in person.”

Such students require more guidance and support, De Bruin says. "What can we do as a faculty to reduce mental pressure? Is that a task for the study advisor? There is a cross-faculty initiative that monitors student wellbeing, but it's also high on the agenda at our faculty. What kind of students are we trying to produce? There are more students who have 'baggage'; is mental health something the university has a responsibility to address? And how far does that responsibility go?"

"For community building, it would be nice if everyone came back to the faculty"

The new normal

The end of the lockdowns did not mean the end of all the changes, says De Bruin. "We went 'back to normal' pretty quickly, only now we find that it's not so 'normal' anymore. There's also a question there for us. People are working from home a lot more now. Of course, there are advantages to being able to do some things online. For meetings that used to take place on campus, it's now sometimes logistically more convenient to hold them online. But for the sense of community building, it would be nice if everyone came back to the faculty."

The drive to bring students back to campus is also in line with the Executive Board's guiding principle. "That is the guideline", De Bruin confirms. "But we are finding that there is nevertheless some agitation among students. Many students really like the fact that they can be here again, but attendance at lectures is systematically lower, and not only at our faculty. In addition, students like being able to replay recorded lectures later; they wonder why this is no longer offered. There is pressure to make education more flexible. So we are looking at that, because maybe this is just the new reality."

The question is whether things need to change, and what those changes should look like. "After all, you do want students on campus, and you will have to motivate colleagues. There should be unambiguous policies about this. It shouldn't be the case that one lecturer records lectures and another does not."



Education

Changes can also be seen in education, according to De Bruin. "In terms of defining the relationship between student and lecturer, we have come a long way since the social safety project. The university has drawn up a code of conduct, but as a faculty we have also started our own separate project. In it, we examine how exactly we want to shape the pedagogical relationship between student and lecturer, and what we expect from lecturers and students in this respect. For example, discussions with and between students during lectures are sometimes quite hostile. It's important to steer these in the right direction, and lecturers need to be trained to do this. It should be explicitly addressed in the UTQ (University Teaching Qualification) track."

Diversity is another big theme for the Faculty of Philosophy, Theology and Religious Studies. "Students wanted a more diverse curriculum, so we are developing that now. Philosophy has traditionally been the domain of old white men, but that is about to change. We have also appointed someone to structurally embed diversity in the curriculum; a kind of booster." Work is also being done in other areas: "We are moving towards a new building, and we are currently taking stock of what is needed for a good lecture and work environment."

The intake figures for the Bachelor's degree programmes look good, De Bruin notes. "The numbers for the Master's programme are a bit disappointing this year. But the figures are difficult to interpret because we are dealing with the impact of the pandemic, the return of financial aid next year and the housing shortage. However, our Master's programme in mental health care is going extremely well."

"Philosophy has traditionally been the domain of old white men, but that is about to change"

Research

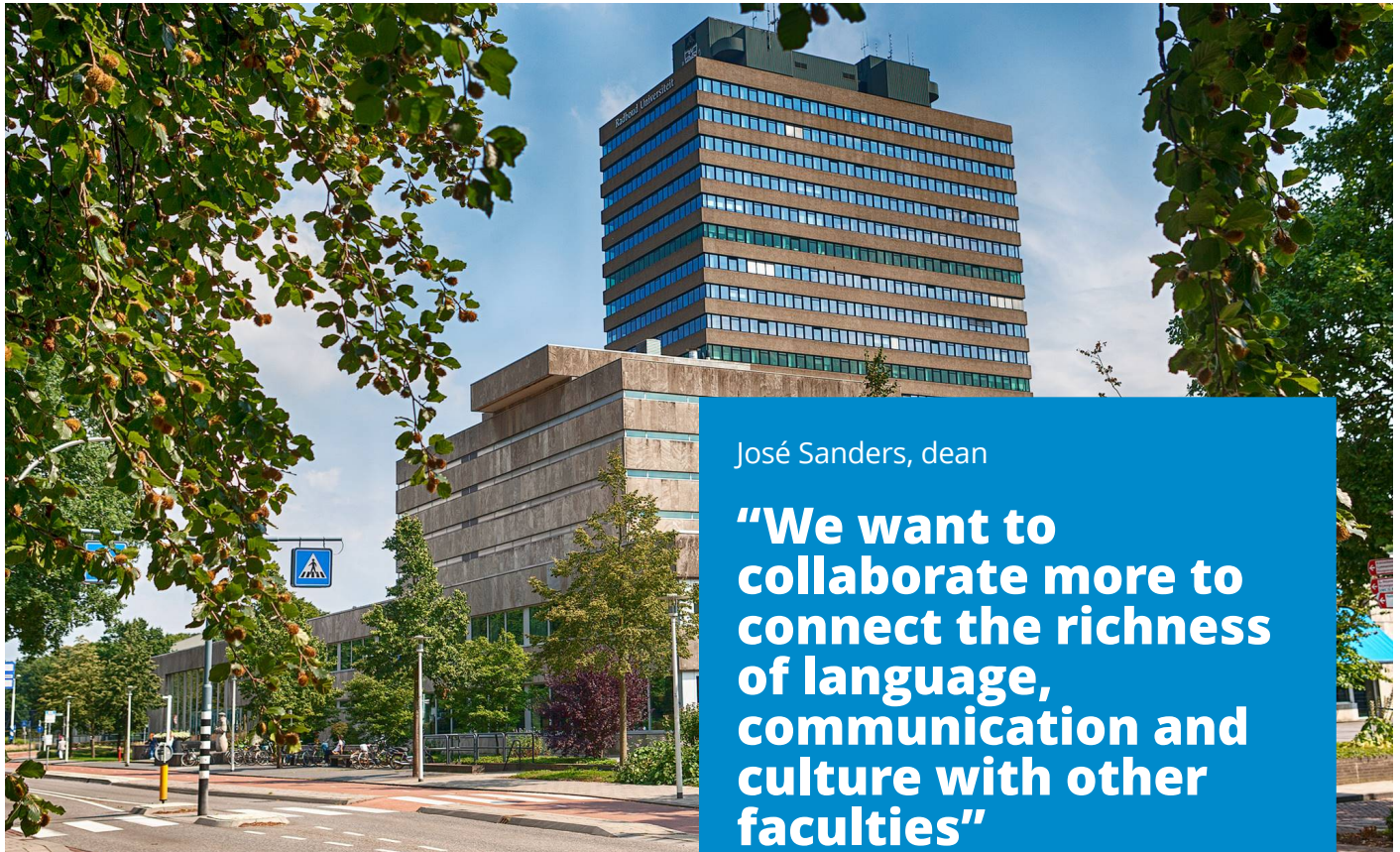
De Bruin summarises the topics at the heart of future research themes: "Creating a just and inclusive society; the relationship between mental and physical health, wellbeing and spiritual care; the influence of customs, traditions, prejudices and beliefs on people's thinking and communication; the role of heritage (religious and non-religious and/or material) in discussions around identity; the increasing role of AI in our daily lives; and sustainability and climate justice. The faculty works on these themes with 120 FTEs and six research centres."

"The solution to the climate issue is interdisciplinary and complex. These are precisely the kind of problems we are good at tackling"

The availability of sector funds has had an impact. "One theme that is becoming more obvious for our faculty is humane AI. For example, we are researching what ethical AI looks like, what intelligence is, and the difference between artificial and human intelligence. In that area, we collaborate, among others, with the [Donders Institute](#) and [iHub](#)."

As far as De Bruin is concerned, the faculty continues to reflect on what it can contribute. "Our strength is in tackling a specific kind of problem. These problems are interdisciplinary and complex, and there are all kinds of assumptions, beliefs and constructs underlying them. They still seem far in the future, even though they present themselves now, and we often lack the vocabulary to interpret them properly. Think of the climate issue, for example. AI is another such topic. These are precisely the kind of problems we are good at tackling."

Faculty of Arts



José Sanders, dean

"We want to collaborate more to connect the richness of language, communication and culture with other faculties"

José Sanders became dean at a time when coronavirus measures were being relaxed again. "A lot of adjustment work had been done in the time before. The Faculty of Arts appointed assistant teachers, honoured deferral requests from PhD candidates and encouraged lecturers to provide handouts to students studying from home; real attention has been paid. The previous dean was clearly very attentive to this. After my start in February 2022, we were able to go back to normal very quickly. The didactic approach in our faculty was and is that academic higher education should take place in the context of encounters: learning from each other. Of course, the pandemic had somewhat diminished that notion, so we have to be alert to that now."

Onward after coronavirus

The pandemic is still having an impact. "The research has continued, the lectures have continued, but at the same time you notice that some things have shifted. Things we needed to take another good look at, things that actually needed to be refreshed. During such a lockdown, you're in a kind of survival mode, because it takes a lot of energy to make it technically and organisationally possible for all core processes to continue online."

"At our faculty, we have many people who do research using digital or print sources, which in itself can be done quite well from home. Other staff members do, for example, language psychology research on language acquisition or on the effects of communication. Those people need facilities that are sometimes only available in the lab. For them, the lockdown was a huge obstacle. But in general, it turned out that almost everyone can do quite a lot of activities from behind a computer at home. Then sometimes people start asking themselves: how much do we need to go back into the office, the classroom, the lab? So the presence on campus depends mostly on the need of students and lecturers to see each other."

And that need does exist, Sanders notes. "In the first half of 2022, I mostly heard students and lecturers express relief that we could just be 'normal' again. That was the prevailing emotion: happiness that we could do it again, a feeling that we were looking forward to it. But students sometimes have to get used to the idea that they are actually expected on campus, now that it has become apparent that things can be done differently in terms of logistics. 'Can't that be posted online?' is the question we hear. But that is contrary to our understanding of what an on-site study programme is. On the other hand, it's obviously convenient that there is now an alternative in case of situations beyond our control. For instance, we can quickly revert to the online model if there's a public transport strike."

"Languages and cultures are an important element for the entire university"

Education

A highlight at the Faculty of Arts last year was the Week of Languages in May, Sanders says. "In that context, we organised [Language Capital Nijmegen](#) to show everyone how important language and culture are. For us, but also more broadly for the entire university. During that week, an Honorary Doctorate was awarded to the writer Adriaan van Dis for his achievements in multilingualism, interculturalism and tolerance. He gave an [acceptance speech](#) on the importance of understanding each other's language and culture, which made a big impression."

As far as education is concerned, Sanders says the challenge lies in making language and cultural study programmes permanently sustainable. "Some study programmes attract too few students to say: 'We are going to do this for another 10 to 20 years'. That is where we need to take action. It is important to note that this is certainly not the fault of the study programmes themselves; they are excellent. We're dealing with a social phenomenon that is not unique to our university, and which also has to do with developments in secondary education. And yet the German business community, for example, would very much like us to produce more people who are proficient in German. And the education sector is desperate for teachers of French and other school languages."

"All the Faculties of Arts are now working collectively on a growth fund application so we can emphasise the importance of language proficiency and multilingualism. We want to collaborate more to connect the richness of language with the vastly increased possibilities of language and speech technology. That's where major challenges lie."

If it were up to Sanders, the Faculty of Arts would play a bigger role in society. "We could address identity, interculturalism and inclusion even more in education and research, make it clearer that we have a lot to tell society about that. For example, this could involve interactions with people who use Dutch as a second language, functional illiteracy, or communication with data and robotics. There are huge opportunities in that area, given the knowledge we have and the multifaceted perspective in the liberal arts system."

A few years ago, the faculty already started 'rethinking' the minor system, by having practice-based questions answered by teams of students from different liberal arts study programmes. The launch of that approach struggled because of the pandemic, but I expect that this year, for the first time, we will be able to properly see what it delivers in practice."

"We could be even more responsive to culture and interculturality in education and research"

Research



Last year, the faculty secured several grants. "For example, cultural scientist Edwin van Meerkerk was awarded a [Comenius Leadership Fellow grant](#) for his research on sustainability in art education in collaboration with ArtEZ. And national themes have been designated for the Humanities sector plan funds. We are happy with these because they align very well with the focus areas we had already chosen: cultural heritage, humane AI, and language & culture. Those funds will allow us to stimulate research and teaching in those areas while doing something about the workload. On a positive note, we have already been able to appoint additional postdocs, we will be able to appoint more assistant professors in the coming years, and we will be able to promote people to associate professor."

Sanders particularly praises the national solidarity between the Humanities and Arts faculties, but she also points to collaborations with other faculties at Radboud University. "For example, we have a professor of AI who has a double appointment with the Faculty of Science (FNWI). We hope to see the combination of language and speech technology gain momentum in the coming years. Anyone we turn out who knows something about language and communication data and digitisation (speech synthesis, translation tools) is in great demand on the job market.

Furthermore, we are developing an interfaculty Master's programme in [Health Care Humanities](#) with Radboud university medical center and the Faculty of Philosophy, Theology and Religious Studies. All sorts of things come together in that field: arts and culture, health care, facilitating communication and language comprehension. Based on that, we can discover new solutions."

“Anyone we turn out who knows something about language and digitisation is in great demand”

Connecting remains crucial

Such collaboration with the outside world will become increasingly important, Sanders believes. “For the future, our motto is: open doors and connect. The future lies in interdisciplinarity. We must remain self-aware that we have a solid disciplinary base that makes us suitable for multidisciplinary and transdisciplinary approaches. Our knowledge and interpretation of history, of context, and of why and how developments take place is needed everywhere.”

Connecting internally is also part of the motto. “We now have an interdepartmental structure: the 11 departments have been regrouped into three departments, and there is already a lot of cooperation between study programmes, such as a Master’s level concentration in heritage policy. Department chairs are also careful to ensure that new people they hire are employable in more areas. But of course, we continue to need specialists too; this is an unavoidable point of tension.

“Over the past year, we started strategic workforce planning as a new way of working within HR. This requires monitoring and coaching of each individual staff member. The different departments are at different stages in this process, but what is common is that from now on we are trying to monitor more closely what someone needs to develop and what our organisation needs. That way, we can start to encourage leadership and better recognise and reward employees, whether that is through a promotion or a broadening or exchange of tasks.”

Nijmegen School of Management



Tom Elfring, dean

“In Nijmegen, having an impact – making a difference – is important”

“Fortunately, people are eager to work with us”, Tom Elfring, dean at Nijmegen School of Management, notes with satisfaction. “Since I started as dean here two years ago, we have hired at least 150 people because of the increasing number of students”.

The faculty is also attracting people from abroad: “Of the staff, at least 30% come from abroad, and for students the figure is around 10–15%. We have an ‘onboarding’ course, so all our new people understand how things work here. That was more or less automatic in the past, but we are now growing so rapidly that we have to move from an informal to a somewhat more formal organisation. We are busy clarifying processes and decision-making. That takes time and energy because those structures were not there. Recruitment will continue in the near future. Fortunately, this means that the high workload for lecturers and professionals is easing.”

Education

The growth of business administration and economics study programmes is a national phenomenon, but Elfring sees reasons why students choose Nijmegen specifically. “Our faculty is special in the sense that we are different from other business administration or economics study programmes with our various disciplines. We also have disciplines such as political science, public administration, geography and planning and environmental studies, with Bachelor’s and Master’s programmes in those disciplines. This offers students opportunities to take interdisciplinary electives in areas such as the circular economy, sustainability and

conflict studies. The faculty has outstanding 'classic' Master's specialisations as well as interesting interdisciplinary Master's specialisations in areas such as climate change and migration. It is precisely this unique profile that attracts students. We now also have a new interfaculty Master's programme in which we train people to guide SMEs in the transition to sustainability. There is a need for that. The Faculty of Science looks at that from a technological point of view, and we approach it from a managerial point of view."

The quality of the study programmes is another factor in choosing to study in Nijmegen. "A few of our programmes were named [best in the Netherlands](#) in the Keuzegids 2022, and study programmes from our faculty won bronze medals in Elsevier's survey."

"We had more than 400 PhD candidates as guests from 65 different countries; that was quite a highlight"

Highlight

The internationalisation of the faculty enjoyed a nice boost last summer, says Elfring. "We organised a summer school for PhD candidates: two weeks with a wide range of courses on social science research methods and techniques. We had more than 400 PhD candidates as guests from 65 different countries; that was quite a highlight. We did this in collaboration with [MethodsNET](#). They were looking for a place to organise the courses, as well as people who could teach some of the courses. The fact that they chose us to do this means that we really do operate at a global level. It is one thing to have the intellectual infrastructure, but the physical infrastructure must also be in place. After all, you have 420 PhD candidates on your campus that you need to house."



Back after the lockdowns

That event would not have been possible during the last lockdown. Elfring recalls how difficult it was to get university life back on track. "When the lockdown ended last calendar year, it was disappointing how few students returned. They had clearly expressed that they missed in-person education, but of course, in the meantime, they had built another life. We heard these stories from other faculties too. We had thought that students would come back en masse, but that did not happen."

"Our guiding principle is that students come to campus for education. Our educational vision states that interaction among students and between students and lecturers is essential for the learning process. So this academic year, we have made it very clear that students are really expected to be present in person. Now they are returning en masse to our Elinor Ostrom building, also known as the EOS building. We understand that having lectures recorded can also be very convenient, but we're reluctant to do so, precisely to avoid students sitting at home. We actively intervened and explained why we think it's important for them to come to campus."

"Our educational vision states that interaction between students and lecturers is important for the learning process"

To encourage students to return, more activities are also taking place on campus, such as 'sandwiches at EOS' and 'ice cream at EOS'. By now, the study associations have more members than before, says Elfring. "We also looked at whether we could make our building more attractive for longer stays by adding lounges and additional study areas. Board members from the associations are always present in our EOS building, so students can drop in to ask questions or have a cup of coffee. In this way, we not only try to facilitate taking courses, but also everything around them. This also fits in with the campus policy: it should be a good place to be."

And that approach has been successful. "There was a world of difference between May and September of last year. The students also report that they gain new insights from conversations with fellow students. We do see differences between the year cohorts, also in the study behaviour acquired."

The staff are also happy that face-to-face meetings are possible again, Elfring points out. "In addition to that, people also like to work from home regularly. That's understandable, especially if you want to write in peace. The discussion about policy on hybrid work is still ongoing. We would like our staff to be here in person again; it's important for community building."

Research projects

Research at the faculty continued as usual over the past year, says Elfring. "We did quite a large number of externally funded projects. The number of PhD candidates has grown; we have caught up in that sense. We also won a couple of prestigious grants."

“We are a different management school, with a unique profile. That is precisely what attracts students and staff”

Impact and visibility

The faculty has also raised its profile in the outside world. “Last year, we established an international advisory board of 15 people from business, government and NGOs in the Netherlands and abroad. That board advises us on matters such as the new strategy. In connection with international accreditations, I attended a conference in America, and I met a group of alumni in New York and Washington to ask why they had chosen to study in Nijmegen. They explained that our study programmes prepare people well for international jobs. One of them, a bank director, even said he would rather have an alumnus from Radboud than from one of the top business schools in America. Why? We train people to be critical thinkers. I thought that was an eye-opener, and something to convey: you don't have to go to Amsterdam or Harvard for your Master's programme to get a good job in America.”

The critical thinkers from Nijmegen are also visible in the public debate, Elfring knows. “We're happy to contribute to that, for example, when it comes to sustainable democracy. The fact that we have another management faculty plays a role in that. We train critical academic professionals who also learn about areas such as democracy, sustainability and circular economics. Together with the Faculty of Science, we are part of the Radboud Centre for Sustainable Challenges.”

That drive to participate in the social debate is in keeping with the faculty's mission, Elfring believes. “We are not a traditional management school. Our mission is: ‘responsible governance for sustainable societies’. For example, we make a strong case for a humane working environment. And we look at digitalisation: it may offer many opportunities, but it also has a dark side. For instance, it can lead to inequality. We are discussing that with other, more traditional management faculties.”

That attitude leads to a different approach to research and education. “Instead of focusing on shareholder value, we want to emphasise the fact that there are more stakeholders and that we offer a diverse range of disciplinary and interdisciplinary study programmes. We are a different management school, with a unique profile. That is precisely what attracts students and staff.

“We are continuing to flesh out our profile: critical and interdisciplinary. In Nijmegen, having an impact – making a difference – is important. We train students to make a visible contribution to society.”

Faculty of Medical Sciences



Roland Laan and Guillén Fernández

“Our impact is focused on the real world, public health and health care”

“As strange as it may sound, on the one hand, COVID-19 was a feast for medical science”, says Guillén Fernández of the Faculty of Medical Sciences. “We were able to do a lot of research with real purpose: how to deal with this pandemic and with COVID-19 patients. On the other hand, we are seeing a decline in the number of people enrolling in the PhD programme, and COVID-19 has had direct and indirect negative effects on our work.” Roland Laan agrees: “It was a year in which staff perceived a high workload.”

Education

With regard to education, Laan mainly identifies the after-effects of the more intensive pandemic period: “Since the internship periods for students were suspended for six months, there are now backlogs. There are still long waiting times for students who want to start their medical internships. Thanks to the National Education Programme, we received additional funds to help us reduce the backlogs, and the spending period has been extended by one year. Earlier, we had already introduced a ‘deferred’ medical internship in Prevention; since then, we have also increased the intake capacity per month and introduced a new form of internships: part-time in the hospital and part-time in another health care institution.” In September, the faculty launched the revamped Bachelor’s programme in dentistry: “The former programme has been thoroughly revised, and it now has a stronger emphasis on students’ professional personal development and self-direction in learning processes. This fits nicely with Radboud University’s educational vision of development.”

“The interest in university Health Care study programmes still far exceeds capacity”

Prevention is a hot topic in education, Laan explains: “For example, in 2022, we took the step to introduce a new component in the Medicine study programme. All students will spend some time giving lifestyle advice, focusing on primary, secondary and tertiary prevention for people who end up in hospital for any reason. The first students will start doing so in 2023. We also aspire to establish a Master’s programme in Medical Science. We made too little progress on that in 2022; we want to do better in 2023. We are also working on educational innovation via new technologies. Pilot projects are running with extended reality, allowing students to practise difficult skills without burdening patients. For instance, they can practise their motivational interviewing with an avatar, so to speak.”

“In 2022, we introduced a new component in the study programme: all students will spend some time giving lifestyle advice focused on prevention”

Research

Prevention is also one of the more important topics in terms of scientific research at the Faculty of Medical Sciences. Fernández explains: “Researchers at Radboud university medical center are using AI to do things like discovering patterns in the data recorded by wearables. That data can be used to develop personalised prevention. That’s the first big topic: data and data analytics. The second is molecular life science. In recent years, we have accumulated a lot of knowledge about biological processes, immune systems and so forth. We’re now able to start influencing those mechanisms. That is not only important for prevention, by the way. For example, we are also looking at rare diseases that are often caused by a genetic defect. Such diseases are not particularly interesting for the medical industry to develop treatments for. But here we can look at specific individualised treatments. The third important topic is the shift to prevention in all research programmes. Parkinson’s is a chronic disease, one that can’t be cured once you have it. But you can improve care by reducing complications without affecting the direct course of the disease. That too is prevention.”

“Our research on AI for Health yields new insights that help to improve health care and make it more sustainable”

The Faculty of Medical Sciences is collaborating with various other faculties and partners in all these areas: “In the field of AI, we have an extensive interdisciplinary network of researchers”, Fernández says. “We collaborate frequently with the Faculty of Science, Social Sciences and the Humanities. For example, together with the Language Centre, we are looking at how best to communicate with the people in society who have the greatest interest in prevention.” Laan adds: “There are also interdisciplinary minors. For instance, communication in the medical world with the Faculty of Arts. And the Faculty of Medical Sciences has so many varied research programmes and staff – from philosophers to behaviourists to doctors and psychologists – that it is already an interdisciplinary faculty in itself.”

Sustainability

These collaborations are also bearing fruit in other areas, Fernández says. “Radboud University is particularly good at obtaining EU grants for collaborative projects. So too last year. That largely determines why we stand out from other medical faculties. We also have secured various grants related to the Innovative Medicines Initiative. We also generally do well in terms of individual grants. Last year, for the first time, we had more external funding than direct government funding.”



Last year, the faculty took stock of what teachers need to integrate sustainability topics, where appropriate, into regular education. There are also quite a few sustainability initiatives when it comes to research, such as reducing the carbon footprint in laboratories, disposables, travel arrangements and energy consumption. Fernández: “On a larger scale, climate change is causing diseases to come this way that don’t normally occur in this part of the world. We’re conducting research on that: infectious diseases and global health. That research looks at the direct consequences of mitigating climate change. Beyond that, the entire health care system needs to become more sustainable to keep an ageing population healthy, without spending even more money and employing even more people in the sector.”

Impact

We are experiencing a shortage of health care personnel, in some sectors more than others. This is clear when it comes to OR assistants and anaesthesia staff, the two professors observe. “We’re trying to attract and retain staff by making sure the people we have enjoy continuing to work with us, by making it more attractive to return to work, and by focusing on flexible training. The interest in university Health Care study programmes still far exceeds capacity. A Medicine study programme trains people to become junior doctors, followed by specialisations. However, students’ preferences for specialisations do not match the needs of society. Those needs are greatest in geriatric care, the socio-medical field and Occupational Health Officers. There is a surplus of paediatricians and surgeons. During their study programme, we try as much as possible to introduce students to areas of health care where society has a need. Our impact is focused on the real world, public health and health care. And on prevention: on reaching people who are hard to reach. Literally seeking them out, raising the life expectancy of the different social classes in our country to an equal level: that’s the biggest gain you can achieve.”

“Our social impact is focused on the ‘real world’, on public health, on reaching people who are hard to reach”

Outlook

A large-scale operational change is underway at Radboud university medical center: Fit for the Future. This also affects research and education. In 2022, it was decided to dissolve the three existing research institutes and replace them with a single institute that encompasses all Radboud's research. Fernández: “We want to become more demand-oriented: what are the questions from society? We want to provide excellent scientific insights. We want to be an organisation that is sustainable. And we want to be an organisation where employee wellbeing is central. Like the concept common in health care, we call that the Quadruple Aim.” The research institutes will be merged from 1 January 2023.

Faculty of Science



Sijbrand de Jong, dean

“We are not in an ivory tower here”

“The spirit has completely returned”, says Sijbrand de Jong, dean of the Faculty of Science. By spirit, he refers to the sharply increased influx of students on campus after all the lockdowns in the last academic year. Their impact on the faculty has been great, although it now feels like a long time ago. “It’s interesting: I have to dig deep to remember it, even though it was really this year”. It just goes to show that developments at the faculty did not stand still over the past year.

The consequences of the pandemic

De Jong calls the lockdown in early 2022 a setback. “At the same time, we knew the drill: we had everything well organised and could get back on track in no time. For the students, we organised a programme with mentors, so they were still seen. For employees, there were programmes for each department, initiatives to keep things together. After the summer holiday, there was a sort of restart where we specifically tried to get the third-year students to come back. I feel that overall, we’ve been successful in getting students back on campus; that’s a plus. We got through it adequately, given the circumstances. Now we are acting as if the coronavirus no longer exists. A lot of people are still sick regularly, but usually not for so long.”

The pandemic led to some lasting changes in education, De Jong says. “Background materials like video clips were developed for distance learning. A lot of lecturers’ time and energy went into that, and we are maintaining it. Time will tell how effective the videos are, but additional background material is always positive. We started teaching on campus again in May, but we were also still streaming the lectures. As a result, many students preferred to stay in bed with their laptops. That has really changed since the summer. We have found, though, that video teaching is at most second-best; it’s no substitute for direct contact. The livestream for students has now been disabled, but lectures are still recorded and available after a day or two. But the interaction between student and lecturer is key, and fortunately, that is possible again. We’re also trying to encourage students to stay here in other ways, by creating more seating areas and workspaces in our building.”

“We are a key part of the team that presented the first photo of the black hole in our own galaxy”

Scientific research

Fortunately, the pandemic did not hinder scientific research too much. De Jong: “With the group led by Heino Falcke, we are a key part of the team that presented the [first photo](#) of the black hole in our own galaxy. That was the most remarkable achievement this year.

“But we are also prominent in Team Science projects. With [NIFTI](#) (National Individual Floating Transport Infrastructure), led by Nigel Hussey, we won the [NWO Team Science Award](#). That project is now literally starting to fly. It revolves around pods or vans for quasi-individual transport; a kind of neighbourhood bus, really. It’s transport for which magnetic transport mechanisms are built in the street, so you don’t need rails. This is an interesting project that links the fields of technology, environmental sciences and social sciences. A lot depends on social acceptance, not just our technology. It really is a team of people from different disciplines. That’s one reason why I think it has a chance to succeed.

“Another example is our interdisciplinary way of looking at digital security: the [iHub](#). That project won the [Ammodo Science Award](#). On their own, awards and grants don’t mean that much: what matters is what you do with them. And iHub is bringing shocking things to light about how your digital data is being misused.” De Jong specifically mentions Bart Jacobs, who is Professor of Security, Privacy and Identity at iHub and is linked to iHub. “He is looking at how to create social media that is also ethically sound. It’s also multidisciplinary but without external parties, so it can remain as independent as possible.”

Interdisciplinary collaboration

And De Jong wants to reflect on more highlights. “We are investigating, from both the ecological and the microbiological sides, how plants can help us improve the environment. For example, by converting the ammonia they store (ecology) into electricity and rocket fuel (microbiology). If that succeeds, you solve a number of problems at once. We’ve been building this for years; now, through persistent work, we are constantly achieving successes that, taken together, can really mean something to society. This is partly due to the research conducted by Professor of Ecological Microbiology Mike Jetten. It’s a great example of connecting basic science with societal applications.”

Another fundamental question the faculty is working on is whether it is possible to create new life from chemical elements. “We are nowhere near that yet, but we are taking small steps. We need AI to efficiently analyse the huge mountain of test results. This is how we try to find the chemical processes that generate life. We are working on this with students from higher professional education (HBO) and senior secondary vocational education (MBO). This is also needed in the medicine industry: a robot lab, like the one Wilhelm Huck is about to build. That, in turn, is a side effect of the fundamental question: how do you build a cell?”

“We are trying to find the chemical processes that generate life”

Under the leadership of Michiel Vermeulen, the Faculty of Science also collaborates with the Faculty of Medical Sciences. De Jong explains: “Our faculties work closely together on research into organoids. That’s about personalised medicine: you take stem cells from a patient, and you test drugs specifically for that patient on the cultured organoids. That’s another area where we help push boundaries and keep moving forward.”

Radboud University encourages that sort of interdisciplinary collaboration. “Over the past two years, we have set up an interdisciplinary research platform to encourage collaboration between different institutes, through an incentive with vouchers. What can a chemist do with a mathematician, or what can a biologist do with a computer scientist? That cross-fertilisation appears to work well; surprising research proposals emerge from it.”



The scientific-social ecosystem

De Jong is certainly familiar with the Recognition and Rewards theme. “To me, that’s just one of the elements of how you shape a research community, including support staff. It’s about enjoyable, safe and ambitious work for me. This is where we’re taking a big step: previously, the faculty was divided by positions and discourse was based on positions. We have turned that around. Now, it’s about creating ideal conditions for people to develop, given the stage in their career where they are at the time. The young assistant professor you hire should also be able to progress to a full professorship, even if there happens to be no position available. It is no longer about positions, but about people. The approach has been turned on its head, and we’re making rapid progress. It is making an impact because you have career prospects as a scientist.

This is also a societal development, but I think we as faculty do lead the way. It also has to do with the freedom to develop yourself. Take advantage of that freedom.”

"We encourage our people to take a role in the public debate"

Sustainability

Sustainability is obviously an important theme for the university. "We are certainly not doing badly", De Jong says. "We can be proud of our central hybrid heat network, of our campus, of our reuse of materials.

As a faculty, we have a strong research component. The Institute for Science in Society (ISiS) links biology, ecology, environmental science and society. We also look for that connection: what is the big picture, what are important elements in it, can we do something with it and how do we implement it? That usually also requires social support and willingness to implement."

According to De Jong, science should also play a role in the public debate: "Noelle Aarts, the current director of ISiS, plays a prominent role in the debate and in advising the government on how to deal with farmers, for example. We also encourage our people to take that role. Spinoza-Prize-winning astrophysicist Heino Falcke and mathematician Klaas Landsman, among others, are fuelling the public debate. We are not out of touch here."

As an example of sustainability research, De Jong cites the project [Future Dikes](#): "Seventy to eighty per cent of the Dutch dikes could become living dikes, with totally different vegetation that both offers more opportunities ecologically and makes the dike sturdier. We are not in an ivory tower here." But, De Jong adds, "we cherish our few people who do sit in an ivory tower."

Outlook

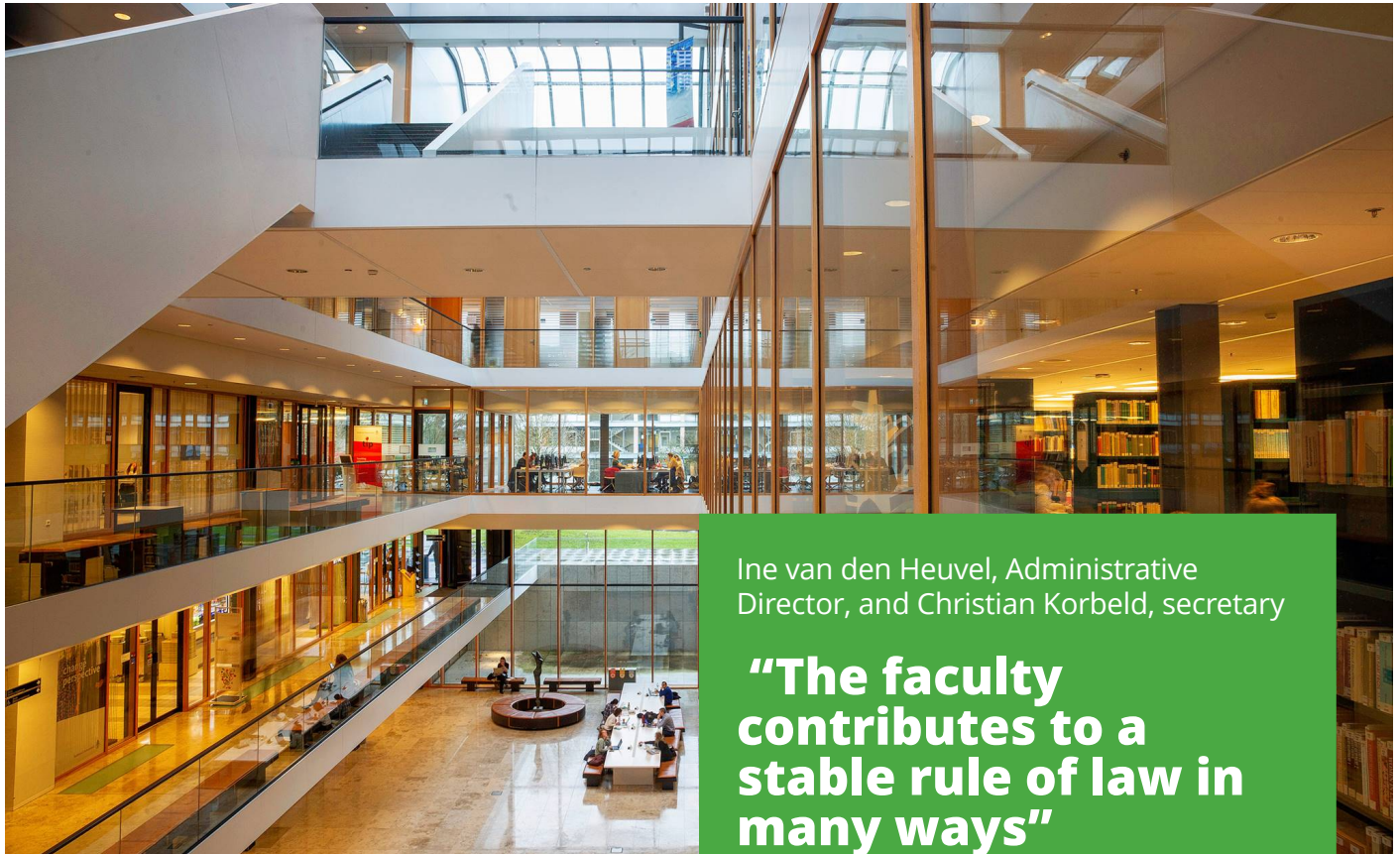
The future is all about continuous development, De Jong says. "That even applies to the photo of the black hole: there are already thoughts of making a little film about it. In terms of ecology and microbiology, there is still a lot of potential to better understand how things work. Applications in that area are going to increase enormously. These are ongoing programmes of sometimes ten years that have long-term effects, including social ones."

Earlier, De Jong talked about fostering student development, and as far as he is concerned, that starts early: "We have a strong programme that ties in with secondary education. Every Friday afternoon, 300 pre-university students come here to learn. We don't do that to recruit or to inform them, but to really teach them something substantive. One key feature of the programme is the collaboration between secondary school teachers and university lecturers. Together, they develop the educational materials."

"It is not about educating as many people as possible, but about educating people as well as possible"

De Jong does observe that interest in the nature and technology profile is declining among pre-university students. "But our student flow remains stable or is even increasing. As far as we're concerned, we don't need to grow much more; we want to maintain a level at which we can perform well in terms of quality. It is not about educating as many people as possible, but about educating people as well as possible."

Faculty of Law



Ine van den Heuvel, Administrative Director, and Christian Korbeld, secretary

“The faculty contributes to a stable rule of law in many ways”

“We do well in education surveys”, Christian Korbeld, secretary of the Faculty of Law, remarks. “Students give us positive ratings.” As nice as that is, it did lead to student intake being on the high side until recently. Ine van den Heuvel, Administrative Director, continues: “Before the pandemic, we had about 750 first-year students. That was not manageable for the faculty and not desirable for the quality of education. So we aimed to reduce that number to 550, and we succeeded. Now we have a stable inflow of students, despite the pandemic.”

Lockdown

The conversation immediately turns to the consequences of the coronavirus pandemic. Like other faculties, the Faculty of Law is also still dealing with the repercussions every day, Korbeld says. “We learned a lot from education during the lockdown. The lecturers – and students – did a fantastic job with teaching and student guidance during that period. There are several things from that time that we want to continue, like digital exams and mentor groups.”

But as quickly as they could, lecturers returned to in-person lectures and work groups, Van den Heuvel adds. “That went well with the work groups, but when it came to lectures, the students’ routines had changed a bit. It is only since the start of the new academic year that we have seen that the lecture halls are full again and the faculty is lively again.

"Of course, it is easier to pull first-year students into that routine than second- and third-year students who are now used to watching lectures from home. As a faculty, we therefore decided to discontinue the livestream after consulting with the participational bodies and the programme committee. We want to keep students in the rhythm so they keep coming to campus. Because we believe group discussions are an important part of the learning process. We want students to be engaged in their studies together. Now we only post the web lectures online for everyone in the week before exams."

"We've been closely monitoring the pass rates, and we are happy with them"

"We are always looking for ways to further encourage student presence in the Grotius building. We're very happy with our active study associations", Korbeld adds. "They organise all sorts of things, and where possible, we would like to support that. The Law Faculty Association has installed extra couches and a coffee machine, and that too has a positive effect on keeping students in the building."

Fortunately, the recent period does not seem to have had too great an impact on students' results. Korbeld: "We've been closely monitoring the pass rates, and we are happy with them. The fact that our students have experienced few study delays is also welcome news."

"We were happy to be able to end the academic year in June with an old-fashioned faculty reception for students and staff", says Van den Heuvel. "We hadn't had one for two years."



Education

In more good news, the pandemic changed some educational processes for the better. Van den Heuvel: "We transitioned to 100% digital assessment, at a pace we would never have achieved otherwise. We simply had to do that. And even after in-person education was allowed again, digital assessment – on site – has remained. Overall, the use of digital resources has increased. Copying exams for 600 first-year students takes some time, and that is no longer necessary. Entering grades is also much easier. And where answers to open questions used to entail handwriting that was not always legible, this is no longer an issue."

"Lecturers now also have more information at their disposal, for example on how a question is doing", Korbeld says. "In this way, the pandemic period has had a lasting positive effect on our faculty in certain areas."

According to Korbeld, Law is a true teaching faculty. "Our students are enthusiastic about that teaching, and they are generally engaged as well. We have a student section in the participational bodies that really thinks critically and comes up with its own initiatives. That's extremely valuable."

"You also see that alumni stay involved and like to give something back to the faculty", Van den Heuvel says approvingly. "On information days, for example." That is important because it gives students a good idea of how the study programme connects to legal practice. The faculty would like to intensify communication with (prospective) students, she adds. "Research has shown that our students mainly choose based on region. Yet we want to show more of our face on social media, so prospective students get a sense of what we are good at and consciously choose the Nijmegen curriculum. We have a strong, positive legal face of our own."

"We do our best to keep people connected to us. The link to practice helps with that."

Research

"Research seems to have been relatively unaffected by the pandemic, and it continued at full speed last year", Korbeld asserts. There were several great things to celebrate. "Jasper Krommendijk now holds a [Jean Monnet Chair](#), and some significant grants were secured, for example from [Horizon Europe](#). Migration law had a good year in that respect."

The faculty has two major research centres: State and Law (STeR) and Business and Law (OO&R). "Both research centres have a strong focus on certain themes, and that works to our advantage", Korbeld says.

"At OO&R, sustainability had been a focal point for a bit longer, and now it is also one at STeR", says Van den Heuvel. "They organised a Sustainability and Law theme day last year. Themes such as the sustainable rule of law, liability for climate change and renewable energy and environmental law played a role."

Other themes also receive attention, of course. "In October, Professor Danny Busch published a comparative law [book](#) on the liability of financial supervisors and resolution authorities. A conference on that topic will follow."

"There is increasing collaboration", Korbeld asserts, "both within the faculty and with outside parties. That's another reason why it's so important to get everyone – staff and students – back to the faculty. We try to create an interesting environment, build a community and encourage encounters. Something always comes out of that, although it cannot always be measured. Both our research centres have a good relationship with legal practice, and that too is very important for initiating new research that is useful for practice."

"The themes in the sector plans are stirring things up. That is refreshing"

Van den Heuvel also mentions the links with other universities. "The [Sector Plan for Law](#) features two themes on which we cooperate with two other universities: digital legal studies and conflict resolution institutions. Because of the Sector Plan and the collaboration within it on the same themes, PhD candidates from different universities can now interact and discuss topics with each other. That is enriching. The themes are stirring things up. Here, people still generally work alone; for our discipline, this broader collaboration on themes is new."

“The sector plan identified five major social themes, from which you could choose two or three as a faculty”, Korbeld explains. “Sometimes, the themes intersect. Normally, public and private law meet mainly at the coffee machine. These kinds of themes, which all lawyers have to deal with, create new forms of cooperation.”

Social Impact

Naturally, the faculty exerts social influence first and foremost through the positions held by graduates. Properly trained lawyers are important for a well-functioning rule of law. “But the faculty contributes to a stable rule of law in many other ways as well. Staff members make regular media appearances or publish pieces in the press”, Van den Heuvel says. “In addition, participation in government committees is of course a way to contribute. For example, Professor Ashley Terlouw was appointed a member of the State Commission against Discrimination and Racism, and Professor Femke Laagland is a member of the Social and Economic Council (SER).” The new strategy adopted at the end of 2022 clarifies what the faculty that is so strongly focused on the practice of law is doing it for: a sustainable and learning rule of law.

Faculty of Social Sciences



Bert Steenbergen, vice dean, and Suzanne Boelens, Administrative Director

"We want society to benefit from our teaching and research"

With some 5,500 students, the Faculty of Social Sciences is the largest faculty at the university. This has its good sides, but vice dean Bert Steenbergen also calls it "a challenge". The intake can vary greatly per study programme, Administrative Director Suzanne Boelens remarks: "From 600 first-year students in Psychology to about 50 in Cultural Anthropology & Developmental Sociology."

"You see the workload increasing as teaching increases", Steenbergen adds. "When the sector plans came along, we interviewed like crazy to hire 14 assistant professors and seven postdocs. We wanted to prevent the research side from suffering. That is precisely where we have now created more space. People we hire have both teaching and research appointments."

Lockdown

Getting that large student population to return to campus en masse after the pandemic was no small task. "Some students found it easy to attend lectures online", Steenbergen says. "In itself, online education also went quite well. But now we are encouraging our students to return to campus as much as possible: after all, it is also a meeting place. When everything took place online, we saw students struggling with questions of meaning. That's why we now offer less hybrid education. Because if you offer lectures both in person and online, students who live in Nijmegen will come to campus, but those from Utrecht will think: 'I'll do it from home'."

And what applies to students also applies to staff, Boelens notes. “Sometimes, it’s logistically easier to plug in your laptop for a meeting than to come here, with all the associated traffic jams, even though, as a growing faculty, we’re in a new, super nice building. Everyone may have a workspace, but they no longer have their own office.”

“Working online has moved at such a rapid pace that we are still searching for the best way to do it”

That new building was commissioned in 2021 but, according to Steenberg, it has only been fully occupied since September 2022. “Now it is alive, now it is coming into its own. The building is open, and it has lots of glass and many places to meet; students need that too. There is seating everywhere, and you can see that students really want to be here. It is also the most sustainable building on campus.”

Education

The pandemic did change the format of education somewhat, Boelens says. “Students are happy to be here together and go to classes on campus. But they also see the advantages of lecture recordings: they can replay the lectures at 1.5 times the speed two weeks before their exams. Or they can do that when they are sick. Working online has moved at such a rapid pace that we are still searching for the best way to do it.”

Steenberg: “We’re conducting a pilot project with web lectures to see which things from the pandemic we want to keep and which we don’t. Because you want people on campus, but at the same time it’s quite handy to be able to replay lectures. We have three possible scenarios: no web lectures, livestream all lectures, or make the streams available two weeks before exams. We want to keep the good things while also adding substance to on-site academic education.”



Boelens is struck by the fact that educational results did not decline during the pandemic. “As a student, you still have to stay motivated and plan your day well on your own. All that is easier if you are expected to be here. I did hear regularly that there were fewer distractions: no parties, no festivals, no concerts. So students might have opened a book more often.”

"Student wellbeing is a real issue", Steenbergen believes. "We appointed a wellbeing officer for students. Together with others at the faculty, the wellbeing officer organised activities like walks and lunches as much as possible. We just recorded a 100-day video that is shown in all lectures. It asks how students are doing after the first 100 days and tells them where they can go if things aren't going well. The wellbeing officer stays in constant dialogue with students."

Research

Themes will play an important role in research in the near future, Steenbergen explains. "Over the last year, start-up and incentive grants and sector plan funds went to universities nationwide to reduce workloads and increase quality. For each sector, a national [plan](#) was drawn up with all faculties together to determine with respect to which themes that sector wants to develop itself further. The aim is to raise our profile as a knowledge-based country. For Social Sciences, five themes and one cross-disciplinary theme emerged from this. Each faculty could apply for each theme. The cross-disciplinary theme (pedagogy and teacher training study programmes) is mandatory; in addition, we have chosen 'resilience in youth', 'the human factor in new technologies' and 'social inequality and diversity'.

"NOLAI is one of the greatest successes, and we are proud of it"

We have since received the corresponding sector plan funds. We will use them for the cross-disciplinary theme to conduct research on higher education, so we are also researching how best to design our own education. We can immediately implement the results from the research to benefit our own students."

Improving primary and secondary education is also on the research agenda. "Associate Professor Inge Molenaar is director of [NOLAI](#), the National Education Lab AI", says Boelens. "She secured a large growth fund grant worth €80 million. That is one of the greatest successes, and we are proud of it. NOLAI is investigating the use of AI in secondary and primary (special) education. How are we going to design that properly? We are on the eve of significant developments, and it is important to explore what it should look like later. Much is already possible in practice, but how do you apply it pedagogically, didactically and in an ethically responsible manner in education? That is what NOLAI is going to investigate and put into practice."

"Education has to come up with its own questions", Steenbergen adds. "NOLAI brings together science, education and the business world. It is a collaboration in three areas: on the pedagogical side through the Faculty of Social Sciences, on the technical side with the Faculty of Science, and on the ethical side with Philosophy. It includes staff from Maastricht University and Utrecht University as well as HAN University of Applied Sciences (in Arnhem and Nijmegen). A large number of school boards and the business community have also joined in."



“People are sitting more and more, and we are trying to reverse that tide by keeping people active”

Social Impact

Research on the application of AI in education can have a noticeable social impact, but there is more research taking place that affects practice. “The Active Living research group is a focal point of our faculty”, says Steenbergen, who himself is involved in the research group. “For example, we secured a grant to encourage [pre-vocational pupils](#) to move more. People are sitting more and more, and we are trying to reverse that tide by keeping people active.”

Boelens cites another example. “We also have a [Baby and Child Research Centre](#) that does scientific research on how children in their first six years develop in a variety of areas. That was in the news a lot last year.”

“It also encourages us – irreverently put – to come down from our ivory tower and let society benefit from our education and research. Quite a few of our research staff write pieces in opinion magazines or appear on radio and TV.”

“You don’t necessarily have to get involved in the public debate to have a social impact”, Steenbergen says.

“NOLAI has impact mainly because it leads to directly applicable developments in, and possible products for, education. Actually, impact takes shape in every piece of education and research.”

Sustainability

The Faculty of Social Sciences has set ambitious sustainability goals, in line with Radboud University’s strategy. “Our faculty will focus on embedding sustainability in education and research in the coming years”, Steenbergen explains. “We want to educate a generation that can contribute to reducing or solving global problems. That is why the faculty encourages staff to integrate sustainable development into their work. In the free course SDGs in Higher Education, staff members learn about sustainability and sustainable development. They also reflect on the importance of sustainable development in (higher) education and how this relates to their expertise. In addition, they develop a strategy to integrate and link sustainable development with their own programme, course, teaching or work.”