

**Erasmus
University
Rotterdam**



Annual Report 2020

Erasmus University Rotterdam

Inhoudsopgave

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1. Introduction

Our impact in 2020

There will probably not be a single annual report published for the year 2020 in which the global pandemic does not feature prominently. There is no organisation that has not had to contend with the consequences of the Covid-19 virus that has gripped the world since the early 2020s. And there is not a university in the world that has not been confronted with plans that had to be revised for teaching and research purposes. But also crisis management, which changed dramatically due to the pandemic and had to be expanded instantly.

At the Erasmus University Rotterdam (EUR), we experienced first-hand how certainties were overturned, how carefully planned activities and events were simply cancelled and how, from one moment to the next, students and staff had to study and work from home. How, within a few weeks, everything was dominated by this nasty virus and its consequences, the nature and extent of which we could not yet fathom. But we also saw how flexible, how inventive and how incredibly involved the EUR community is. How developments, such as online education, gained momentum and how in no time almost all education could be offered digitally. Lecturers could rely on a competent support organisation. We also saw how a communication line was set up, as well as a help line where students and staff could go with their questions and problems. In time, when it became clear that more time would be required, creativity reigned supreme with online events, such as the Opening of the Academic Year and the Dies Natalis, which attracted a great deal of attention, both at home and abroad.

However, we did not lose sight of the fact that our students in particular were struggling. The first-year students, who had imagined the beginning of their student days quite differently, or students who received their well-deserved diploma in an online ceremony, but also all those students who had to attend lectures from their rooms, could not meet their friends and lost their part-time jobs. With the launch of our well-being programme '*Are you OK out there?*', we provided ways to maintain and improve students' well-being: from dealing with feelings of loneliness and stress to improving motivation to study. The flexibility and resilience of our scientific and support staff were also put to the test. Continuing their work from home and showing their creative sides to achieve a healthy work-life balance. Unfortunately, at the time of writing this annual report, the coronavirus pandemic has not yet ended. In the months ahead, our perseverance, flexibility and creativity will continue to be tested. We will continue to work together as a university in the future, just as we have worked together throughout the entire period to ensure that the primary processes continue as best as possible. Because going completely back to the way it was is impossible. Everyone now accepts this, because the coronavirus crisis has also changed us.

At the same time, the Covid-19 outbreak has proven that our mission of *Creating Positive Societal Impact* is extremely relevant and will continue to be so. We have seen EUR scientists play a major role as experts in times of Covid-19, including in the area of medical and behavioural sciences, where the influence of our university is clearly perceptible in the social debate. A particular example is the *Pandemic & Disaster Preparedness Centre*, which brings together top scientists with knowledge of pandemic threats and climate-related disasters to build an ambitious research and impact agenda for the future.

The Covid-19 crisis makes us realise that, in light of our impact mission, cooperation is essential. Not just within the university, but across campuses, disciplines and countries. Social problems are never monodisciplinary. They are never simply either technological or socio-scientific by nature. In the area of education and research, we have therefore made great strides in 2020 in trans-disciplinary cooperation, the so-called convergence between EUR, Erasmus Medical Centre and Delft University of Technology (TU Delft),

as well as in the alliance between Leiden University, TU Delft and EUR (LDE). In addition, since February 2020, EUR has been a shareholder in *YES! Delft*, which further stimulates the innovation capacity in the region in relation to specific social issues.

Internationally, EUR is also making progress in terms of partnerships. In the summer, an alliance was formed with seven European universities that have in common that they are located in post-industrial cities and have relatively large numbers of non-traditional students and staff, including many first-generation academic students. Under the name UNIC, these universities will contribute to better and more inclusive higher education in Europe, based also on cooperation in research and promotion of student and staff mobility.

We have also launched the new outreach programme: 'Connecting our future'. This programme is a crucial part of the impact strategy of EUR, particularly in its aims towards diversity and inclusion. To provide equal opportunities for schoolchildren, the programme contains a series of initiatives that will connect schoolchildren, researchers, policymakers and students. Where necessary, this programme will also provide support to students from underrepresented groups within our university.

We have also achieved a very important milestone. Of the target that at least 25% of our professors should be women by 2025, set out in the 25/25 initiative, a percentage of 24.9% had been achieved by the end of 2020. We will, of course, continue to improve this ratio.

Another exploration took place entirely in Rotterdam: the Culture Campus. A consortium consisting of the Municipality of Rotterdam, Rotterdam University of Applied Sciences, Codarts and EUR is developing a meeting place for students, researchers, residents, tourists, cultural artists and entrepreneurs in Rotterdam-Zuid. At this location, creative solutions for the city will be sought from different disciplines. This is where the talents of the future will be trained and brought into contact with culture and innovation. This project is part of the broad development project within the National Programme Rotterdam-Zuid.

In 2020, we were also able to welcome many leading scientists and new administrators. Patrick Groenen was appointed Dean of *Erasmus School of Economics* (ESE), Martine van Selm as Dean of *Erasmus School of History, Culture and Communication* (ESHCC), Werner Brouwer was reappointed as Vice-dean at *Erasmus School of Health Policy & Management* (ESHPM) and Gabrielle Jacobs as Dean of *Erasmus University College* (EUC). Hans Smits, Rutger Engels and Roelien Ritsema van Eck stepped down from the Executive Board.

Despite the difficult year, I look back with pride and satisfaction at what the EUR community has achieved together. Although I myself started in September of the year 2020, in this short period of time I have been able to see how our impact mission has only become more relevant: high-quality education and research that has an impact, even when circumstances make this difficult.

Ed Brinksma, President of the Executive Board

A group of young adults are seated at a long table in a bright, modern setting, likely a classroom or meeting room. They are focused on their laptops. The scene is captured in a side profile view, showing the participants from the left side of the frame. The background is a clean, white wall with large windows, creating a bright and airy atmosphere. The participants are dressed in casual, contemporary clothing. The overall mood is professional and collaborative.

Message from the Supervisory Board

In this chapter, the Supervisory Board accounts for its supervision of the Executive Board of Erasmus University Rotterdam (EUR) in the year 2020.

An independent Board

The Supervisory Board supervises the execution of activities and the exercise of powers by the Executive Board and independently and objectively provides assistance. The Supervisory Board is charged with approving, among other things, the Administration and Management Regulations, the budget plan, the annual accounts, the board report and the institution plan. The composition of the Board is such that the members can operate independently and critically with respect to each other and the members of the Executive Board.

Composition of the Supervisory Board

The members of the Supervisory Board are appointed by the Minister of Education, Culture and Science (OC&W) for a period of four years and are accountable to this Minister.

A number of changes took place in 2020:

- On 1 June 2020, the term of office of Prof. Corien Prins expired. She had been a member of the Supervisory Board for eight years, first as a member, and from 1 May 2018 as the Chair.
- On the same date, Prof. Jaap Winter joined the Supervisory Board in the role of Chair.
- The vacancy, which arose following the termination of Ms Bijsterveldt-Vliegenthart's term of office on 30 November 2019, was filled by Ms Laura van Geest on 1 June 2020.
- On the recommendation of the University Council, Prof. Ellen Giebels was also appointed as the fifth member of the Supervisory Board on 1 June.

With these new appointments, the Supervisory Board is composed as follows:

- Prof. Jaap Winter - Chair
- Prof. Hans van Duijn - vice-chair and chair of the Quality Committee
- Mr PHJM Visee RA - Member of the Supervisory Board and Chair of the Audit Committee
- Ms Laura van Geest
- Prof. Ellen Giebels

Profile

Taking into account the character of the university, its activities and the desired expertise, the Supervisory Board has drawn up a profile for its size and composition. The profile is public. For further explanation, see www.eur.nl/over-de-eur/organisatie-en-bestuur/raad-van-toezicht. Appendix 1 of this annual report includes the positions and ancillary positions of the members of the SB.

Committees

In the reporting year 2020, the Supervisory Board had an Audit Committee and a Quality Committee. In addition to the chairs of these committees, Ms Laura van Geest (Audit Committee) and Prof. Ellen Giebels (Quality Committee) joined them.

The Audit Committee focuses on the finances of the EUR (including internal control and risk management), as well as on IT policy, IT security, other business operations and real estate. The Quality Committee focuses on the quality of education and research, including the organisation and functioning of quality assurance.

Audit Committee

In 2020, the Audit Committee met four times and advised on the following subjects, among others, during these meetings:

- Multi-year budget 2021-2024
- Annual accounts 2019 (auditor's report and fraud risk analysis)
- Erasmus Perspective 2021
- Audit Plan
- Auditor's report on the impact of Covid-19
- Internal Audits and Audit & Review Agenda
- *Management letter*
- 1 October student count and impact on financing
- Periodic financial reports
- IT (Information Security Plan, I Governance, risk identification cybersecurity, incident reporting, General IT Control Audit and ethical hacking)
- Campus under Construction

The external auditor appointed by the Supervisory Board reported the findings to the Audit Committee.

Quality Committee

The Quality Commission met four times in 2020. The topics discussed at these meetings included the following:

- Reporting and start of HoKa programmes
- Institutional accreditation
- Sustainability Programme
- Covid-19 (in relation to education and research, online education in the short and medium term)
- Policy on professors
- PhD policy and well-being
- Academic Integrity
- Student Well-Being
- *Erasmus Enterprise*
- *Progress Evaluating Societal Impact and Impact at the Core*

Supervisory Board and Executive Board Meetings

In the meetings of the Supervisory Board and the Executive Board in 2020, the following regular topics were discussed.

2020 Annual Report and 2020 Annual Accounts

In the presence of the auditor, the Audit Committee discussed the 2020 Annual Accounts and the accompanying auditor's report in May 2020. The annual report and annual accounts were approved by the Supervisory Board in June 2020.

The Erasmus Perspective 2021-2024 and 2021-2024 Budget

Erasmus Perspective 2021-2024 (previously called Budgetary Framework), including the strategic improvement of results, was discussed in the Audit Committee meeting in May 2020 in the presence of the auditor and approved by the Supervisory Board in its meeting in June.

The 2021-2024 budget was discussed with the Executive Board in December during both the Audit Committee meeting and the meeting between the Supervisory Board and the Executive Board.

Regulations

In 2020, the Administration and Management Regulations 2021 (BBR) were approved by the Supervisory Board after being adopted by the Executive Board. In addition, the Rules of Procedure for the Supervisory Board 2015 were amended in the light of the Act on Reinforcement of the Administrative Power of Educational Institutions, the EUR-BBR 2020 and the updated VSNU Code of Good Governance for Universities 2020. In the context of the latter, in particular Article 5.15, the Legal Affairs Department has drawn up a Disputes Regulation EB-SB, which has been adopted by the Supervisory Board and the Executive Board.

Covid-19

From the start of the Covid-19 outbreak, the Supervisory Board has been informed, both in regular meetings and in extra-ordinary meetings, about the measures that the Executive Board, in consultation with the CTO and CMT, is taking to guarantee the safety of students and staff and to allow education and research to continue as best as possible. During these meetings, the effects of the Coronavirus crisis, the long-term measures, the consequences for employees and students and how the university can help, the effects of the crisis on the liquidity and equity of the EUR, and research on working and studying from home are discussed.

Other topics

In addition to the above-mentioned regular topics, topics discussed included diversity and policy for female professors, scientific integrity and work pressure.

Other meetings

Strategy sessions

In 2020, the Supervisory Board and the Executive Board held a session entirely devoted to the 2020-2024 strategy.

Meeting of the Chairs of the Supervisory Board of Dutch universities

In the reporting year, the Chairs of the Supervisory Boards of the Dutch universities met twice. The future of the university system and science were among the topics discussed.

Erasmus University Rotterdam and Erasmus Medical Centre

Various meetings were held between the Supervisory Board and the Executive Board of EUR and the Supervisory Board and Executive Board of Erasmus MC. The Convergence with TU Delft and the impact of Covid-19 were topics of discussion. Within the framework of the Convergence with TU Delft, this was also discussed by the Supervisory Board and Executive Board of TU Delft.

Meeting with the University Council (UC)

In the reporting year, the Chair and a member of the Supervisory Board met twice with a delegation from the University Council. The outcomes of the meetings were reported back to the Executive Board. The Supervisory Board and the University Council viewed these meetings as positive and constructive.



Executive Board

In the reporting year 2020, there were various changes in the composition of the Executive Board.

Mr Hans Smits held the position of Chair until 17 July. The Supervisory Board is pleased that as of 1 September, Prof. Ed Brinksma has been appointed to this position for a period of four years. On 15 October, Ms Roelien Ritsema van Eck resigned as a member of the Executive Board. Prof. Brinksma took over her portfolio.

In 2020, the Supervisory Board was informed that Prof. Rutger Engels would relinquish his position as Rector Magnificus as of 1 January 2021. From the same date, this position will be filled by Prof. Frank van der Duijn Schouten; in principle, until 1 October 2021. The recruitment process for the permanent position is in full swing at the time of drafting the annual report.

The Supervisory Board is pleased that Ms Ellen van Schoten RA has been appointed as a member of the Executive Board for a period of four years as of 1 January 2021.

The Supervisory Board is aware that these changes in the Executive Board have created an unsettled period and is making every effort to form a stable Board. With the appointment of Ed Brinksma and Ellen van Schoten and by Frank van der Duijn Schouten temporarily taking over the tasks of the Rector, important steps have been taken. The Supervisory Board is fully focused on filling the position of Rector Magnificus.

Governance and Compliance

During the year under review, the Supervisory Board acted in accordance with the Code of Good Governance for Universities 2020. Therefore, the annual report must account for and indicate how the code has been complied with.

Contacts within EUR

In 2020, the Supervisory Board visited a Dean and his management team. On this occasion, the recently appointed Dean shared his first findings with the Supervisory Board. The intention is to resume these site visits after the Coronavirus period. In addition, the Chair held individual introductory meetings with each of the Deans. New Supervisory Board members Ellen Giebels and Laura van Geest were also invited to several introductory meetings in the organisation.

Conclusion

The Supervisory Board has concluded that 2020 has been an exceptionally intensive year for all involved and is aware that the Covid-19 crisis is an unprecedented challenge that demands a great deal from staff and students. Since the beginning of the crisis in March 2020, the Supervisory Board has been kept well informed by the Executive Board, both in regular and occasional meetings.

The university community, under the supervision of the Executive Board, proved to be very inventive and agile and collectively ensured that education and research could continue as best as possible. Despite the measures that had to be taken at short notice to deal with the crisis and the personnel changes within the Executive Board, it managed to continue on the path of innovation and strengthening the organisation and to follow the strategic course that had been set. The Supervisory Board greatly appreciates this. The members of the Executive Board, each from his or her own position and portfolio, were leading and inspiring. The Deans and the University Council were closely involved in the university policy and in strengthening the academic reputation of the EUR.

The Supervisory Board is positive about the relationship with the Executive Board. The pleasant communication and the way in which complicated cases are handled together strengthen the mutual trust.

The Supervisory Board also expresses its great appreciation for the efforts and commitment of the EUR staff, both academic and support staff. It is due to this involvement that EUR can achieve its strategic goals and ambitions and strengthen its position as a leading university.

The Supervisory Board of Erasmus University Rotterdam,

Prof. Jaap Winter, Chair



2 Education

2.1 Introduction

Het onderwijs aan de Erasmus Universiteit (EUR) stond in 2020 voor een belangrijk deel in het teken van Covid-19. Op 12 maart sloten de universiteiten hun deuren en bereidden de opleidingen zich voor om onderwijs digitaal aan te bieden. De *Community for Learning and Innovation* speelde hierbij een cruciale rol.

Het afgelopen jaar leerden we snel en veel over online en deels *blended* onderwijs, over *off campus* tentamineren en over het effectief benutten van de campus voor activiteiten die (wel) toegestaan waren. De eerste resultaten van 2020 laten zien dat de eerste coronagolf geen belangrijk effect had op de studievoortgang, overigens mede dankzij de getroffen coulanccemaatregelen.

Dat de studieprestaties vooralsnog niet lijdten onder de beperkende omstandigheden wil niet zeggen dat er geen reden is tot zorg. Studenten en docenten missen de fysieke onderwijsactiviteiten op de campus en de interactie met elkaar. Ze zagen hun sociale leven grotendeels tot stilstand komen. Vanuit de universiteit is er extra aandacht gegeven aan studentenwelzijn. Bijvoorbeeld met het programma '*Are you OK out there?*' en de '*Student Wellbeing Week*' in november.

Met de inzet van docenten, studiebegeleiders, medezeggenschapsorganisaties, examencommissies, ondersteunende staf en onze studenten bleken we in staat ook onder uitdagende omstandigheden de kwaliteit van het onderwijs te kunnen borgen. Daar zijn we trots op.

Ondanks de Covid-19 pandemie, startte de EUR in 2020 verschillende initiatieven die een bijdrage leveren aan het realiseren van de ambities die in 2019 werden geformuleerd op impact, internationalisering en *future oriented* leren. Daarover meer in de volgende paragrafen.

In 2020, education at Erasmus University (EUR) was largely dominated by Covid-19. On 12 March, universities closed their doors and the study programmes prepared to offer education digitally. The Community for Learning and Innovation played a crucial role in this.

In the past year, we learned quickly and a lot about online and partly blended education, about off-campus examinations and about the effective use of the campus for activities that were allowed. The first results of 2020 show that the first corona wave did not have a significant impact on the study progress, also thanks to the leniency measures taken.

The fact that academic achievements have not yet suffered because of the restrictive conditions does not mean that there is no reason for concern. Students and lecturers miss the physical educational activities on campus and the interaction with each other. They saw their social life largely come to a standstill. The university has given extra attention to student well-being. For instance, by introducing the programme 'Are you OK out there?' and the 'Student Well-being Week in November.

Thanks to the efforts of lecturers, student counsellors, participation bodies, Examination Boards, support staff and our students, we were able to safeguard the quality of education even under challenging circumstances. That is something we are very proud of.

Despite the Covid-19 pandemic, EUR launched several initiatives in 2020 that contribute to achieving the ambitions formulated in 2019 on impact, internationalisation and future-oriented learning. The following sections will elaborate further on this.

2.2 Facts & Figures

Number of Bachelor programmes 2020: 22	Number of Master's programmes (including ReMa) 2020: 51
Number of positive accreditation decisions	2018: 17 2019: 43 2020/21: 10
Number of joint degree programmes 2020: 5	Number of post-initial Master's programmes 2020: 15
Enrolments for Bachelor programmes 2018: 19,560 2019: 20,412 2020: 21,783	Enrolments for Master's programmes 2018: 10,737 2019: 10,995 2020: 12,431
Bachelor's degrees 2018: 3,952 2019: 4,160 2020: 507	Master's degrees 2018: 4,929 2019: 5,164 2020: 1,392

Distribution of numbers per faculty

	Bachelor degree 2020	Master degree 2020
ESE	4417	2831
ESHMP	500	917
ESHCC	1562	590
ESL	4119	1471
ESPhil	770	111
ESSB	3284	1584
EUC	628	0
EMC	1971	1888
RSM	4532	3036

Distribution of students male/female/other

Bachelor degree 2020	Male	Female	Other
ESE	3038	1322	2
ESHMP	115	385	0
ESHCC	465	1096	1
ESL	1726	2393	0
ESPhil	447	323	1
ESBB	838	2443	3
EUC	195	433	0
EMC	699	1271	1
RSM	2755	1775	2

Distribution of students national, international

	Bachelor degree 2020 national	Bachelor degree 2020 international	Master degree 2020 national	Master degree 2020 international
ESE	3480	937	269	762
ESHPM	493	7	727	190
ESHCC	911	651	312	278
ESL	4045	74	1340	134
ESPhil	663	107	75	36
ESBB	2570	714	1276	308
EUC	344	284	0	0
EMC	1873	98	1801	87
RSM	3481	1051	1953	1083

2.3 Impact

Impact is at the heart of education, as described in Strategy 2024. Students learn to act with an interdisciplinary, inclusive, critical, entrepreneurial and pioneering mindset. EUR collaborates with municipal institutions and companies in the region. We are seeking various form of collaboration, both regionally and (inter)nationally.

Regionally, the collaboration with Leiden-Delft-Erasmus Universities (LDE) was built on in 2020. Important steps have again been taken in the context of convergence, the intensive cooperation between Erasmus MC, TU Delft and EUR. This was based on our mission to address urgent and complex challenges in the context of climate change, energy transition and increasing urbanisation and ageing.

EUR became the initiator of an important European initiative to bundle education and research on a European level (UNIC) while a sustainability agenda was also established.

These were the first steps towards the implementation of the ambitions for 2024: EUR students learn to contribute to the major challenges facing post-industrial society on the basis of their personal values and knowledge.

Impact on the city: Culture Campus Rotterdam and Teaching Study Programmes

EUR has the ambition to make a significant contribution to the development of culture and tourism in Rotterdam-Zuid. In June 2020, the Municipality of Rotterdam, Codarts Rotterdam, Rotterdam University of Applied Sciences and EUR signed a covenant for the arrival of the Culture Campus Rotterdam at the initial location of Charloisse Hoofd. The Culture Campus Rotterdam will effectively start in 2022 and will be an inclusive, attractive place for local residents, visitors, students, lecturers, cultural artists, creative entrepreneurs, companies and researchers to develop projects together that contribute to the local community. Local youth is invited to further develop their talents together with students from EUR.

At the same time, EUR wants to make a fundamental contribution to the improvement of education in the region. In 2020, EUR concluded a letter of intent with the Netherlands Institute for Education and Training to establish a new educational master programme on the Culture Campus, focusing on primary education in a peri-urban context.

Impact within the region: Leiden-Delft-Erasmus Universities

Within the longer-running initiatives of LDE, the focus in 2020 was on further developing a common educational offer. This was done in parallel with the progress on accessibility of study programmes of the participating students.

The following initiatives were launched:

- LDE minor Smart and Shared Cities, resulting from the LDE Centre for BOLD Cities. This minor highlights the smart city theme from a variety of disciplines. Scientists from EUR, TU Delft and Leiden University compiled the educational programme. The programme consists of a combination of Data Science and administrative and social sciences.
- LDE Living Lab (Thesis Workshop) The Hague South West under the leadership of the LDE Centre Governance of Migration and Diversity. In the Living Lab, Master students study the effectiveness of policy interventions. Or they follow an internship at institutions that are working on the Regional Deal The Hague South West.
- The student mobility pilot within the Flexibilisation Zone of the Acceleration Plan (SURF). The pilot is in line with LDE's ambition to allow students to benefit more and better from the educational programmes the cooperation partners offer. In this way, expertise can be built up on how to make education more accessible for students at partner universities, and knowledge can be built up on how to facilitate this more efficiently from an administrative point of view.
- In September 2020, the first cohort of Master students in Clinical Technology graduated. The programme focuses on cooperation between clinicians and engineers, thus introducing the 'medTech professional' to the medical field.

The Europa of Erasmus: UNIC

UNIC is a European alliance of eight universities:

- Koç University Istanbul (Turkey)
- Ruhr University Bochum (Germany)
- University of Liège (Belgium)
- University College Cork (Ireland)
- University of Deusto (Spain)
- University of Oulo (Finland)
- University of Zagreb (Croatia)
- Erasmus University Rotterdam (Netherlands)

Its mission is to have a positive impact on the development of post-industrial cities through inclusive education, innovative research and involvement of local partners.

EUR is proud to be the initiator of this collaboration. UNIC provides joint research and education so students can work together in a European context in a trans- and interdisciplinary way to solve metropolitan problems. As the driving force behind this cooperation, EUR has a decisive role in shaping the European higher education of the future.

Within the framework of the Inter University, exchanges will take place on the level of courses and internships in 2021 and 2022, both in the context of EUR and in the wider region (resilient delta). Together with 'Impact at the Core', we experimented with an online internship aimed at creating social value for charities at the Rotterdam School of Management (RSM) in 2020.

Under the umbrella of the Super Diversity Academy, we are working on an inter-university assessment methodology. In addition, existing knowledge and insights about diversity are being bundled. This knowledge and insight is based, among other things, on a broad dialogue with staff and students from all participating universities.

UNIC is taking the lead in the development of several City Labs in which metropolitan problems are investigated. UNIC, of course, also participates. In 2020, we also worked on a model of 'pop up City Labs', with a focus on inequality of opportunity, digital inclusion and racism.

Impact 'at the Core' for all Students

Impact is the common denominator of the most important initiatives in EUR education. It is essential that all students have the opportunity to contribute to social and sustainable change. In July 2020, the University Council approved the ambitious development plan 'Impact at the Core'.

Impact at the Core focuses on impact education, with the main objective of, by 2024, offering every student in every EUR study programme at least once an education in which a problem is solved together with direct stakeholders from outside the university.

In the second half of 2020, projects were started at the RSM, Erasmus MC, ESHPM, ESL and ESSB faculties and the 'Erasmus Initiative Vital Cities and Vital Citizens'. The projects in 2020 mainly focused on the development of an impact internship in the second bachelor year of (international) Business Administration, an exploration of impact focal points in the Bachelor of Medicine Programme and the design of impact projects in the master programmes at ESL, ESHPM and ESSB.

At the end of the academic year 2020-2021, 120 credits of impact education are expected to be implemented within seven BSc and nine MSc programmes across the entire education portfolio. In 2021, research will also start into the effectiveness of didactic models in impact education. In the Community of Practice, launched in 2020, challenges in developing and delivering impact education (such as facilitation, testing, cooperation with stakeholders) will be further explored. A stakeholder platform will also be set up to strengthen cooperation between the education sector and the outside world.

Sustainability

In 2020, a sustainability work plan was written together with all faculties. This plan will guide us in the way we create impact with our education.

In 2020, a trans-disciplinary minor was developed on sustainability: 'Science and Practice for Transformative Change'. A MicroLab was also developed. This lab is open to all EUR lecturers and helps them to make a plan to integrate the Sustainable Development Goals (SDGs) into their educational modules. Projects developed within the framework of 'Impact at the Core' will, where possible, be aligned with the Sustainable Development Goals (SDGs). In 2020, the development of master education also started at ESPhil and the Erasmus School of Economics. For more information on sustainability in education, see:

<https://www.eurnl/over-de-eur/visie/duurzaamheid/onderwijs>

2.4 Internationalisation

EUR considers it its core task to prepare students well for a career in our open, internationally oriented society and knowledge economy. To further elaborate this idea, a new Internationalisation Policy 2021-2024 was adopted in 2020 in cooperation with all faculties.

An international university

In 2020, nominally more international students studied at EUR (6,760), while the proportion in relation to the total student population remained the same (20%). The qualitative intake of students was further developed in 2020. More attention was paid to English language skills.

Number of students	2016	2017	2018	2019	2020
Dutch	20.623	21.594	22.559	23.572	32.394
International	4.971	5.584	5.787	5.905	6.756
Total	25.594	27.178	28.346	29.477	39.150

International study programmes

In 2020, five of the 22 bachelor and 33 of the 51 master programmes were offered in English. Six bachelor programmes and eight master programmes were offered in two languages.

Type of programme	Dutch only	English only	Both Dutch and English	Total
Bachelor	11	5	6	22
Master	10	33	8	51
Total	21	38	16	75

Source: yearly information request VSNU 2020

International students feel at home

During the first lockdown, the platform StayRotterdam was developed, aimed especially at international students. More than 200 members organised and attended more than 270 events with the help of several dozen volunteers.

In addition, due in part to the impact of the Covid-19 pandemic, the development of a 'buddy system' was initiated in 2020, aimed at making students feel at home more quickly and easily. In addition to the central Erasmus Student Network (ESN), various faculties offered their own supplementary programme. A total of 292 buddies were active. Partly due to the pandemic, this offer was hardly sufficient to meet the demand of international students.

The #IBelong project is an E+ Strategic Partnership, coordinated by ESSB, working on an innovative programme of interventions to promote the sense of belonging and success of diverse students (especially those from a migrant background and first-generation students) in higher education. This project is extremely topical and relevant, and this has been reinforced by the closure of universities due to the Covid-19 pandemic and by global movements against racism and discrimination (#BlackLivesMatter). They emphasise the need for strategies for inclusive higher education and the concept of 'sense of belonging' in particular.

Dutch students develop in an international perspective

It was nearly impossible to follow an internship in 2020. For many students, a solution was found in the form of online and hybrid exchanges.

Education at Erasmus University is embedded in an international context

In 2020, all faculties jointly collaborated with 330 universities from 55 countries.

Erasmus University participated in the following major alliances:

- Platform for International Education (PIE) www.pieonline.nl
- European Alliance of Social Sciences and Humanities (EASSH) www.eassh.eu
- European University Association (EUA) <https://eua.eu/>
- The European University Foundation (EUF) <https://uni-foundation.eu/>

- *European Association of International Education (EAIE) www.eaie.org/*
- *ScienceBusiness www.sciencebusiness.net*

European cooperation is paramount (Erasmus+)

In addition to entering into an alliance with seven universities within the framework of UNIC, EUR and EMC (hereafter jointly referred to as EUR) participated in nine projects within the Erasmus+ programme (E+). The total requested subsidy value was € 12,188,414.50. €1,601,472.46 thereof was available for EUR.

The budget for student and lecturer mobility was not fully utilised in 2020 due to the Covid-19 pandemic. Only 222 students and 13 lecturers used E+ mobility. We expect the activities to resume in 2021.

International and inclusive

EUR develops a specific offer for specific target groups.

Orange Knowledge Programme

In 2020, fifty students received scholarships through Nuffic and the Ministry of Foreign Affairs. This is one of the few funds that make it possible for students from outside Europe to participate in education at ISS.

Refugee students

Eighteen refugees took part in a preparatory year that prepares students to study at EUR. Eleven of them eventually chose to study, four of them at EUR.



2.5. Inclusive education

EUR has the ambition to offer inclusive education. A changing world asks a lot of students, both cognitively and mentally. EUR therefore actively supports students from the moment they start their studies and sometimes even before. We pay particular attention to an inclusive learning environment and to students who are the first in their family to attend university. We help students focus on their personal goals by providing courses and guidance in personal and professional skills. We also offer students career orientation towards the end of their studies. In addition, the university is committed to developing students' personal resilience and mental toughness. As described in Strategy 2024, this is reflected in the attention for personal and professional development for personal well-being.

The policy takes shape in two projects implemented within the framework of the Quality Agreements (Student Well-Being and Personal and Professional Development of the Student). Activities aimed at strengthening inclusion come together in the D&I Office.

Student well-being as a starting point

EUR believes it is important – in addition to achieving good study results – to focus on the personal well-being and personal development of each student. There is room for students from various backgrounds and with various challenges. Based on a vision plan in 2019, the Student Well-Being Programme was established in 2020, comprising six projects. These are:

Student Living Room

The Student Living Room offers students a low-threshold, non-commercial place to socialise and take part in wellness activities. In February 2020, the Student Living Room opened its doors, and the Minister of Education, Culture and Science paid a visit. Unfortunately, due to the Covid-19 crisis, the Living Room closed in March 2020 and switched to online activities such as yoga, game and film nights and buddy initiatives. The Living Room still attracted 937 students in this online version. In the future, the Living Room will have a central location on campus Woudestein.

Well-being platform and Helpline

The well-being platform 'Are you OK out there?' on MyEur provides a central location for student wellness initiatives and for psycho-education and low-threshold access to professional and peer support. Between its launch on 26 March and December 2020, the platform was visited 55,000 times. This shows that it meets a clear need. The peer-to-peer chat service is part of the platform and provided assistance to a hundred students, especially during the first corona wave.

Strengthening the support chain (prevention, identification, support, referral)

In 2020, optimisation of the care chain through student support services and through education with a broad dialogue at all faculties was started. Concrete follow-up steps are planned for 2021.

The provision of support has been strengthened, partly in response to the Covid-19 pandemic. For example, online support has been added to the care chain, which is provided by a mental health institution. Between mid-November and the end of the year, there were 100 applications. The most common problem of the

students was loneliness.

Making mental well-being subject of discussion: the mission of Student Well-Being

By 2020, the Student Well-Being mission had been disseminated through social media and the press, the Well-Being Platform and through campaigns such as Eureka Week (August 2020), Student Well-Being Week (November 2020) and the Holiday Buddy Program (December 2020). In terms of data collection, the EUR Student Well-Being Monitor was set up and implemented in 2020. Respondents (n=4000) scored above average on stress (67%), anxiety (70%) and depression (50%). In 2021, EUR will also participate in the national Student Well-Being Monitor (RIVM/Trimbos/GGD-GHOR), which largely corresponds to the EUR monitor. This will allow adequate monitoring of student well-being.

Development of a Digital Tool

In 2020, initially within the framework of the well-being programme, a mock-up of a digital tool was developed that strengthens the personal growth and resilience of students and contributes online to the prevention of mental problems. Students can work with it interactively. A representative group of students was intensively involved in the development. For the further development of the digital tool, a partnership with several universities is being sought.

Personal and Professional Development of students

As part of the Quality Agreements, most faculties are developing skills training in their bachelor and master programmes that will enable students to contribute to the labour market as academic professionals in the future, regardless of their background. Or to make a broader contribution to finding solutions within the framework of larger social issues.

In 2020, 35 projects, spread across all faculties, worked on skills training, focusing on strengthening skills during and after studies.

Skills to make you feel more at home (onboarding)

ESHCC developed a course that offers students an introduction to studying at university. At the Rotterdam School of Management, 52 additional mentors were deployed to make the students feel more at home with their studies (online).

Skills that improve graduation rates

ESL implemented 35 courses focused on academic skills in the bachelor programmes of law, tax law and criminology in 2020. ESHCC developed educational programmes aimed at self-regulated study skills in B1 courses. With the aid of the 'Ace your study app' and by writing a weekly learning diary, students reflect on their study skills with the aim of improving them. Erasmus MC introduced consultation hours for master students who are writing their thesis.

Skills aimed at improving opportunities on the labour market

Through courses and coaching, faculties continue to work on developing students' professional skills. In 2020, the Erasmus School of Economics started developing a programme focusing on professional skills. Students can choose from a range of different skills courses, depending on their own development goals. Erasmus MC

implemented the MATCH programme, which focuses on developing a career path for master students. The Erasmus School of Philosophy appointed a career coach to help students build a portfolio.

Skills aimed at transition

Erasmus University trains students for the future in which they will contribute to greater changes in, for example, the economic or technological field. Many faculties have traditionally paid attention to this in projects and challenges. In 2020, in collaboration with 'Impact at the Core', work began on strengthening these learning activities. The Erasmus School of Law started to develop projects in which students cooperate with organisations outside education. At the Rotterdam School of Management, students themselves developed an online international internship in which they use their skills and knowledge to support welfare projects around the world.

Casa Loco: new ways of making an impact on student well-being and learning

How do you reach students starting their studies, often remotely due to Covid-19, and make (legal) challenges a subject of discussion as a starting point for discussions in working groups? In 2020, Professor of Labour Law Ruben Houweling and his colleagues developed an educational series with a binge-watch effect together with students. The series was created for Employment Law lectures, but at the same time it tackles many everyday problems students face: worrying about money, lack of motivation, fear of failure and managing a student life and studies. Excerpts from the series were used in lectures and workshops in 2020. Students discussed the labour law consequences for the case in which you break your arm while working as a temporary employee. The series was created together with the faculty's *Learning Innovation* team in close cooperation with the *Community for Learning & Innovation*.

<https://casaloco.eur.nl/>

Diversity and inclusion at EUR

D&I@EUR engages in creating purposeful and effective policies that promote a safe learning and working environment and social justice for all. The office works together with faculties on inclusive education and focuses on improving accessibility and developing study programmes and didactics that suit the enormous variety of students studying at EUR. In 2020, the D&I@EUR organised an outreach and onboarding programme. Inclusive education was developed in collaboration with faculties.

Inclusive education

'Connecting our future' is the name of the new outreach programme launched in the summer of 2020. It is a crucial part of the impact strategy, particularly in its aims of combating inequalities and promoting inclusion.

In EUR's view, inclusive education is an educational approach in which students and lecturers from diverse backgrounds feel that they belong to the EUR community. That they can be successful regardless of visible or invisible aspects of diversity such as class, race, cultural background, gender, sexuality or functional limitations. This approach aims to establish the premises for effective and collective learning for all students

and lecturers with room for reflection on the context in which knowledge is created. The plan for inclusive education is aligned with the D&L Outreach plan, so that we can better serve and include Rotterdam youth in our community. ESHCC launched a pilot for this inclusive education policy plan.

The pilot includes educational interventions and lecturer training. It will start in 2021.

Pre-Academic Programme (PAP)

During the *Pre-Academic Programme*, 1,043 first-year students participated in an online introduction programme at EUR from 14 July to 14 August. Due to Covid-19, the programme was offered entirely digitally with the help of the EdTech expertise of ErasmusX. With the aid of digital lectures, assignments and Zoom meetings on personal leadership, students made a solid start to their studies.

The participants completed five modules: *Introduction, Knowledge, Capital, Opportunities and Course*. In these modules, they learned how to get the best out of themselves, how to set goals and how to motivate themselves and others. They also gained insight into their own performance and were given tools to improve their performance. In this way, they became directors of their own studies.

Thanks to this programme, these students started their studies with a strong connection to their fellow students, the programme and the university. They start their studies extra well prepared and motivated.

Citizen science project on coping and resilience by the Science Hub

The Science Hub, together with Dr Ruth van der Hallen and Dr Brian Godor (both from ESSB), conducted a Citizen science project on coping and resilience. Over seven hundred students and their teachers and parents participated. In this project, students were actively involved in setting up, carrying out and learning from scientific research. Together with the researchers, they also mapped out how children deal with stress and what makes one child more resilient than another child. The students learned about the (effectiveness of the) resilience strategies that they themselves apply and discovered how they can (better) deal with problems in everyday life so they feel stronger and more self-assured.

'Inclusive and Emergent Leadership: Empowering Yourself and Others to Reduce Social Inequalities' is the name of a new minor.

In September 2020, we started a project in which we connect students from EUR with young people from Rotterdam's disadvantaged neighbourhoods. This took place with the support of the Trust Fund and in cooperation with a secondary school in a disadvantaged neighbourhood of Rotterdam and their teachers and students. The aim of this project, based on the principle of 'learning by doing', was to bring young people from different backgrounds and world views into contact with each other and let them learn from and through each other.

In doing so, we allow the students of EUR to become aware of the social conditions of young people from the disadvantaged neighbourhoods and thus to learn from them, change their world view and increase their social commitment. On the other hand, we want to increase the young people's social, academic, practical and personal skills and thus improve their transition to and opportunities in higher education. The young people and the students adjust their perceptions of themselves, others and society to a more realistic world view and their position in it. The minor was positively evaluated by the students, schoolchildren and teachers. One of the reactions came from a secondary school teacher. He said that "we have shown the schoolchildren that they are worthy of shaping a programme for them".

2.6 Community for Learning and Innovation (CLI)

The Community for Learning & Innovation (CLI) is a network organisation between the faculties. The CLI is driver of the realisation of forward-looking education at Erasmus University. The CLI, in partnership with the faculties, develops educational innovations that enable students to combine critical and creative thought with solid academic knowledge and skills. The CLI is responsible for creating connectivity, sharing knowledge and stimulating and facilitating educational innovation.

The CLI is working on three themes:

1. Lecturers' innovation capacity
2. Evaluation and investigation of educational innovations
3. Educational innovation and digitisation

The CLI focuses on lecturers, students and education support staff who want to take an extra step in improving and innovating education. For more information, please visit www.eur.nl/cli

Working together on education during Covid-19

During the Covid-19 crisis, educational innovation gained momentum. Education and assessment had to be brought online at a rapid pace. The CLI has made a significant contribution to this. Cooperation with the faculties and professional services was intensified and led, among other things, to:

- the preparation of policy and approach to the one-and-a-half metre university, in which EUR opted for a hybrid model based on online education with campus-based education where possible;

- rapidly setting up a facility for remote assessment by means of digital assessment and online proctoring so that the examinations could go ahead;
- offering didactical support for online education and assessment via the Learning Innovation teams.

The results were already coordinated with the chairpersons of the Examining Board, Education Directors and the Executive Board.

Unfortunately, the Education Lab could be used much less due to the Covid-19 measures. Coordination took place digitally using tools such as MS Teams and Zoom. This was also the case during the weekly EUR-wide management meeting.



Lecturers' innovation capacity

Erasmus University helps lecturers develop into educational leaders: inspiring team players surrounded by interdisciplinary learning teams consisting of education professionals, learning technicians and content specialists. All this is supported by advanced technology.

The CLI supports the innovation capacity of lecturers within the theme of professional development of lecturers. By permanently training lecturers in a stimulating, inspiring way, they are and remain not only continually engaged in enhancing the quality and innovation of their teaching, but they can also constantly adapt it according to social changes, new didactic insights from the scientific field and practice and new technological possibilities.

Lecturers at EUR can participate in the standard programmes Basic University Teaching Qualification (BUTQ) and Senior Teaching Qualification (STQ). The CLI has awarded 108 BUTQ and 26 STQ certificates. Due to the Coronavirus, no Leadership in Education Course (LEC) certificates were awarded.

17 different MicroLabs were performed a total of 64 times in 2020. MicroLabs are short how-to modules for EUR lecturers on specific educational issues. In total, 272 lecturers took part in the MicroLabs. During the Covid-19 crisis, all MicroLabs were very quickly converted into a fully online variant. We even created two new MicroLabs: 'How to encourage societal impact in your course' and 'How to supervise students'. The complete overview of all MicroLabs can be found on www.eur.nl/microlabs.

In addition, work was carried out on enabling a Basic Examination Qualification (BEQ) certificate following completion of three of the four MicroLabs on assessment. A Senior Examination Qualification (SEQ) has also been set up. It has been completed by eleven participants.

The following additional materials were developed during the Covid-19 crisis:

- Instructional materials about online education and assessment were made available online in order to be able to inform lecturers quickly.
- The online design tool 'teachEUR' has been delivered.
- Various interactive webinars were organised, such as the 'Online interaction and tool experience' and 'Online assessment'. A total of 191 lecturers participated in 2020.

Evaluation and investigation of educational innovations

With the Erasmus Education Research CLI theme, EUR is presenting itself as a university that attaches importance not only to the innovation of education but also to the empirical evaluation of the effects of such innovations. Strengthening educational research contributes to the educational knowledge and therefore the quality of education at EUR. In 2020, there were still two PhD processes resulting from the Quality and Graduation Rates Research Agenda. A new research agenda was formulated under the leadership of an academic sponsor, and recruitment for three PhD positions has commenced. An interesting series of research lunches was organised under the leadership of an ambassador, in which both PhD students and CLI fellows were actively involved and requested to present their work.

In 2020, 32 CLI fellows were associated with the CLI. The fellows form an enthusiastic network in the faculties. It is appreciated that the CLI creates the opportunity to be actively involved in educational innovation for one or two years through educational innovation projects and/or research projects focusing on educational innovation. There were two rounds during which fellow applications could be submitted. After a positive decision, they are given one day a week to carry out their project. The fellow maintains contact with the CLI and the other fellows for the duration of the fellowship. Examples, lessons and results are shared with the community, such as during fellow connect meetings. During these meetings, fellows present their work.

The research of the fellows focuses mainly on online and blended education, motivation and well-being of students, and skills education. An example thereof is the creation of six digital modules for qualitative methodology courses. They combine literature with expert videos and practical analysis. Students often struggle with this data analysis, and other faculties can also benefit from this project. A large number of students found the modules effective, enjoyable and useful. Other examples are studies into the effect of goal-setting on academic success or into the role of co-regulation in developing students' self-regulation skills.

More about the fellows and their work can be found on www.eur.nl/fellowships.

Future-oriented education in an online environment

From Strategy 2024: "EUR invests in new technologies to motivate and engage students in an online learning environment. Expectations about personalisation and flexibilisation are developing rapidly. The ambition is to provide space for students' own learning paths and to investigate which online tools help students to feel at home at the EUR and to consciously build knowledge and competencies. Many development projects currently still focus on the development of asynchronous learning, where students themselves decide when they want to undertake which activities."

CLI is a driving and connecting force

Based on the ambitions formulated in Strategy 2024, the CLI has a central role as a driver of innovation and connector of initiatives. The CLI provides support to lecturers and faculties in facilitating innovation and digitisation projects. The CLI offers didactic and technical support and the possibility to use the Education Lab and the Studio. This support is complementary to the Learning Innovation teams of the faculties. In this way, lecturers are served individually, while the development capacity of the faculties is increased.

Educational innovation projects

In 2020, the CLI assisted the faculties with the implementation of 38 projects. This was usually at the request of lecturers and the Learning Innovation teams who wanted to redesign an educational component. A good example is the development of the online version of the Labour Law Master Programme (ESL) and the MOOC Sustainable Finance of RSM. Educational videos, podcasts and games were created for many courses.

Digitisation projects

The CLI works on digitisation projects that require a lot of expertise, time and money. Therefore, the investment is made together with the faculties. The CLI collaborates with the Chief Information Officer (CIO) and his team in the digitisation projects. In 2020, this concerned twelve digitisation projects. A stable and sustainable facility for digital assessment and online proctoring was set up. The digital learning environment is enriched with FeedbackFruits functionalities and statistics practice software. We have worked on gamification, the Virtual classroom and learning analytics.

Student projects

Co-creation with students is an important part of the approach to innovation. To achieve this, the CLI supports Students-for-Students. The following partnerships and initiatives were supported in 2020: Erasmus Tech Community, Rethinking Economics NL, Turing Society, ECE Students, Enactus EUR, Erasmus Sustainability Hub, Culture Calling, Happy Students, Psychedelic Science Collective, Dutch Student Entrepreneurs. These organisations contribute to the enrichment of EUR's education in various ways. A good example is LifeVersity, students offering online skills courses for students. In 2020, 725 students participated in courses focusing on personal effectiveness and impact skills, among others. Visit the Students-for-Students pages via www.eur.nl/s4s.

ErasmusX: working on future-oriented education

In addition to the activities within the community for learning and innovation, EUR offers considerable opportunities for disruptive innovations, preferably developed together with or by students under the inspiring leadership of Erasmus X.

Erasmus X is an innovation lab working on future-oriented education. This means that students learn in an environment that suits their personal preferences. Co-creation has an important place in future-oriented education, as does the use of emerging technologies.

Erasmus X has three main objectives: Further develop EdTech, design complex innovations with external stakeholders, and co-design with students (co-creation).

In 2020, the Covid-19 pandemic had a major impact on education in general and the Erasmus X projects in particular. Projects with a high level of co-creation that no longer required physical presence. Erasmus X proved to be very flexible and innovative and developed new projects aimed at dealing with the effects of Covid-19 in a short time. The use of Erasmus X allowed students to become part of a community, and together with Erasmus X, students were able to devise and implement new solutions for their education. Together with Erasmus X, students developed an Erasmus Minecraft Campus, an online learning environment and didactic design for the Pre-Academic Programme (focused on personal leadership development) and the Erasmus X minor.

Minecraft Campus

A small-scale survey conducted in mid-March 2020 showed that students were suffering from isolation and experiencing problems with the functional online meetings. The original purpose of the *Minecraft Campus* project was to create an alternative platform for students to interact and connect with each other socially. Since its launch, the virtual campus has been used for university-wide events such as the introduction activities (both EurekaWeek and for individual faculties), events and recruitment of new students during the open days. In addition, the virtual campus is also used for new courses that would normally not take place. Students from the *Human Resource Management* master's degree, for example, built their ideal future workplace.

In 2020, more than 1,200 sessions were held on the Minecraft platform and the campus received more than 600 unique visitors. The average playing time per user was 56 minutes.

In 2020 vonden in totaal ruim 1200 sessies plaats op het *Minecraft*-platform en ontving de campus meer dan zeshonderd unieke bezoekers. De gemiddelde speeltijd per gebruiker was 56 minuten.

Online learning environment and didactic design for the Pre-Academic Programme (PAP)

Erasmus University provided a personal leadership programme in 2020 for students who have no background in higher education or who have no role models with an academic background in their environment.

The PAP is an intensive programme that takes a week (pre-Covid-19) and normally takes place on campus. This programme was suspended due to Covid-19. In close cooperation with the PAP, Erasmus X redesigned the programme so it could continue online.

The new digital programme lasted for five weeks, during which students followed an asynchronous learning line while also participating in synchronous online sessions. The objective of these sessions was two-fold: 1. discussing the assignments in small groups; and 2. getting to know each other better. In total, just over 1,300

students from 50 countries participated in the programme, and 1,050 students completed the entire programme with a certificate. Students who followed the programme received a warm welcome to the university and developed skills to enhance their academic and student success.

Erasmus X Minor

The Erasmus X Minor was created to accommodate students who could not go on exchange abroad due to the Covid-19 measures and to offer a unique learning experience. The minor was open to all students at the university and was housed in the faculty of ESSB. In the minor, students were challenged to find an educational problem within the university and to come up with a technological solution for the problem. The minor offered the non-technology-oriented students a chance to learn about educational technology and learn from experts in the field. In the minor, the Erasmus X team experimented with design-based learning, experience-based learning and programmatic assessment as a means of integrating learning and assessment procedures. The team thus created an opportunity for students to develop a personal learning path with personal learning goals. This allowed all participating students to receive a unique learning experience in which they themselves were in charge of acquiring knowledge and skills.

Working in a quality culture focused on innovation

The quality culture of EUR is characterised by an organisation in which all internal and external stakeholders take a critical stance towards the continuous improvement of educational quality. EUR values an open and inspiring quality culture in which everyone contributes to the development of new initiatives from his or her own perspective. The university also explicitly focuses on securing the achieved results. This is reflected in university-wide dialogues. Facts and figures on, for instance, student satisfaction and accreditations and data from quality assurance provide input for these dialogues.

Quality in dialogue

The discussion about the quality of education within the study programme committee and examination boards and the participation bodies was strengthened in 2020 by Communities of Practice.

Dialogue in a Community of Practice

In 2020, EUR made a start with the organisation of learning communities on core themes, which are driven by the Community for Learning and Innovation. A cross-section of staff from different faculties participates in these communities for learning. They develop a shared vision of important themes in educational innovation. They also work on an identical conceptual framework, exchange good practical experiences and develop new learning questions to further develop themes. The network expressly includes representatives from outside the university. The communities are led by leading experts within EUR. They are considered authorities in their fields of expertise. The following communities started in 2020:

- Personal Professional Development, led by Dr M. Meeuwisse
- Innovation Capacity of our Lecturers, led by Prof. J. Jansz and R. Fermont
- Personalised and Online Learning, led by Dr M. Dankbaar
- Impact Education, led by Prof. A. van Buuren.

Participation bodies

The University Council is an important partner and co-creator in the innovation of education and the improvement of educational quality. The Council formed working groups, such as the HOKA Task Force, in which students and lecturers are represented. They follow the developments within the central programmes such as Sustainability, Well-being, Erasmus X and Impact at the Core as well as the activities of the CLI. Members of the University Council hold bilateral meetings at least once a month to discuss progress in the programmes. They advise and provide a weighted vote on the initiatives developed to improve education. In 2020, the HOKA Task Force met weekly. The working group organised a day with the faculty participation body where they spoke to members of Faculty Advisory Boards and degree programme committees about the interpretation of the Quality Agreements. In general, members of the broad participation at the faculty level agree on the nature and content of agreements, but they could involve faculties and the participation body at an earlier stage and give new members a better introduction to the innovation themes and the financial frameworks.

Degree programme committees

Degree programme committees discuss the quality of education at the level of the curriculum of the bachelor and master programmes. In 2020, the degree programme committees were closely involved in adapting teaching to the Covid-19 situation. The same close involvement was seen in the discussion about the effects of the measures implemented within the framework of the Quality Agreements.

Examination Boards

Examination Boards of faculties exchange experiences at the EUR within the Examination Organisation of the Student Administration (OVE). On 1 January 2020, the Facilitation of Examination Boards Directive came into force to facilitate Examination Boards (better) in terms of safeguarding, securing the processes in this area. In 2020, seven faculties started their own project to improve the assurance on which they reported at the end of 2020.

Since the outbreak of Covid-19, the regular six-weekly contact between Chairs and secretaries of the Examination Boards has been increased to weekly. The programme management and the Rector Magnificus were also regularly present, which made it possible to act quickly and to focus on quality from various angles.

In consultation with the Examination Boards, exams were partly proctored online. The Examination Boards also monitored the quality of replacement exams that replaced the on-campus tests.

Quality assurance

Student satisfaction overview

The internal evaluations of courses within all Bachelor and Master programmes in 2020 were overall reasonably positive, especially in light of the Covid-19 impact. Many courses were rated equal to or better than previous years. Students are obviously not happy with the current situation, but in internal questionnaires, they expressed their appreciation for the (improved) quality of online education and the possibility of at least following all courses, as well as being able to take examinations and receive online guidance. The latter was offered to, for instance, students writing theses. Students also indicated that they recognise the advantages of online education, for example because lectures or knowledge clips can be viewed and reviewed at any time.

For the past year, the National Student Survey has been cancelled. This means that there are no national results available for 2020 on student satisfaction with the EUR programmes.

Overview of the impact of Quality Agreements

As agreed, Erasmus University provides all stakeholders with access to the impact of the Quality and Innovation Agenda 'Working Together on World Class Education', which was drawn up for the entire university as part of the Quality Agreements. In 2020, it was still largely focused on the initial implementation of plans drawn up in 2019.

Important conclusions were:

- Covid-19 has delayed the implementation of course development in parts and accelerated the development of online ambitions;
- Part of the funds allocated to Learning Innovators were used to secure online educational quality;
- The vast majority of quality improvement plans were able to go ahead, and many faculties continued to work on the further development of personal professional development, with an emphasis on student skills;
- ● In 2020, most faculties started with impact learning for groups of students in the third bachelor year or in the master programme. This enables students to use their skills in more realistic situations.

Programme accreditations

In 2020, seven programmes applied for extended accreditation as a result of the Covid-19 pandemic and eight programmes underwent mid-term course evaluations. Two new programmes were accredited: the post-initial Master's in Commercial Private Law and the *Research Master's in Business Data Science (joint degree)*.

NVAO accreditations	Site visit	Submitted NVAO round	Decision	Particulars
M Media Studies	11 and 12 April 2019	1 November 2019	27-01-2020	
B Humanities	28 February and 1 March 2019	1 May 2020	01-03-2021	
M Arts and Culture Studies	28 February and 1 March 2019	1 May 2020	05-11-2020	
B History	27 and 28 June 2019	1 May 2020	08-03-2021	
M History	27 and 28 June 2019	1 May 2020	18-01-2021	
M Media Studies (research)	16 January 2020	1 May 2020	23-03-2021	
M Neuroscience (research)	25 November 2019	1 May 2020	22-01-2021	
B Philosophy of a Specific Area of Science	8 January 2020	1 May 2020	20-7-2020	Recovery assessment
M Philosophy	8 January 2020	1 May 2020	20-7-2020	Recovery assessment
M Master City Developer	3 March 2020	1 November 2020		No decision yet
M Health Sciences	16 and 17 November 2020	1 May 2021		Still to be submitted, report received late March

Interim programme evaluations	Site visit
M Private Commercial Law	25 November 2020
B Econometrics and Operational Research	3 November 2020
B Economy and Business Economics	
B Fiscal economics	
M Econometrics and Management Science	
M Economics and Business	
M Fiscal Economics	
M Accounting, Auditing and Control	

Assessment of a New Programme	Site visit	Decision
M Ethics, Law and Healthcare	28 January 2020	07-05-2020
M Research Master Business Data Science (joint degree)	13 March 2020	14-05-2020

Alumni policy

Erasmus University Rotterdam has a community of over 147,000 alumni, more than a quarter of whom live outside the Netherlands. Maintaining contact with current and prospective alumni is crucial for achieving a positive social impact, which is the university's mission. Furthermore, alumni-engagement is one of the main objectives of Strategy 2024.

The Erasmus Alumni Relations Team organised several alumni events in 2020 and actively involves alumni in Erasmus University education. This takes the form of volunteer and annual giving programmes and the use of alumni as student mentors, both in the Netherlands and abroad.

Alumni support the important projects of Lifelong Learning, Student Engagement, International Engagement, Impact at the Core and Diversity & Inclusion.

2.7. Visible quality: highlights, awards and prizes

Nomination first Dutch Higher Education Award

The minor 'Re-imagining Tomorrow through Arts and Sciences' was nominated in 2020 for the first Dutch Higher Education Award. The minor is part of the Rotterdam Arts and Sciences Lab (RASL), a collaboration of Codarts Rotterdam, Willem de Kooning Academy (part of the Rotterdam University of Applied Sciences) and the EUR.

Joint cross-border education and research takes place within RASL. The nominated minor is an innovative curriculum in which students redefine a self-chosen social problem in a trans-disciplinary collaboration. During the learning process, students relate to their own discipline, other students and disciplines, and society. They learn to reflect critically on themselves.

Education Award

EUR dedicated the Education Award to all lecturers of the university. This was EUR's way of thanking them for their resilience and commitment during the beginning of the Covid-19 crisis. The EUR is proud of its lecturers and all others who were closely involved in the transition that education at the EUR had to go through in the first months of this crisis. On the occasion of this award, a tangible tribute will also be placed on the campus.

Lambers Student Excellence Award

The Lambers Student Excellence Award was presented for the first time in 2020 to an outstanding student who has delivered exceptional study or research achievements during his or her academic career. The award went to Nikki Speklé (ESE/ESL). In six years, she managed to complete two bachelor degrees and two master degrees in various disciplines at EUR: Economics and Law (Master of Laws and Economics Programme). Both master degrees were completed with the (Summa) Cum Laude Distinction. During her bachelor programmes, Nikki successfully participated in the ESE Bachelor Honours Class. Not only was she among the top of her Honours Class; she also wrote a paper that was previously awarded the ESE Best Paper Award 2015.

Student Societal impact Award

In 2020, the Student Societal Impact Award was presented to an EUR student for the first time. The award is to encourage a student or group of students who take social responsibility and are even game changers in that area. Esmee Tanis (ESE) participated in the Erasmus Sustainability Hub as Operations Manager during the Bachelor Double Degree in Econometrics and Economics.

Promotion 'Raising the Bar'

On Friday 4 December, Rob Kickert successfully defended his dissertation 'Raising the Bar: Higher education students' sensitivity to the assessment policy'. He investigated the role examination systems can play in improving study progress and academic achievements. The higher the standard (target), the better the performance, he concluded. The reason for differences in performance and progress can be found in the area of higher motivation and more self-regulation.

Given the topicality of the discussion on academic achievements, in particular the binding study advice, Kickert's study was received with interest. He was interviewed by NRC. He was also a guest on Radio 1 in a programme with Jort Kelder. The thesis led to questions in Parliament.

A flexible approach to change

Although social (and economic) life largely came to a standstill because of the Covid-19 pandemic, this was by no means the case with regard to important changes in higher education. Important developments for our future students were initiated in 2020: the new language policy strengthened the safeguarding of the bilingualism of our university. Other topics include flexible studying and the binding study advice.

Language and Accessibility Act

In 2020, EUR developed a language policy that is integral and inclusive, reflects the EUR vision and strategy and is part of the EUR strategic framework for internationalisation. The policy supports EUR's desire to be a bilingual higher education institution. The policy is an elaboration of the Language and Accessibility Act. The new language policy establishes requirements relating to the promotion of the ability of all EUR students to express themselves in Dutch and the provision of education in a language other than Dutch. Programmes that teach at least two-thirds of the total number of ECTS credits of the total study load in a language other than Dutch require a 'foreign language teaching test'.

Discussion on the Binding Study Advice

Covid-19 led to leniency measures in the past academic year. These concerned, among other things, the binding study advice and the flow from a bachelor to a master programme. In the academic year 2019-2020, students received a postponed study advice if they did not meet the standard by the second semester due to changed circumstances. Furthermore, opportunities were created for students to start a master programme in September 2020 without having completed a required bachelor programme. The so-called 'bachelor before master' rule.

The Lower House has asked the Minister of Education, Culture and Science to enter into a dialogue with higher education institutions about the binding study advice. Student organisations see the binding nature of the study advice as increasing pressure. The minister feels that the advice is less in keeping with the responsibility that students themselves have in pursuing their own study ambitions.

The EUR is closely involved in the discussion on the study advice and emphasises the importance of a study standard of sixty credits in the first year of study. Within this standard, students can compensate study results on a limited scale. Research shows that this performance standard has a positive effect on study success and

ensures that students start the second year of study without any outstanding courses. The EUR realises that performance also brings pressure. Therefore, we invest a lot in study and personal guidance to promote student well-being.

Profiling fund and grants

The regulations of the profiling fund provide for financial compensation for study delay due to personal circumstances, administrative grants and exemptions. In 2020, a total of 268 individual students and 68 boards of study and student associations received support from the EUR profiling fund. 158 of the 268 students received an individual administrative grant because of their membership of the University Council, a Programme Committee or Faculty Advisory Board. In addition, financial support was provided to 46 students in situations of force majeure, due to social activities or top-level sports. The remaining students received a grant within the framework of excellence or to stimulate international mobility.

Description	Number of applications	Number of grants awarded	Total amount of the awarded grants (in euro)	Average amount of the awarded grants (in euro)	Average term of the awarded grants (in months)
Students in force majeure situations	42	42	133	3166	7
Administrators of study or student associations (administrative grants)	371	371	661.839.93	2	6
Individual administrative grants (participation)	162	158	181	1146	3
Social activities	3	3	2956	985	3
Elite sport	1	1	2	n/a	n/a
Excellence Scholarship EER	8	4	37	9	12
Holland Scholarship (outgoing)	0	0	42500	1250	4
Holland Scholarship (incoming)	Unknown	48	365	7604	12
PhD students ISS (grandfathered)	0	0	337.359.56	22.490.64	11.53
NAHSS	14	11	11	1000	6
Fulbright	1	1	15474	15747	12

Flexible studying

In 2020, a motion was passed in the Lower House that makes it possible to pay per study credit starting in 2023. Flexible studying fits in with the EUR's strategic ambitions to, inter alia, enable flexible and personalised learning paths for students and to increase the number of people working at the university. Flexible studying offers opportunities for the EUR to make the education offered more flexible and to better meet the needs of students.

However, it will be a challenge to further develop quality assurance at the level of individual courses and to develop the organisation of support in such a way that students, lecturers and programme managers have up-to-date insight into student preferences, the possibilities of learning paths and subsequent steps. Students deserve guidance in their personal and professional development, which will maximise their study success. In 2020, a working group including a delegation of faculties and services began to explore the first steps towards this process.

Institutional accreditation

In 2020, important steps were taken towards institutional accreditation. This is intended to strengthen the quality culture in higher education and to reduce the regulatory burden. In the future, each programme will be assessed externally but not accredited individually. As a university, EUR will be responsible for assuring the quality of the programmes and for organising the external assessments that go with them.

The opportunities and risks of institutional accreditation were identified last year. Clear opportunities lie in the area of greater ownership of education at the programme level among students, lecturers and educational leaders. It is important that lecturers and students can help shape the quality culture. The degree programme committees and participation bodies have an explicit role to play here.

EUR is positive about this development. It is in line with the internal culture of dialogues in Communities of Practice, linked to evidence-based educational research, as led by the CLI. Nevertheless, it will be a challenge to reduce the perceived workload associated with quality assurance and, at the same time, to place the ownership of educational quality more emphatically in the hands of lecturers and students, all within the quality frameworks of Erasmus University.

2.8. Accountability for Quality Agreements 2020: 'Working Together on World Class Education'

On 9 April 2018, the Minister of Education, Culture and Science (OC&W) signed an agreement with the Dutch National Student Association (ISO), the Dutch National Union of Students (LSVb), the Netherlands Association of Universities of Applied Sciences and the Association of Dutch Universities (VSNU) on the interpretation and design of the Quality Agreements. These agreements are part of broad sector agreements with the Netherlands Association of Universities of Applied Sciences and the VSNU. The sector agreements mark a shift from less control from the government to more trust in universities of applied science and universities.

The Quality Agreements are linked to the student grant advance funds. In 2015, the Higher Education Advance Funding Act (student grant advance funds) came into effect, which meant the disappearance of the basic student grant. The funds thus released are invested in the quality of education and research.

EUR combined the plans within the framework of the Quality Agreements in a Quality and Innovation Calendar 'Working Together on World Class Education'. In July 2019, the University Council (UC) agreed to all plans developed by faculties and departments within the framework of the resources Quality Agreements for the years 2019-2024.

The plans are in line with Strategy 2024 and therefore also contribute to the profile and strategy of EUR.

Description of the themes relating to the Quality Agenda investment

The investment agenda 'Working Together on World Class Education' has six themes, which, in turn, correspond to five of the six themes of the Quality Agreements 2019-2024 of OC&W. The missing Department for Education, Culture and Science theme is study success, which EUR had already given prominent attention in the period 2014-2018. The titles below indicate the topics of the EUR investment agenda. Below this, it is stated to which theme of the Quality Agreements 2019-2024 this is related.

Personal and Professional Development of Students

TKA 1 Small-scale and intensive education and TKA 2 Better guidance of students

These concern, among others, intensifying the contact between student and lecturer, giving feedback (TKA 1) and proactively and structurally guiding students better (TKA 2). The emphasis here is on better integration of the first generation of students who start their studies; on providing skills training aimed at optimal performance (study skills, academic skills); on professionalism in a specific professional context (legal skills, skills for doctors) and on developing skills for broad application of acquired knowledge and insights. Through this commitment, the student will be able to contribute in a future profession to solving issues arising from larger processes of social change. This is relevant, because these changes affect companies, healthcare institutions, organisations and governments.

Personalised Learning, Innovative Space and Impact Education (TK 4 educational differentiation)

A great deal of emphasis within the chosen topics of quality improvement of the EUR lies on educational differentiation (TKA 4). Institutions of higher education can develop education within this theme that is, among other things, in line with social commitment. This also makes it possible to develop new didactic educational concepts that increase students' involvement in education and better suit their personal preferences. Several programmes have been initiated within this theme:

Personalised online learning (TKA 4)

In this context, EUR is developing online tools for asynchronous learning, for instance. This allows students to study independently of time and place. Accelerated by the Covid-19 pandemic and national policy developments, more learning pathways are being offered in an online environment that respond to an offer of flexible courses. This increases the students' freedom of choice.

Knowledge and skills within this theme are developed partly within the faculty and partly by the Community for Learning and Innovation (CLI). CLI actively supports many educational programmes that develop online learning.

Innovative Space (TKA 4)

Innovative Space is elaborated in the Erasmus X programme. This is a programme that emphasises disruptive innovation. Stimulated by EdTech, new ways of academic education are being explored. This is done together with students.

Impact Education (TKA 4)

The theme is elaborated in the Impact at the Core programme. This is a programme that develops education programmes that challenge students to use their knowledge and skills to solve important and realistic problems in companies, organisations and governments.

Further professionalisation of lecturers (TKA 6)

The investments in all these themes come together in the CLI. Here, innovations in education are translated into the further strengthening of lecturer professionalism through the sharing of state-of-the-art knowledge about education, educational research, challenging lecturers to design and share innovations, and refresher courses through MicroLabs and webinars. Within CLI, a cross-section of the university's lecturers and staff are engaged in the conversation about educational innovations through Communities of Practice. A specific community is aimed at professionalising lecturers.

Elaboration within the Erasmus University organisation

EUR believes that faculties and professionals are autonomous. Therefore, two thirds of the budget of the Quality Agreements goes directly to the faculties. Central programmes reinforce substantive developments within the faculties' investment themes.

Faculty part planning (2019, 2021-2024) 63% of funds	Institutional part (from 2021) 37% of funds
Personal Professional Development of students	Student Wellbeing
Innovation capacity of our teachers	Impact at the Core
Personalized and online learning	Innovative Space (Erasmus X)
Community voor Leren en Innoveren	Community voor Leren en Innoveren

In the faculties, the Faculty Advisory Boards have an important role in monitoring the investments and the effects on the improvement of educational quality. The University Council monitors the university-wide process and is actively involved, as a co-creator, in the programmes that are developed and implemented at institutional level.

At least twice a year, the participation bodies receive a substantive and financial update on the use of the funds.

The substantive description of the results of the investments is included elsewhere in this annual report. An annual internal evaluation is carried out based on a number of key questions. The results are presented in the table below.

The question	Reason for the question	The answer
1. Are the allocated budgets of (updated) plans spent according to plan? If there are changes, have the Faculty Advisory Board and/or the University Council agreed to them?	Efficiency and quality control: do as you say. The funds should be used to promote the quality of education of all students.	The plans were implemented according to plan in 2020. Covid-19 had an enormous impact on education, including the way in which innovation plans were implemented. The participation bodies agreed with the changes at central and faculty level. The financial accountability is shown below in Section 5.

The question	Reason for the question	The answer
2. Were there any unforeseen delays, and if these occurred, were they discussed with the participation bodies?	Efficiency and quality control: do as you say. The funds should be used to promote the quality of education of all students.	The M 7,650 available for 2020 had already been spent by July 2020. In the second half of the year, faculties used extra money from the university's reserve, totalling M 6,345. Central programmes were partly paid for by bringing forward investments in the Quality Agreements from the period 2022-2024. There was some delay in making those additional investments. The delay arose, on the one hand, because final approval for the plans by the University Council did not occur until halfway through the calendar year, and on the other hand, because projects had to start during the Covid-19 crisis and the workload of students and lecturers was therefore more limited. The financial accountability is presented in Section 5.

De vraag	Reason for the question	The answer
3. What impact did Covid-19 have on expenditure?	Quality control: do as you say, be able to respond to changes and justify the changes in a transparent manner.	Faculties report that 66% of the projects were affected by Covid-19. In most cases, the ultimate goals remained unchanged, but the way in which the projects were implemented changed. Many faculties used the efforts of educationalists and help from the CLI to offer their education online in an accelerated manner. This delayed the development of some innovative course redesigns.

The question	Reason for the question	The answer
4. What was achieved?	Quality control: do as you say, be able to respond to changes and justify the changes in a transparent manner.	The Education chapter describes the substantive results achieved. Faculties developed skills training; made education available online; trained and supported lecturers in new forms of education; developed projects enabling students to apply their knowledge and skills in practice. Ample attention was paid to enhancing Student Well-Being, i.a. by setting up a platform, 'Are you okay out there', for students during the Coronavirus crisis with information on help and services. Additional use of online psychological help was also organised.

The question	Reason for the question	The answer
5. What did the participation body think?	Working from a quality culture	The participation body feels involved in the process and is informed of the progress. However, there is still room for improvement in the way the participation body is involved, especially for new members joining every year. In 2021, we will evaluate how members of the broad participation body (including degree programme committees) are compensated and how much time it takes the participation body to follow the implementation of the plans.

The question	Reason for the question	The answer
6. What are the subsequent steps?	Working from a quality culture	At the end of 2021, we will perform an interim evaluation of the first results. We will do this together with the participation bodies and stakeholders from outside the university. We will look at the impact of the measures designed and implemented from 2019 onwards. We will investigate whether the process of planning and implementation can be further improved.

Financial accountability

Year	Department for Education, Culture and Science resources	Total investment	EUR resources
2020	7,650	13,995	6,345

Total expenditure Quality Agreements EUR 2020

Department for Education, Culture and Science theme	Budget '20	Actuals '20	Budget '21	Budget '22	Budget '23	Budget '24
1 More intensive and small-scale education	3,830	3,480	4,336	4,409	4,494	4,408
2 More and better student supervision	4,741	4,000	4,039	3,136	2,927	2,932
3 Study Success	35	50	39			
4 Educational Differentiation	5,626	5,295	7,094	6,938	6,778	5,183
5 Suitable and sound teaching facilities	658	639	555	606	623	627
6 Further professionalisation of lecturers	379	531	473	474	451	451
Grand Total	15,269	13,995	16,536	15,563	15,273	13,600

Actuals and Forecast of Faculties and Central projects, per Quality Agreement theme

Faculty	Budget '2011	Actuals '20	Difference
EMC	1,857	1,964	106
ESE	1,946	1,387	-559 [2]
ESHCC	500	451	-49
ESHPM	360	358	-2
ESL	1,785	1,785	0
ESPhil	247	301	54
ESSB	1,927	1,932	5
RSM	2,019	2,020	1
Grand Total	10,641	10,197	-444

Faculty expenditure, in totals

EUR institution-wide programmes	Budget '20	Actuals '20	Difference
Erasmus X (TKA4)	1,400	1,206	-194
Impact at the Core (TKA4)	546	317	-229
Wellbeing (TKA 2)	488	437	-51
CLI (TKA 5, 6)	2,194	1,838	-356
Total	4,628	3,798	-830

1) The budgets shown consist of the resources of OC&W including the increase of the EUR's own resources.

[2] The *Erasmus School of Economics* spent all the funds that were added to the 2020 budget by the Department for Education, Culture and Science. The additional investments were postponed – partly due to the Covid-19 pandemic – to 2021 and beyond, in consultation with the participation bodies.

Reflection participation bodies

In February 2021, the University Council received a comprehensive report on all expenditure in 2020. In December, they evaluated the quality culture with a broad representation of Faculty Advisory Boards and degree programme committees to see how it could be further strengthened. Based on the above results and the process in which they have come about, the full reflection of the participation bodies is included below.



To: Ms Bienneke Verheijke
(HoKa Coordinator EUR)

Date
08-04-2021

Subject
Reflection from the HoKa Workgroup of the
University Council – HoKa Report 2020

By email

Our reference
UR/MH/38436

Your reference
-

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Enclosure
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Dear Ms Verheijke,

The University Council (UC) of Erasmus University Rotterdam has been deeply involved in reviewing, advising, and collaborating with HoKa-related projects at EUR in 2020. More specifically, the HoKa Workgroup of the University Council meets two to three times a month to follow the developments of the three main EUR-central HoKa plans: Impact at the Core, Erasmus X, and Student Wellbeing. Furthermore, the Workgroup has started to collaborate with other participatory bodies, such as Faculty Councils (FCs) and Programme Committees (PCs), to have a more comprehensive view of the impact of HoKa on the quality of education at the university.

Co-creation with EUR Central Projects

During this academic year, the Workgroup has had many constructive meetings to brainstorm and cooperate with the project leads of the central HoKaprosjects. These meetings work in the form of “co-creation”, where the UC members give their input, and the project leads assess the feasibility of the Workgroup’s ideas to incorporate them into the plans. This process of co-creation gives the Workgroup many opportunities to be included in the developments of the projects. However, the role of co-creation is difficult to grasp. When co-creating, members need to give their input without engaging in policy making. At the same time, they need to assess the implementation of plans that were drafted in the past. Previous councils were involved in the drafting of these plans, and therefore, following-up on them can become challenging.

An example of how co-creation can become a difficult process was seen in the central EUR project of Student Wellbeing. The Workgroup worked closely with the project leads to present their action plan to the UC. This project had been active for one year. However, the Workgroup noticed an irregular process of consent when it came to the action plan of the project. After months of working together with the project leads of Student Wellbeing, the UC decided to not give consent to the plans. Consequently, the Workgroup started a more intensive process of co-creation and is now working on a project-by-project basis to disentangle the original action plan and present revised and improved projects to the UC.

This has been a very active and constructive process; the Workgroup has learned a lot about co-creation from it.

Although the role and limits of co-creation are often blurred, the Workgroup is content with their interaction with project leads and their impact in HoKa

Erasmus University Rotterdam



projects. After some months of adjustment, there is now a better understanding and alignment between the Workgroup members and the project leads. The Workgroup looks forward to continuing co-creating with the development of HoKa at the University. Furthermore, the EUR HoKa Coordinator is actively looking for strategies to improve the co-creation process and facilitate any information to the Workgroup. This is a very valuable support for this dynamic.

Cooperation with Other Participatory Bodies

The HoKa Workgroup of the University Council has started a process of communication with FCs and PCs for a better understanding of the relationship between other participatory bodies and HoKa developments. The HoKa Workgroup hosted a “HoKa Symposium”, where several participatory bodies of EUR attended to discuss their involvement in HoKa and its output on the quality of education of different educational programs. This Symposium served as one of the first steps to strengthen communication between the University Council and other participatory bodies on the theme of HoKa. Most of the FCs and a few PCs attended this event. The UC is working on having a more extensive reach of participation in future Symposiums and HoKa-related events.

In this Symposium, participatory bodies expressed that they are involved in HoKa-related decisions to different degrees. Better channels of communication and exchange between the participatory bodies and HoKa project managers is needed in most of the faculties. Additionally, the participatory bodies reflected on the need for training related to HoKa at the beginning of the academic year to better prepare the newly elected council members. Lastly, it is very important for faculty boards to incorporate the participatory bodies in the decision-making process of HoKa investments as much as possible.

The Workgroup aims to have a more holistic view of the HoKa investments at EUR in the future. This means that the communication with other participatory bodies needs to improve. Thus, the Workgroup is working on strategies such as trainings, workshops, and other events to strengthen the ties between the workgroup and other participatory bodies. This is an ongoing and active process.

Support and Administration of the Workgroup

There have been positive developments in the support and administration of the UC HoKa Workgroup. For two years, the Workgroup has had the administrative support of a Clerk, which has been a major improvement for the functioning of the team. The Clerk helps in the organisation of events related to the HoKa Workgroup, the incoming and outgoing letters, minute-taking, and other organisational arrangements. The Workgroup is grateful for the University’s allocation of resources for the role of a Clerk. Additionally, the Workgroup is supported by a Chair that is the main link to external stakeholders. Lastly, the Workgroup has a lot of communication with the EUR HoKa Coordinator.

The coordinator provides the Workgroup and the UC with all the information related to HoKa. The coordinator attends the Workgroup meetings on a monthly basis and fulfils an extraordinary role in supporting the well-functioning of the Workgroup.

On the other hand, the Workgroup is still waiting for clarifications on the compensation of its student members. There was an agreement made to compensate the student members working on HoKa for 0.1FTEs. However, they only receive a compensation of 0.025FTE as of now. The Chair is currently in conversations with the university to retroactively correct this.

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Our reference
UR/MH/38436

Your reference
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Conclusion

In conclusion, the Workgroup is in an ongoing process of constructive exchange with other participatory bodies and the project leads of HoKa investments. The Workgroup sees their input in HoKa as positive and in continuous improvement. The team is attentive to any HoKa-related and aims to establish a better communication structure related to HoKa with other participatory bodies.

Kind regards,

H.B. van den Berg
Chair Hoka Workgroup

O. Morales Hernández
Secretary HoKa Workgroup

ValidSigned by Hans van den Berg
on 08-04-2021

ValidSigned by Oriana Morales Hernandez
on 08-04-2021

Erasmus University Rotterdam

The logo of Erasmus University Rotterdam, featuring the word "Erasmus" in a stylized, cursive script.

3 Research



3.1 Introduction

Research at Erasmus University Rotterdam (EUR) has traditionally and disciplinarily focused on social and behavioural sciences and the humanities. Since the Erasmus Medical Centre (MC) has been associated with the university, its focus has broadened to life and health sciences.

Research at EUR complies with the following steps. Step 1: our research is excellent. Step 2: we connect scientific disciplines. Step 3: we conduct interdisciplinary research to solve complex social issues. We involve stakeholders at an early stage of planned research.

Part of the learning process is an evaluation of the impact and influence of the research. Various faculties carry out project impact assessments. This contributes to the development of an impact evaluation framework that is in line with the impact-driven university that the EUR is. The research at EUR and Erasmus MC is strongly anchored internationally. Moreover, regional cooperation was strengthened in 2020.

ISS research for social application, sustainability and positioning impact

The *International Institute of Social Studies (ISS)* conducts socially relevant research. The aim is to achieve social change and generate academic knowledge. In line with EUR strategy, a variety of resources is used to position research for inclusion, sustainability and impact. This could include stakeholder involvement at an early stage, co-creation of knowledge, sharing findings with policymakers and practitioners and participation in public discussion and debate. ISS has established a special platform called **Research InSightS** to disseminate jointly created knowledge and insights and to increase the potential impact of our research. Part of the appeal of this platform is the presentation of research results in exciting, 'bite-sized chunks' for policymakers, practitioners, students, NGOs and civil society organisations.

All eyes on the Amazon is an example of a project that involves interaction with practitioners. The project is explained on *Research InSightS*. Dr Lorenzo Pellegrini and Prof. Murat Arsel are in charge of the ISS component. They do so in a partnership led by Greenpeace and Hivos and funded by the National Postcode Lottery. The project focuses on strengthening the capacity of local organisations and individuals to use community-based systems for monitoring social and environmental change in their territories. Last year, local indigenous communities were trained to use modern technology through workshops.

3.2. Current events

As with all academic institutions, Covid-19 also had a significant impact on EUR and Erasmus MC. Laboratories, both for medical experimental work and behavioural research, were closed. Researchers could no longer go abroad and were asked to teach online. Field experiments were postponed. Young researchers such as PhD students and post-doc researchers were particularly affected. And, as if that weren't enough, they had to work from home as well. Working from home sometimes led to social isolation, feelings of insecurity and anxiety. EUR has worked diligently to identify and mitigate the problems arising from the

Covid-19 crisis. All faculties maintained active contact with their researchers. They made arrangements to extend tenures to cover delays. In addition, any online alternative that allowed continuing research and related activities (such as evaluations and promotion ceremonies) was used.

Thanks to their disciplinary and interdisciplinary strengths, the EUR researchers proved agile and resilient. Scientists from EUR and Erasmus MC made major contributions to finding solutions to the Covid-19 crisis and quickly responded to opportunities the government offered through additional resources. The more than ten-year cooperation with the Municipality of Rotterdam and the knowledge infrastructure that came with it also proved its worth during the pandemic. In this way, many research questions and knowledge needs from both sides could be quickly converted into research and new knowledge. There are plenty of examples:

- In March 2020, the research project 'Societal impact of Covid-19' started under the leadership of Prof. Godfried Engbersen (ESSB). Together with an extensive team of researchers from EUR, VU, The Hague University of Applied Sciences and the research departments of the Municipality of Rotterdam, Amsterdam and The Hague, the social consequences of the coronavirus are measured. This has since led to four publications, many media appearances and discussions with government and scientists.
- A team from ESHPM led by Prof. Ronald Bal set up the 'Learning to Dance' project. Subtitle 'Guiding care during a pandemic'. The research was conducted in cooperation with third parties, including the Municipality of Rotterdam, and specifically focused on the decision-making process. Since the beginning of March, there have been observations at the Regional Acute Care Chain Consultation and the Safety Region in South West Netherlands. They were later joined by other regions.
- An interdisciplinary research team led by Prof. Frank van Oort (ESE) is carrying out the project 'The Resilient Region'. They are studying the economic impact of the Covid-19 policy in the short and long term. More specifically, the project analyses how regional and sectoral variation in pandemic measures can mitigate short-term negative economic impacts.
- Young people are using the 'Grow it app', developed under the leadership of Prof. Manon Hillegers (Erasmus MC Sophia). The app supports them in dealing with stress, boredom and loneliness.
- At the request of the Municipality of Rotterdam, the Erasmus Initiative Vital Cities & Citizens is conducting research into how Rotterdam can effectively recover from the Covid-19 crisis and how the city's resilience and future-proofness can be increased.

EUR scientists are part of government advisory bodies, such as the 'Corona behavioural unit' of the RIVM and the 'Task force behavioural sciences digital support for combating Covid-19' of the Ministry of Health, Welfare and Sport.

Nearly 40 EUR scientists also answered the call of the 'Social Sciences and Humanities Council' to make expertise available to the government and the media regarding Covid-19.

'Doctors should decide on the allocation of ICU beds'

When it comes to the distribution of limited resources in healthcare, the Dutch population generally considers access to healthcare and equal treatment the most important. The increased demand for ICU beds during the coronavirus pandemic sparked a debate on which patients should be given priority.

Health economist Prof. Job van Exel, behavioural economist Prof. Kirsten Rohde and PhD student Merel van Hulsen of the Erasmus School of Economics asked a thousand Dutch adults the following two questions: "Suppose the capacity of intensive care in the Netherlands were insufficient, which patients would deserve an ICU bed? And who should be responsible for this difficult decision?"

In general, Dutch people seem to have faith in doctors and experts when it comes to making informed decisions about ICU bed allocation. Dutch adults believe that doctors, together with care experts, should draw up uniform rules about who is allocated a bed in the ICU. Personal characteristics should not play a role in this decision. Instead, urgency, prognosis and the risk of infection are important factors to consider.

Click on the following link to read more <https://www.eur.nl/nieuws/dokters-moeten-beslissen-over-ic-beddenhier>

3.3. Evaluation of the Erasmus Initiatives

The Erasmus Initiatives (EIs), launched in 2017, stimulate interdisciplinary and interfaculty research and promote social impact. They are an important tool for connecting science to society, which is a core objective of the EUR Strategy 2024. In November 2020, the EIs were evaluated by an external international committee. The committee examined the extent to which the EIs' goals have been achieved and what is needed to further improve their functioning.

The committee concluded that the EIs performed well. A substantial volume of interdisciplinary work has been produced and its social relevance can easily be demonstrated. Moreover, the participants in the projects were able to generate additional funding.

More importantly, the EIs created an environment that facilitated 'out of the box thinking' and attracted new research talent: a new generation of scientists who can become leaders in interdisciplinary thinking and generating societal impact.

These researchers can play a major role in addressing relevant and important social issues.

The committee's recommendations mainly concern the further development of a long-term vision for the EIs, both by the academic leaders and by the Executive Board. The committee also considers it important to set up a support infrastructure within EUR that better recognises and values efforts in the field of interdisciplinary research and the generation of social impact.

Flu shot, in particular for the over-65s, possibly less effective than often thought

Tom van Ourti, Professor of Applied Health Economics at the Erasmus School of Economics and head of the 'Health equity' action line of the *El Smarter Choices for Better Health*, estimated the impact of the Dutch vaccination programme on medication use, outpatient visits, hospitalisation and mortality at the age of 65. The study, which was published in the middle of the current pandemic, contributes to the current debate on the effectiveness of vaccination programmes. The receipt of an invitation for a free flu vaccination at the age of 65 led to an increase of 9.8 percentage points in flu shots. During months when the flu wave was circulating, it was associated with 1.5 fewer deaths from influenza or pneumonia per 100,000 people, a 15 percentage point lower chance of using medication and 0.13 fewer GP visits per month. The association with hospital admissions due to influenza and pneumonia was minor and could not be accurately estimated. The vaccination programme thus led to significant cost savings by taking pressure off primary healthcare but had only a minor impact on hospital admissions. The results were published in the *European Journal of Public Health* in 2020.

3.4 Erasmus Research Services (ERS)

Erasmus Research Services (ERS) was officially launched on 1 January 2020 as a new department within Professional Services. ERS provides research support and develops a full range of research services. Researchers are supported before and during their research project in various fields of expertise: applying for grants, law, research data-management, open science, ethical reviews, research intelligence, business development, transfer of knowledge and research project management.

The mission of ERS is to provide professional research services so researchers can concentrate on conducting excellent and high-quality research that has an impact. ERS also advocates a future with an open and responsible science practice with interdisciplinary research, team science and impact. ERS actively contributes to EUR's Strategy 2024 by:

- Intensifying our professional services by providing research-driven support, smoothing the interaction between services and processes and connecting to the digital society.
- Embedding excellent scientific research in society by facilitating high-quality research groups, providing high-quality and relevant support to researchers and stimulating open and responsible science.
- Absorbing and accelerating impact and thereby nurturing our social impact identity.
- Making the most of our interdisciplinary potential by supporting interdisciplinary impact-driven collaborative grants, putting the EUR on the European, national and regional funding agenda and participating in and supporting business development.
- Achieving growth in competitive funding for the EUR, by shifting the focus to larger collaborative grants (such as consortia grants in the context of Horizon, NWA, Top Sectors policy and Gravity) and thereby strengthening interdisciplinarity, team science, impact and excellent science.



Grants and developments at EU level

The Research Grants team laid the foundations for its future role. The ERS has set up a new team structure, and two new colleagues have been recruited, including a team manager.

The team had the opportunity to provide practical support to the Convergence and almost every faculty. Two proposals for EU funding, led by Prof. Peter Scholten, received exceptional support and were both honoured (the UNIC project and the UNIC4ER project).

Another important milestone was the organisation of the EU Strategic Session, a high-level session in Brussels attended by, among others, the President of the European Research Council (Jean-Pierre Bourguignon) and the directors of various directorates-general of ministries. It was an unprecedented opportunity for the EUR to be present in the highest EU circles. The constant presence in EU Liaison meetings, working groups and panels (e.g. during Science Business Panels, invitations to our Rector Magnificus, the LDE Centre for Frugal Innovation and AI researchers) in 2020 helped the ERS mission to put the EUR on the European agenda.

The grants team has also started to offer various funding training courses, for instance in preparation for Horizon Europe or a briefing on MSCA grants. At the same time, the first steps have been taken in digital enablement, giving EUR researchers access to tools such as Impacter or Research Connect.

Ethical reviews

In 2020, the EUR policy 'Principles and rules on the ethical review of research at Erasmus University Rotterdam' was drafted and adopted. This policy is effective from 1 January 2021. As a result, future research must undergo a review before it begins, at least if it covers the following topics:

- humans;
- (special categories of) personal data;
- non-EU countries;
- environmental, health and safety issues, including potential harm to researchers;
- potential misuse of research results;

- potential conflicts of interest;
- involvement of external stakeholders, including funding organisations.

The structure for assessing applications was completed in 2020. All research schools have one or two research ethics committees. The number of applications in the second half of 2020 almost doubled compared to the second half of 2019, when the measurements started. A total of 263 applications were submitted in 2020.

Research Data Management (RDM)

In January 2020, the EUR Task Force Research Data Management presented its final report to the Rector Magnificus. In this report, the Task Force recommended an integrated approach to RDM support, i.a. IT infrastructure, policy development, guidelines, capacity and expertise to set up an EUR Digital Competence Centre (DCC). The Task Force regards the DCC as essential for supporting developments in the fields of AI, Open Science and FAIR data.

On behalf of the Rector Magnificus, ERS developed an RDM programme in cooperation with the University Library, the CIO Office and IT. The ambition, budget and organisation of the RDM programme were approved by the RDM Steering Committee. The full RDM plan will be presented to the EUR Executive Board in early 2021.

The RDM programme gave priority to the development of 1. an EUR-wide policy with defined roles and responsibilities and 2. a plan for an EUR Digital Competence Centre to provide support to all EUR researchers (including the appointment of special data stewards). In collaboration with the faculties and central departments, both priorities were realised. NWO also rewarded the EUR proposal for an EUR DCC by awarding so-called 'impulse funding' in December. The first data stewards will commence in early 2021.

Open Science

EUR understands the crucial role of open and responsible science in creating high-quality, verifiable and socially relevant intellectual products: "We will embrace the goals and approaches of open and responsible science. This means sharing and using knowledge early in the research process, giving others the chance to collaborate and contribute, and continuing to make our data and, where possible, our notes and research processes freely available." (Strategy 2024, p. 73).

The ERS embraces this commitment and implements it. We coordinate the Open Science Community Rotterdam (OSCR), where researchers and support staff discuss, promote and apply open science practices at every stage of the research cycle. OSCR currently welcomes more than fifty full members and reaches around six hundred researchers via a mailing list and Twitter. OSCR's study programmes include: discussion of relevant papers on open science, following the Reproducibili Tea format; information sessions on open and reproducible science, including pre-registration and registered reports; workshops on best practices in data sharing and reproducible workflows; guidelines for open access and recommendations on how to make open research more visible (in collaboration with the University Library).

In keeping with its mission to support researchers in creating outstanding science, ERS also provides tailored support for individual researchers, research groups and schools, including advice on: open-source software for transparent and reproducible analysis; pre-registration of studies and research projects; open science in subsidy proposals; development of guidelines (such as the ERIM Preregistration Guidelines).

Cooperation with other EUR programmes and initiatives will be strengthened. For instance, through Evaluating Societal Impact, Recognition & Reward, Erasmus Connects and Erasmus X. The aim is to make academics and other stakeholders aware that transparency is necessary for reliable research that can have a meaningful impact on society.

Finally, ERS contributes to national and international efforts to promote open and responsible science. OSCR is part of the International Network of Open Science & Scholarship Communities (INOSC), which currently comprises communities from eleven Dutch universities as well as from Ireland and Sweden. New communities will soon be established in Serbia, the Czech Republic and Saudi Arabia, following the Starter Kit co-developed by OSCR.

Research Intelligence (RI)

RI is the translation of structured data analyses, including quantitative measurements of research output (bibliometrics) and qualitative approaches to research quality, social relevance and social impact (narrative) for policy and management. By taking into account the characteristics and traditions of each research field within the EUR, RI uses a broad scientific approach and methodologies such as document analysis, surveys, interviews and data Science (for instance, text data mining and unsupervised machine learning).

In 2020, RI collaborated with five research schools (ESSB, ESL, ESE, ESPhil and ESHCC) to develop a portfolio analysis that can serve as a basis for determining research strategies at the institution and department levels. RI provided advice and support to the Evaluating Societal Impact project and to the Reward and Recognition Committee.

The Sustainable Development Goals (SDGs) dashboard, a prototype for mapping and monitoring research publications related to these goals, has been set up to stimulate discussions on societal impact at the central level.

The RI Community, consisting of 23 employees from different departments, meets bimonthly for updates, training and sharing expertise.

Business development and knowledge transfer office (KTO)

Last year, ERS started building up its service portfolio. One of these services is the business development and knowledge transfer office (KTO).

The KTO facilitates research-related interactions between academic and social partners. It also acts as a catalyst in the relationship with external partners. This starts with finding these partners.

The service package also includes support processes for giving meaning to the results of education and research, so-called valorisation. One such route may be the creation of a spin-off company. Another option is a cooperation and/or licence agreement with an existing social partner. The support includes business development, (strategic) relationship management and legal support.

In the second half of 2020, ERS recruited two business developers. They seek contact with researchers and initiate kick-start projects with external funding from the European Commission, public and private partners. The ambition to accelerate the convergence strategy was also supported. In the last quarter of 2020, ERS hired a new team leader.

ESPhil, partner in four European projects for responsible research and innovation

We are witnessing major changes in the way research is designed and conducted. To address complex societal challenges, researchers are trying to be more collaborative, inclusive and interactive, and research is becoming more sensitive to societal expectations and concerns. In addition to intense collaborations between disciplines, it involves interaction with society at different levels, as an inherent dimension of research methodologies. In order to combine excellence with impact, ESPhil pays more attention to collaborative grants, especially at the international (EU) level, in addition to and in interaction with NWO and ERC excellence grants.

ESPhil is partner in four H2020 projects, building on the RRI concept (Responsible Research and Innovation). This means that research organisations and social actors work together throughout the research process to align results with social values, needs, concerns and expectations.

RRING (Responsible Research and Innovation Networked Globally) is a European consortium of which UNESCO is a partner. The aim is the global promotion of RRI through mutual learning, while GRRIP seeks to embed RRI in research organisations.

Via crowdsourcing, JOINUS4HEALTH contributes to RRI in order to broaden the scope of cohort studies. This is done in collaboration with Erasmus MC and others.

Finally, IHMCSA focuses on microbiome research, considering strategies to promote the inclusion of microbiome insights by health professionals and citizens, distinguishing between realistic scenarios and hypes.

[Click here for more information.](#)



3.5. Quality assurance research

In 2020, the new Strategic (formerly 'Standard') Evaluation Protocol (SEP) was adopted by the Dutch universities, NWO and KNAW. As the name change suggests, the new protocol places even more emphasis on the strategic advisory role of evaluation committees. An important consequence thereof is that statistical judgements are no longer made about scientific quality, social impact and vitality. Aspects such as HR and PhD policy, diversity and integrity are also assessed more integrally than before. In order to carry out the local implementation properly, the 'Rotterdam Protocol' was written. This serves as a guide for the assessments from 2021 onwards.

In 2020, the following assessments were carried out in accordance with this protocol, all with excellent results:

ESHCC

Erasmus Research Centre for Media, Communication and Culture (ERMeCC):

- Scientific quality: 2 (very good)
- Social relevance/Impact: 1 (excellent)
- Vitality: 2 (very good)

History @ Erasmus:

- Scientific quality: 2 (very good)
- Social relevance/Impact: 1 (excellent)
- Vitality: 2 (very good)

ESSB

Sociology:

- Scientific quality: 2 (very good)
- Social relevance/Impact: 1 (excellent)
- Vitality: 2 (very good)

Lessons from fifteen years of Rijkswaterstaat public-private partnerships

In recent years, the Directorate General for Public Works and Water Management (*Rijkswaterstaat*, RWS) has developed large infrastructure projects with market players based on Design, Build, Finance and Maintain (DBFM) contracts. With this type of contract, the contractor is responsible for design, construction, financing and maintenance for the term of the contract. On behalf of Rijkswaterstaat and Bouwend Nederland, public administration experts from Erasmus University Rotterdam and Groningen University sought answers to two questions: what are the lessons from fifteen years of working with DBFM contracts at Rijkswaterstaat and to what extent does this type of contract work in practice? According to the final report 'Learning from 15 years of DBFM projects at RWS' published on 12 October, DBFM can contribute to issues such as quality, timeliness and nuisance reduction. This type of contract is suitable for contracts between approximately €200 and €400 million, with a limited complexity. Based on this study, the Minister of Finance and the Rijkswaterstaat see no reason to make fundamental changes to DBFM.

[Read more in this news article.](#)

3.6. Scientific integrity

Policy

In 2020, the roadmap drawn up in 2019 for the implementation of the new Code of Scientific Integrity was further rolled out. This mainly relates to the duty of care of the institutions. In the year under review, the emphasis was on components that fall within the domain of Research Support. For example, an EUR-wide system for the ethical review of proposed research has now been set up. A separate Steering Committee was also set up for the introduction of better data management structures (see also Section 4: Erasmus Research Services).

In 2020, the results of the Survey were collected, analysed and discussed with the Executive Board and faculties. The results gave confidence in the familiarity with the code and the principles of scientific integrity. At the same time, the results gave rise to follow-up actions. In 2020, a plan with five lines of action was drawn up. One of them is the construction and launch of the 'dilemma app', the digital version of the dilemma game that aims to have a conversation with various participants about integrity and the dividing line between acting with integrity and violating scientific integrity. Unfortunately, the planned activities with the public could not take place due to the Covid-19 measures.

Committee for Scientific Integrity

In the autumn of 2020, the Executive Board adopted a revised version of the complaints procedure. Four complaints of the violation of the Code of Scientific Integrity were filed in 2020. Two of them were referred to EUR Holding BV and two were declared unfounded after consideration by the Committee (ruling in 2021). Furthermore, two complaints filed in 2019 were finalised; one was declared founded and one partially founded.

Erasmus Platform for Sustainable Value Creation

The Erasmus Platform for Sustainable Value Creation (EPSCV) is an initiative of Prof. Dirk Schoenmaker and his staff, developed within the Finance department of the Rotterdam School of Management. EPSCV provides a partner-driven 'free space' for academics, financial sector partners and NGOs to work on sustainable finance issues.

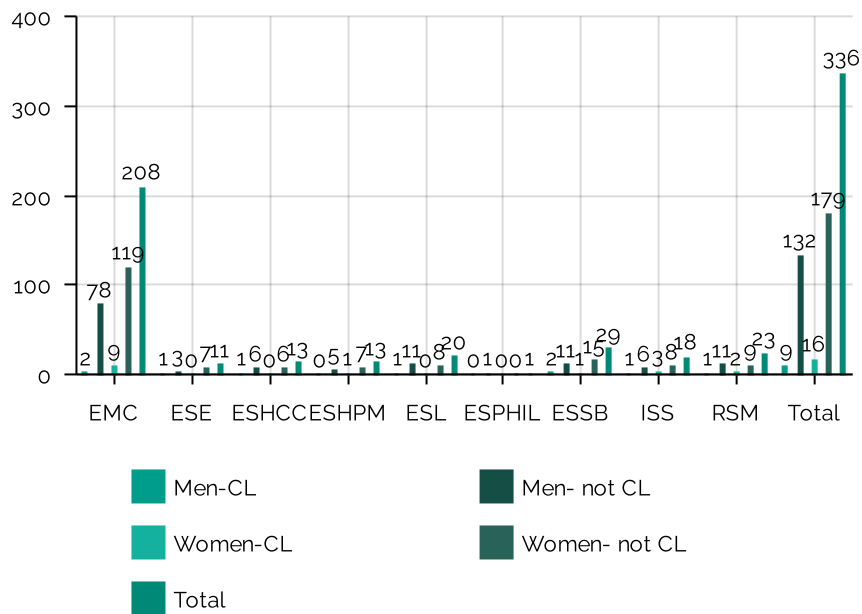
The ambition of the platform is to develop new methodologies for sustainable value creation and to do so in co-creation with the business community and social partners such as Robeco, Rabobank, PGGM, ASN Bank and Triodos.

Outstanding academic research is the natural starting point for these new methodologies and partnerships.

Recent work by Robin Döttling and Sehoon Kim, for example, has shown that the stock market crash of 2020, which followed the Covid-19 pandemic, severely depressed investors' sustainability preferences. The lesson learned from this study is that SRI remains a vulnerable market category that needs extra protection in times of crisis. Another study, by Philipp Krueger, Daniel Metzger and Jiaxin Wu, tells a complementary and more hopeful story. These authors show that mainly highly educated employees actively seek jobs at companies with an excellent sustainability profile. These employees are even willing to sacrifice part of their salary to get such jobs.

3.7. PhD and PhD student policy

In 2020, 336 PhD defences took place. This number is slightly lower than the average over the last six years (359 between 2014 and 2019). There are no noticeable differences between 2019 and 2020. In 2020, sixteen women and nine men graduated cum laude. In 2020, one candidate obtained a PhD within the experiment. No candidates dropped out. The total number of active PhD students is 14.



Policy

In 2019, the Association of Universities in the Netherlands VSNU created a framework for PhD policy: A healthy practice in the Dutch PhD system. The Dutch universities agreed to implement the 'healthy practice document' at their own university. A lot of preparatory work was performed in 2020 for an EUR policy that contributes to better guidance and well-being of EUR PhD candidates.

Hora Finita

The Hora Finita system was introduced at all faculties last year. It involves all processes, from admission to the submission of the dissertation and preparation for the public defence. In 2018 and 2019, the registration and PhD defence procedures were set up. In 2020, monitoring was also incorporated into Hora Finita.

Hora Finita is expected to lead to better insight into the progress of the PhD programmes. Furthermore, the system provides administrative information. Therefore, a great deal of effort was put into improving data quality in 2020.

New insights into control structures at listed companies

On 9 December 2020, Titiaan Keijzer was awarded his PhD with distinction at Erasmus School of Law for his dissertation 'Vote and Value'. His multidisciplinary dissertation includes financial-economic, historical and comparative law perspectives and was partly written at the Columbia Law School (New York) and the Max Planck Institute (Hamburg).

Keijzer studied the optimal allocation of powers (voting rights and profit entitlements) to investors in listed companies. Companies that go public, such as Google or Prosus, increasingly do so with a so-called dual class share structure. In such a structure, the influence of some shareholders far outweighs that of other investors. Keijzer concludes that dual class share structures can provide peace of mind within the company and thus encourage long-term value creation and innovation. In addition, dual class share structures lower the threshold for companies to become listed.

This increasing the investment opportunities for small investors. Because of its provocative insights, the dissertation attracted a lot of attention, both from the media (e.g. FD) and from universities at home and abroad.

[Click here for more information](#)

3.8. Convergence

Whether climate change, urbanisation, sustainability, digitisation or sustainability of healthcare are concerned, today's complex societal challenges require ground-breaking scientific insights. Due to the complexity of these challenges, a monodisciplinary scientific perspective is no longer sufficient and cooperation across the boundaries of disciplines and institutions is essential. Therefore, at the end of December 2019, the boards of TU Delft, EUR and Erasmus MC decided to systematically expand and intensify the existing collaborations between the three institutions under the heading 'Convergence'. This resulted in a letter of intent for a Cooperation Agreement in July 2020. Partly based on this Cooperation Agreement, investments were made in the development of a Framework Agreement in which further agreements for cooperation were laid down.

This problem-driven cooperation is expected to contribute to solving social issues and thus to strengthening the scientific and social impact of the institutions involved. The cooperation brings together knowledge and skills in the alpha, beta, gamma, medical and technical sciences. This creates new research and education infrastructures and possibly even new disciplines. Three different themes initially form the pillars of Convergence, namely Resilient Delta, Health & Technology and AI, Data & Digitisation.

Since the adoption of the Decision-in-Principle, quartermasters from the different institutions have been working on the further implementation of the objectives stated therein. Despite the Covid-19 crisis, the partners managed to organise many (digital) programmes and meetings and connect scientists in 2020. To

guide the cooperation, a suitable management structure has been set up, consisting of the Convergence Executive Board (CEB) and the Convergence Supervisory Board (CSB). The CEB is responsible for the strategic direction of the cooperation; the CSB supervises the functioning of the CEB.

In addition, an AI Steering Committee has been formed in which Leiden University is also represented with the aim of guiding the development of the AI programme.

An overarching Convergence Management Unit has been established to facilitate, among other things, the administrative coordination of the cooperation.

At the request of the CEB and the AI Steering Committee, work has been done in the past period to concretise the ambitions within the various themes. This was done by drawing up multi-year strategic plans. These plans outline the envisaged research and education programmes and how they can be successfully implemented in relation to governance, partners and (external) funding. In the coming period, further agreements will be made on the management and implementation of the plans per theme via a Specific Agreement.

Five years 'Mothers of Rotterdam'

In 2020, 'Mothers of Rotterdam' celebrated its fifth anniversary. The programme is a collaboration between Frontlijn (Municipality of Rotterdam), the foundation Stichting De Verre Bergen and Erasmus MC and is aimed at addressing and investigating an increasing number of highly vulnerable pregnant women. Together with Frontlijn, researcher Eric Steegers and his colleagues at the Department of Obstetrics and Gynaecology at Erasmus MC devised an intensive approach for vulnerable pregnant women.

The programme is aimed at reducing stress, improving parenting skills and self-reliance. An important element is the low-threshold registration point for healthcare providers. After registration, 'Mothers of Rotterdam' will contact the pregnant woman to arrange an intake interview. Half of the participants will be included in the programme and the other half in a control group that receives help from the neighbourhood team. In the last five years, 1,811 women have applied. After checking the admission criteria and an intake interview, 1,218 candidates remained, 761 of whom were assigned to 'Mothers of Rotterdam' and 457 to the neighbourhood team.

The mothers in the programme are intensively guided by coaches to first and foremost eliminate stress factors. This is followed by a focus on the child's development and the mother's self-reliance. These include a healthy lifestyle, bookkeeping, housekeeping, options for study and work. The programme runs until the child's third birthday.

You can read about this programme (in Dutch) [here](#)

3.9. LDE Alliance

Research

In 2019, the Leiden Delft Erasmus strategy (LDE) for the period up to and including 2024 was determined. This also contains a number of profiling themes. They form the basis for further fulfilment of the joint ambition to contribute as a regional knowledge partner to the social and economic agendas of regional and local stakeholders. These profiling themes are the following:

- Digital Society;
- Healthy Society;
- Inclusive Society;
- Sustainable Society.

Six LDE centres are active on these themes in the areas of education, research and innovation:

- Centre for BOLD Cities;
- Centre for Education and Learning;
- Centre for Frugal Innovation in Africa;
- Centre for Global Heritage and Development;
- Centre for Governance of Migration and Diversity;
- Centre for Sustainability.

In addition, there is an LDE partnership within the research programme Port City Futures.

Other developments and results in 2020:

- In 2020, the deans of the three universities were even more intensively involved in the LDE partnership; they function more often as members of the Steering Committees of the LDE centres and programmes. This allows them to enhance faculty involvement.
- In January 2020, the 'LDE centre for Governance of Migration and Diversity' was launched. EUR is the coordinating university of this LDE centre. The theme of the centre is the inclusive society, in which everyone has equal opportunities and equal access to prosperity and well-being. The Centre focuses mainly on governance and policy issues surrounding migration and diversity and builds on the joint Master programme Governance of Migration and Diversity offered by the three universities. The specialties of the three universities are perfectly complementary in this respect. Leiden has expertise in migration history, governance and migration law, Delft in urban planning and humanitarian issues and Rotterdam in sociology and public administration. The knowledge of the 'Institute of Social Studies' in The Hague is also important.
- In December last year, the LDE Board adopted the guidelines and preconditions for co-appointments. This contributes to strengthening the cooperation of the three institutions in the strategic LDE themes. The possibility of co-appointments already existed at Medical Delta. Professors who are appointed as LDE professors are, in addition to their appointment at their primary university, also appointed at a second and possibly a third university. They are committed to interdisciplinary education and research in the various fields of the LDE Alliance.

- In December, the LDE Board approved a proposal for an LDE Research Development Support initiative. Almost all disciplines to develop successful inter and transdisciplinary research proposals are represented at the three institutions, either with or without social partners. The aim of LDE Research Development Support is to encourage the formation of interdisciplinary consortia for large, complex grant applications.

In 2020, an LDE bureau was set up, which supports the administrative processes, provides information and guidance and is involved in various initiatives in the areas of education, research and valorisation. From 1 February 2020, Prof. Wim van den Doel, former director of NWO and former Dean of the Leiden Faculty of Humanities, has been serving as LDE Dean. He is responsible for the overall direction, coordination and daily management of LDE on behalf of the LDE Board. He coordinates this work with the individual members of the LDE Board. He is supported in this by the LDE bureau.

In 2020, new Joint Regulations were adopted as a supplement to the LDE Strategy 2019-2024. These Regulations outline the main principles of cooperation between the universities.

Social partners

The three universities collaborate not only in the areas of education and research, but also with companies, other knowledge institutions and governments. Together, they form a strong knowledge and innovation cluster. This cluster contributes to the economic and social development of the region.

Collaboration in the medical technology field takes shape not only in Medical Delta, but also in Cleantech Delta and The Hague Security Delta (leiden-delft-erasmus.nl/nl/themes/zuid-holland). The thematic LDE Centres also actively cooperate with regional partners.

In principle, communication about and the visibility of the various forms of collaboration between the three universities in South Holland takes place under the name of LDE. Governance, on the other hand, remains a matter for the three institutions individually.

LDE is more than just the six Centres and the research centre. The essence of LDE is the totality of collaboration in South Holland, even if it concerns only two universities. In line with this, the Board agreed by presenting LDE as the Leiden-Delft-Erasmus Universities. Communication about this will be extended.

The LDE Multi-Year Plan 2020-2024 and the 2020 Work Plan were adopted at the strategic meeting of the LDE Board on 27 August. The Board expressed appreciation and approval for the plans and the direction already taken by the LDE Dean. What is new is the emphatic alignment with the Growth Agenda of the Province of South Holland. LDE is involved in this through themes such as Artificial Intelligence, quantum technologies, Space for Science and Society. The starting point is always that the LDE universities are among the Dutch scientific leaders in many disciplines, are largely complementary and, with their interrelationship of alpha, beta, gamma and technology, operate within a highly urbanised region.

In addition, the LDE universities are represented in the Economic Board Zuid-Holland (EBZ).

Forging urban economies

The current climate crisis and ongoing pandemic are forcing cities around the world to adopt more circular and localised forms of production and consumption. In her NWO VIDI project, Amanda Brandellero, associate professor at the Erasmus School of History, Culture and Communication (ESHCC), investigates the potential of local craftsmanship and developing practices to support a shift towards greater sustainability in urban economies.

In 2020, the project got off to a flying start with the Lead Researcher and PhD student Olga Koretskaya being involved in a large number of research collaborations. Examples include the LDE Port City Futures, Vital Cities and Citizens, the Well-being Economy Alliance and the Dutch Degrowth Platform (Ontgroei).

Within the project, international institutional differences and policy environments and the resulting outcomes are identified. For the future, the project generates new basic principles about urban craftsmanship and makerspaces as prototypes of economies that are socially and environmentally just and sustainable.

For more information, [click here](#).

A photograph of two people sitting at a table in a bright room with large windows. The person on the left is a young man with brown hair, wearing a green long-sleeved shirt, leaning forward with his hands clasped and a thoughtful expression. The person on the right is a woman with curly brown hair, wearing a brown jacket, looking towards the man. A laptop is open on the table in the foreground. The background shows a large window with a grid pattern, looking out onto a cityscape.

4 Organisation and Operational Management

4.1. Introduction

The Operational Management within the EUR is organised on two levels; decentralised at the faculties and centralised at the services. Each faculty has its own organisation that takes care of the Operational Management within the faculty. The Faculty Director of Operations is responsible for the Operational Management. At the central level, there are seven departments that run the operations of the entire EUR. These are *Erasmus Research Services*, *Education & Student Affairs*, *Marketing & Communications*, *Human Resources*, *Information Technology & Corporate Information Office*, *Finance*, *Real Estate & Facilities*. Each department is headed by a director.

2020 has been strongly marked by collaboration across the Operational Management pillar, including through the implementation of an EUR-wide leadership programme. This focus on collaboration also ties in well with one of the pillars within the EUR 2020-2024 Strategy, Stepping Up Professional services; see 4.2 (SUPS).

This chapter addresses the activities of the Human Resources, *Information Technology & Corporate Information Office* and *Real Estate & Facilities* departments, supplemented by a focus on diversity & inclusion and sustainable operations.

The activities of the other departments are covered in the chapters on Education, Research and Finance.

4.2 Stepping Up Professional Services

The programme Stepping Up Professional Services (SUPS) is one of the pillars of Strategy 2024 and focuses entirely on the further development of services and Operational Management within Erasmus University (EUR). The aim is to create a high-quality, flexible and proactive Professional Services unit that acts as a full partner in the pursuit of social impact. An amount of €2.7 million per year is reserved for this pillar. In 2020, the focus was on, among other things, the further development and compliance of the IT facilities, brand monitoring, strategy monitoring and the development of a Business Intelligence Competence Centre. A number of projects have been partly or fully postponed to 2021 due to the Covid-19 pandemic. In mid-September, a Programme Manager was appointed to assist Professional Services in drawing up a joint approach and agenda. The agenda 2021-2024 builds on current developments, drawing attention to widely experienced needs for further professionalisation and shared responsibility and, where possible, including digitisation as a starting point.

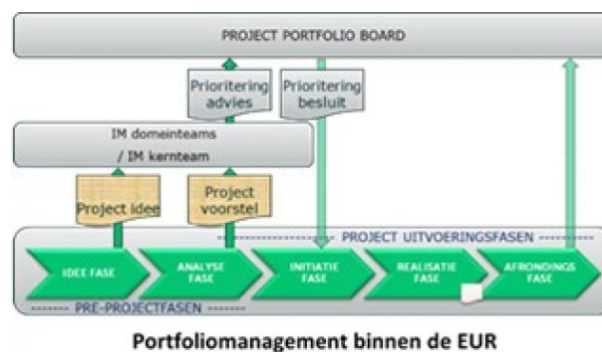
4.3. Information provision and IT

IV/IT support

The coronavirus pandemic and the associated lockdowns brought dependence on information technology to the fore in 2020. It is not only secondary processes that rely on IT more than ever, but also the primary processes of education and research. Notable examples are the massive switch to online education and the further introduction of online testing and surveying. In the field of education, the Podcast studio has also been made available to professors and their students as a supplement to existing teaching materials. In addition to remote education, remote working has also become more prevalent than before. The speed with which IT has made technologies such as O365 and Teams available and with which students, lecturers, researchers and other staff have adapted is an example of the agility of IT at EUR.

In the EUR Strategy 2021-2024, information technology and digitisation form an important basis for the realisation of a number of important goals. The digitisation goals have been elaborated in the Digitisation Master Plan. This Master Plan is elaborated in an Implementation Plan, which contains specific projects. Because organisational development is a prerequisite for successful digitalisation, the focus is also on the development aspects, which raise the maturity level of, for example, competencies, leadership and multidisciplinary working to a higher level. In order to manage all this more effectively, the Governance was also revised in 2020, already taking into account the planned joining of forces of the CIO Office and the IT Department. In this context, an important step was also taken in the portfolio management process and the safeguarding of the role of the project portfolio board in this process.

IV/IT is also inevitable in our supporting processes. For example, in 2020, we started the research to digitise the sick leave process together with HR.



The Project Portfolio Board (PPB) was established in 2020 and advises the Executive Board on the prioritisation of projects arising from, among others, the aforementioned Master Plan and Implementation Plan. In order to manage this, a fully-fledged portfolio management process was successfully established in 2020. Ideas for digital innovations through an analysis and decision-making process are prepared for decision-making in the PPB. In addition to the substantive assessment of the proposals, this process also includes a qualitative assessment of the value of the initiative in relation to, for example, the EUR Strategy. The first two meetings of the PPB were successfully held in the last quarter, with the first projects now underway.

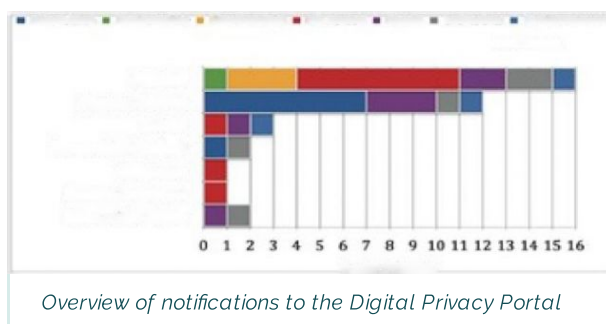
Privacy & Security

With advancing digitalisation, the importance of security and privacy also increased in 2020. The increasing number of attacks, also on the public domain, show that the cyber threat is still present. It is therefore not only important that the IT infrastructure of EUR is equipped for the adoption of increasingly complex technological innovations; it also requires a strong safeguarding of information security and assurance of privacy legislation. In this context, additional security policies have been drawn up. These policies ensure that security measures and security awareness are constantly prioritised. A good example of the latter is the security awareness programme launched at the end of 2020. The results thereof will be evaluated and presented in 2021. In 2021, the security audit conducted in collaboration with SURF at EUR and its sister universities will also

provide clear starting points for further improving our information security and reassessing the aforementioned policy. One measure that is clearly visible to EUR employees that contributes to the security of account data and information is the introduction of Multi-Factor Authentication (MFA). This enforces an additional authorisation step when logging in, which greatly reduces the likelihood of account data being misused. Finally, in 2020, the foundations were laid for a programme to further improve the digital resilience of EUR. This programme will be implemented in 2021 and 2022.

For the privacy organisation, the focus last year was mainly on the consequences of working online and related policies. After all, the risks involved need to be properly mitigated. To this end, a roadmap of how to act in the event of a visit by the Dutch Data Protection Authority was also drawn up in 2020. In the field of research, efforts have been made to facilitate the anonymisation of research data.

Students and employees can exercise their privacy rights via a Digital Privacy Portal. For example, to gain access to one's own personal data processed by the EUR, but also to request that one's own personal data be deleted when the relationship with EUR is terminated. A total of 37 such requests were processed in 2020. Since the GDPR came into force, the total has increased to 98.



One of the strategic themes of 2020 was further implementation of 'Privacy by Design'. This led, among other things, to a more integrated approach to privacy (as well as security) in the tendering and procurement process.

Collaboration

Collaboration is a top priority when it comes to achieving the ambitions of the IV/ICT organisation. Internal IT is the concept of a modern way of working together (multidisciplinary teams) that has been further refined and developed in 2020. Collaboration with external parties is at least as important. It offers EUR opportunities to minimise risks, but also to achieve economies of scale. In 2020, the EUR participates in, among other things, the tender for the new SURFSOC service and the security audits. Preparations have also been made to investigate, together with other universities and universities of applied science, the possibilities of further optimising Software Asset Management (SAM) in order to increase compliance. In 2021, further alignment will be sought with procurement processes via SURF. Last year, we also collaborated with sister universities and universities of applied science, among others, on knowledge sharing and assurance. An example thereof is knowledge assurance within the network of the Data Protection Officers on university-relevant issues. This included coordination with the Dutch Data Protection Authority (DPA). The DPA also received information from this network that will be used as input for the report on the appreciation of privacy governance to be published in 2021.

Organisational developments

Last year, the development plan of the IT organisation was adopted and implemented. Part of this plan is the reorganisation of the IT Department to ensure it is better aligned with EUR's primary processes. At the same time, preparations were started to merge the policy and implementation of the IV/IT organisations. As part thereof, both departments were placed under the same management in 2020: a CIO/IT Director. This led to noticeably better cooperation in the same year. In 2021, the merger will take further shape so the deployability and thus the effectiveness of the combined organisational units can be optimally managed for the challenges of digitisation.

LDE traineeship

The LDE traineeship is a two-year trainee programme, developed in collaboration with Leiden University and TU Delft. The traineeship has existed since 2014 and is a shining example of business cooperation between the three LDE universities. In 2020, the EUR employed four first-year trainees and five second-year trainees. At the EUR, the trainees were involved in, among other things:

- the establishment of EUR-partner policies within the framework of the EUR Internationalisation Strategy;
- HR policy on diversity and inclusion;
- the communication of Strategy 2024;
- professional development for lecturers of the LDE universities;
- establishing policy on studying with an impairment.

The LDE traineeship fits within the strategic ambitions of the EUR to profile itself as an attractive and modern employer. This is a unique programme. After all, there are hardly any common programmes where trainees get the chance to work in different organisations. The LDE trainees form a warm network and exchange a lot of knowledge between the three universities.

4.4. Modern and attractive employer

New employee induction

At the beginning of 2020, we were still able to hold an on-site introduction day for new employees, but after that, onboarding was offered to employees digitally. Since the lockdown, employees have received an extensive welcome e-mail and a goodie bag. It contains a welcome video from the Executive Board, as well as an invitation to take part in the online introduction programme.

This programme is largely devoted to the Erasmian Values and information on the EUR as an organisation. The programme starts with a kick-off meeting, organised in collaboration with the Strategy Office and Prof. J.A. Van Ruler (ESHPhil). The new colleagues then choose from various workshops on the Erasmian Values. The *Erasmus Centre of Entrepreneurship*, for instance, speaks of the value of 'entrepreneurship'. In addition, a number of practical workshops are offered. These include Office 365 and a webinar on Privacy & Security. The programme was received very enthusiastically and awarded a score of 8.6. In 2021, this programme will be offered online three more times.

The brochure for new employees was completely renewed last year.



Jobs and Jobs Quota (Work Disabled Persons) Act

EUR believes in the success of teams with a diverse composition. As an employer, we want to offer opportunities to people with an impairment and thus fulfil the Jobs and Jobs Quota (Work Disabled Persons) Act.

Everyone has talents. EUR wants to bring out the best in its employees by supporting them in developing and using their talents. In this way, everyone contributes in their own way to the success of our university. We offer a challenging and ambitious working environment with a friendly culture where colleagues can feel at home and be themselves.

No one is the same and everyone contributes their own talents. What position suits someone depends on their education, background, experience and ambitions and is thus very varied and different. We currently have staff with an impairment working in very diverse roles. This might be as a tutor, academic researcher, administrative officer, steward, post and logistics officer, policy officer, IT staff, secretary or team supporter. The possibilities are countless. We aim at creating such jobs across the entire EUR.

Within the framework of the Jobs and Jobs Quota (Work Disabled Persons) Act, more than 51 jobs were filled at EUR by people with an impairment. This is 60% compared to the target of 90 jobs of 25.5 hours each. One of the reasons why it was not possible to reach the target was that it takes a long time to find suitable vacancies. In addition, a good match between the job and the candidate is essential for a permanent placement. The placements are therefore very intensive processes. Despite the pandemic, 14 more jobs were created for people with an impairment than last year.

In the creation of these jobs, the focus was on individual placements within the organisational units. In addition, the focus has been broadened by placements through collective job realisation and by an initial cooperation in terms of job realisation through procurement and social return. This means that social

conditions are set within procurement and tendering processes. The client and contractor agree that a certain percentage of the contract will be spent on, for example, the employment of people from the Jobs and Jobs Quota (Work Disabled Persons) Act target group. The creation of jobs for people with an impairment will continue in 2021.

As was the case in 2019, training was offered to support supervisors and managers of employees with an impairment. In 2020, 15 employees participated in this training session. This training session includes theories, practical examples and tools to help (new) employees with their jobs and to support them in developing and using their talents. This allows EUR to equip its managers and supervisors with the aim of enabling them to bring out the best in their employees.

Attractive employer

Facilities and provisions during corona

Since March 2020, as a result of the Covid-19 crisis, employees have in principle been working at home, unless there were good reasons not to. These reasons could be personal (e.g. family circumstances that prevent a quiet workplace, and complaints of loneliness) or dictated by the nature of the work (e.g. security). To support employees and managers during the Covid-19 crisis, we offered information, strengthened facilities and created policies.

Information for staff, managers and board

The information on (healthy and safe) working from home has been expanded on the platform 'EUR&home' on MyEUR. On this platform, the employee will find, for example, a workplace self-assessment, as well as information on available facilities for organising and using the workplace responsibly. The manager will also find a toolkit on this page with the rules of the game and examples of agreements to be made. A mini e-learning has also been developed to inform employees and managers about healthy and safe working from home and to encourage clear working arrangements.

HR published monthly newsletters for all employees, including managers. They provided tailor-made information for each target group to facilitate working from home.

By 2020, 135,000 visits were paid to an HR page on the Intranet. That is 12% more than in 2019. The top 5 most visited HR pages were:

1. Home Workspace Facilities & Personal Career Budget (visited 11,000 times)
2. Vacancies (visited 10,000 times)
3. Leave (visited 7,000 times)
4. Arranging forms yourself (visited 5,200 times)
5. P&D (visited 3,000 times)

The CTO and the organisational units were also informed of the well-being of employees on a monthly basis. This was done based on the Mental Health Thermometer, which measures the reach of communication, use of helplines and health outcomes.

Facilities

In order to support each employee with a responsible arrangement of the home office, three options are offered: 1. Collection of materials from the campus; 2. Procurement of necessary resources through own department; 3. Temporary increase in the Personal Career Budget. This budget was originally intended to stimulate sustainable employability and was also used to purchase equipment for working from home in 2020.

To keep employees mentally healthy as well, they have been made aware of the available psychological support (see 'Tailor-made assistance'). In addition, we purchased the services of OpenUp: a psychologist for everyone, without waiting times. Every employee and every guest employee can schedule consultations with the qualified psychologists of OpenUp as often as needed. The facility was rated well by employees on average, with a score of 7.8.

Policy

In 2020, after an extensive research phase, the 'blended workingpolicy' was adopted, a policy on working independent of time and place. The policy contains a vision with ten principles and regulations, including a legal framework.

Safe & Healthy working

Everyone working at or for EUR can work in a (socially) safe and healthy environment. This is HR's mission in the field of safe and healthy working, which HR, together with the EUR community, aims to achieve between 2019 and 2024 in the Safe and Healthy Working programme (S&HW). The programme consists of four main components, which will be implemented in phases:

- Main component 1: Strengthen the basis (2020-2021)
- Main component 2: Integral steering information available (2020-2022)
- Main component 3: Work towards prevention and fast return to work (2022-2023)
- Main component 4: Work towards health promotion (2022-2023)

In 2020, we worked on getting the basics right, complying with legal (health and safety) obligations (main component 1) and unlocking and combining all kinds of management information on S&HW (main component 2). Below, HR describes in three sections what has been achieved and what ambitions we still have: 1. Building on the basis; 2. Knowing what is going on; 3. Specific approach to work-related risks of work pressure and social safety; 4. Tailor-made assistance available.

Building on the basis

- In early 2021, a Health and Safety Coordinator started work within HR. She is also the Central Prevention Officer. With her knowledge as a safety expert and facilities manager, we are taking an important step in professionalising S&HW and connecting it to other organisational units within the EUR (including RE&F, security guards, integral safety, E&S) and to the employee participation body and the local consultative body (they have the right of approval on most health & safety topics).

- The first concrete task in putting health and safety in order is to design a process for the periodic Risk Inventory and Evaluation (RI&E). According to the Working Conditions Act, prevention officers must be involved in the performance of an RI&E. Currently, we do not yet have them everywhere, so we are now recruiting and training a network of decentralised prevention officers. In doing so, we are implementing a decision already taken in 2018. Two organisational units (General Management Directorate Advisory Board and University Library) have already appointed a prevention officer.
- The results of the RI&E provide insight into the focus that the health and safety policy should have. This makes the drawing up of the health & safety policy the second task of the Health & Safety Coordinator together with the S&HW policy advisers. This takes place simultaneously with the former task. This will have little impact on the various organisational units for the time being, other than that we collect information from them.
- The third task of the Health & Safety Coordinator in 2021 is the creation of an occupational accident record. This is a legal requirement. She will do this together with a working group of people from various departments and representatives from the faculties.
- A new absence policy will be part of the new health and safety policy. To this end, the absenteeism specialists prepared a plan that is currently being tested for feasibility and support within HR. This plan was well received. The plan helps to professionalise the entire absence process. The expectation is that this will ultimately prevent or shorten employee absence.

Knowing what is going on

The second main component of the S&HW programme aims to unlock integral management information, to support the Executive Board and Operational Management Directors in data-driven management.

Wellness monitor

At the end of 2020, HR started an in-depth study of the well-being of our employees. This study is prepared and conducted in cooperation with our scientists. The second measurement was performed in the spring of 2021. Two more measurements will follow in 2021. The results were centrally and widely shared. They have also been discussed decentrally throughout the organisation. The method of repeated measurement shows what is needed to carry out the New Style Employee Survey properly.

Mental Health Thermometer

In 2020, a start was made on measuring the reach of communication, the use of helplines and health outcomes (absenteeism). This was consistently summarised in the Mental Health Thermometer, a report that was sent to CTO and HR business partners. HR will continue to prepare this report, but on a quarterly basis. The report will be sent to the CTO and the HR business partners.

Specific approach to work-related risks of work pressure and social safety

Work pressure

In June 2020, the Tackling Work Pressure was adopted. It acts as a shared 'lens' to look at work pressure (the work pressure model of TNO) and a 'roadmap' to tackle work pressure. This approach is a five-step plan to identify and tackle work pressure per organisational unit together with employees: 1. Decision-making to deal

with work pressure and check if there are individual employees who might suffer from work-related stress complaints; 2. Identification of bottlenecks; 3. Identification of solutions; 4. Prioritisation and implementation of action plan; 5. Evaluation.

The approach is tailor-made for each organisational unit. At the same time, there are effective ingredients, according to scientific research, that should be included in any tailor-made approach. These are: dialogue with and participation by employees in the approach, clear communication from the board, visible actions, guidance of the discussion by a third party (e.g. HR business partner or external). The Wellness Monitor measurements are used to determine the effectiveness.

All organisational units are already doing something to reduce work pressure. There are also differences between the organisational units with regard to the (degree of) approach. There are units that (continue to) follow their own path. This can be done by implementing an own plan or by considering the theme of work pressure as 'going concern' and keeping it on the (management) agenda.

EUR-wide, the percentage of employees experiencing high work pressure has decreased significantly from 55% in December 2020 to 45% in March/April 2021, according to the Welfare Monitor. The sample is still representative and also comparable with the first and second measurement – this is therefore no explanation for the difference. The (traditional) rush for the Christmas holidays could be a (partial) explanation. Although the decrease is positive news, 45% is still a high percentage compared to, for example, the average of 41.6% in the education sector (source: NEA 2020, TNO/CBS).

The inspection by the Social Affairs and Employment Inspectorate on the subject of work pressure was completed favourably.

In addition to this project, a communication campaign was carried out to visibly lead the conversation about work pressure and well-being. A series of seven interviews with different employees from the organisation was published internally and externally. Interviewees varied in position from the rector, to an employee who started during Covid-19, to policy advisers, to professors in the field of engagement, working from home and work-life balance. The topics ranged from what EUR does to tackle work pressure and the support from senior management. What it was like to start a new job completely from home was also discussed. The reach of the campaign was conceived as well on average both internally and externally.

Social safety

The 'Social Safety' project launched in December 2019 is an integrated effort to reduce undesirable behaviour and feeling unsafe. HR does this in cooperation with many different service providers and actors (such as confidential counsellors, ombudsperson, company social worker, company doctors) and with other departments (E&S, integral safety officers, D&I). Preparations have been made for the evaluations of the confidential counsellors pilot (implementation Q3 2021) and the interim and final evaluations of the ombudsperson pilot (implementation Q2 2021). We also organise actor meetings in the field of social safety, aimed at shaping the network. Work is underway to clarify the roles and responsibilities of all these actors. Another aim is to improve the provision of information. This involves:

Information and helplines for employees and managers:

- domestic violence & child abuse reporting code has been developed and is being implemented;
- broad dialogue session, held in 2020, on inappropriate behaviour, in which staff and students participated;

- development of a help matrix: an overview of all actors and their roles. The aim is to gain a better understanding of which actors are available within the organisation for which subject. The help matrix serves as a basis for improving the provision of information to staff (and secondarily, students) and ensuring that the shortest route to assistance is found.

Evaluation and management information:

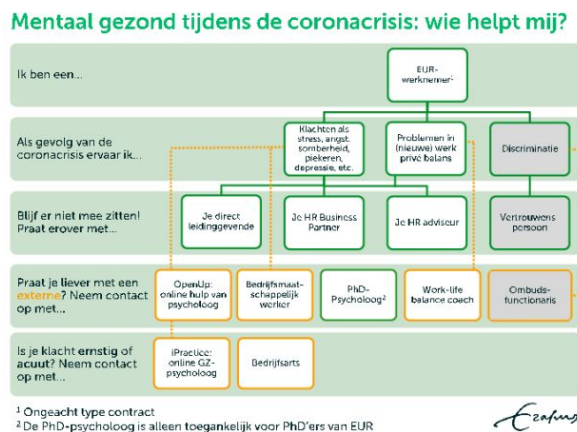
- 2020: The ombudsperson published her first annual report. The report was discussed with the Executive Board, the participation bodies, the local consultative body and within the management boards of faculties and services;
- 2021: The Annual Social Report EUR, an overarching analysis on the annual reports of various actors, is published;
- 2021: interim and final evaluation of the ombudsperson pilot is carried out;
- 2021: preparation and start of evaluation of confidential counsellors pilot (Q3 2021).

Implementation and professionalisation of collaboration:

- implementation of the domestic violence and child abuse reporting code, which enables employees to act appropriately in case of (suspicions of) domestic violence and child abuse;
- maintaining and professionalising a network of actors in the field of social safety. The purpose of the network is for the actors to get to know each other and each other's role better, thus lowering the threshold for referrals and working together in confidence. There have been three meetings so far, two of them in 2020, which were evaluated positively by the participants.

Tailor-made assistance

In 2020, an extensive network of healthcare professionals was available to employees.



4.5. Recognition and appreciation

EUR wants to offer an attractive place to work, where academic staff get the space to bring out the best in themselves. It also has the ambition to become an impact-driven university in the coming years. To achieve this, the current system of recognition and appreciation of academic staff needs to be modernised to ensure high-quality education, excellent research, impact on society, inclusive leadership and, in the case of Erasmus MC, the provision of excellent patient care in the future. In the current system, academic staff are expected to perform well in many different areas; each individual must actually be an 'all-rounder'. This leads

to strong competition between them and an increased work pressure and outflow of talented staff (e.g. when it comes to innovating, coordinating and delivering education or creating social impact) and is not sustainable in the long term. A cultural change is needed in which academic staff are recognised and appreciated differently, which is well anchored within the organisation and which brings about a change in mentality. At EUR, we would like to initiate this culture change and create an environment in which scientists can develop their talents, choose a career that suits them best, and focus more and equally on activities in the fields of research, education, leadership, impact and patient care.

In recent years, several steps have been taken on a national and international level to work towards a modernised system for recognising and appreciating academic staff. Since the publication of the joint position paper 'Room for everyone's talent: towards a new balance in the recognition and appreciation of scientists' and the start of the national programme group for Recognition and Appreciation (hosted by the VSNU), the theme 'Recognition and Appreciation' has been high on the agenda at EUR. Within EUR, the 'Recognition and Appreciation' project is an essential part of the Strategy 2024. By doing so, EUR shows that it emphasises the importance of this movement.

As of May 2020, a project team has been formed consisting of an academic lead (Prof. Victor Bekkers), a project manager (Dr Bianca Langhout) and a project secretary (Christien Bakker, MSc). Based on an action plan, the project team took the first steps in 2020 to initiate a culture change around 'Recognition and Appreciation'. After a consultation round with all faculties, it appeared that there is ample support within EUR for a new system of recognition and appreciation of academic staff. This support formed a good basis for the next step, namely the formation of an EUR Framework for Recognition and Appreciation. In order to develop this framework, a committee and a working group were set up including ambassadors from all faculties and a number of key departments (HR, AZ and ERS). After a series of in-depth discussion meetings, we are currently in the process of refining the EUR framework.

A conscious decision was made to allow sufficient time to arrive at an EUR framework through a bottom-up approach. In doing so, we looked for the right balance between 'one-size fits all' and a framework that allows too much freedom. After all, the EUR framework is really the starting point for further implementation of 'Recognition & Appreciation' within the institution, faculties and services, and it is very important that we determine together which direction we want to take. Only then will it be possible to successfully and sustainably implement 'Recognition & Appreciation' in the coming years. Although initiating a culture change in a large organisation is complex and fraught with challenges (including the Covid-19 pandemic), this first major step has so far proved very successful.

Parallel to the formation of the EUR framework, steps were taken within the institution, faculties and services in 2020 to embed 'Recognition & Appreciation' further into the organisation. Some examples include:

- Contributing to events, such as the conference 'Societal Impact within the Alpha and Gamma Sciences';
- Pilots that allow academic staff to choose a differentiated career path with a focus on education, research management or social impact;
- Develop a portfolio approach whereby academic staff are not only evaluated on the basis of quantitative indicators, but that also includes narrative and qualitative indicators;
- Organising an information meeting to inform all staff about Recognition and Appreciation and to involve them in the further implementation thereof.

In 2021, we will finalise the EUR-wide framework for 'Recognition & Appreciation' and take steps at various levels to promote the implementation of 'Recognition & Appreciation': at the level of the institution, within the HR/ERS/AZ services and within the various faculties. We will also give active consideration to embedding 'Recognition & Appreciation' within the organisation in the longer term. Deep embedding within the HR department is the most obvious option.

TOP

TOP organised 50 training sessions, ranging from career training to leadership programmes. A total of 400 participants attended these training sessions. All training sessions were converted to online sessions after the first lockdown in March 2020.

New training sessions were also organised last year, such as the Heart Intelligence training programme. In this training programme, participants learn to harness the intelligence of the heart and to use the heart as a coach. Another new training is 'Working from home effectively and pleasantly'. This is an online workshop in which time and self-management tips and insights are applied to the current homework situation.

From 15 March onwards, TOP also offered GoodHabitZ online courses. In the period from 15 March to 31 December, there were 6,463 class visits, and 306 participation certificates were obtained while 199 certificates were issued. Most of the study time was spent on Excel, 'Speak Business English', 'Just take that decision!', 'Simply write well' and Mindfulness.

Academic leadership

The EUR aims to support all managers in effectively developing high-performing teams, promoting a healthy and positive working environment, and creating a societal impact.

Within the framework of the leadership development of academics, TOP once again organised two editions of the Academic Leadership course in 2020. Forty employees took the course. New in 2020 is the 'Senior Leadership in Academia' training course, developed in co-creation with the faculties. It is a leadership programme tailored to professors responsible for a department, section or team.

Events

TOP was able to make a significant contribution to the organisation of the Career Week 2020 with the theme 'LIKE TO MOVE IT'. The week consisted of various career development activities, including workshops and coaching. 453 colleagues visited the online activities.

Vision of learning and development

TOP has developed a vision on learning and development together with a number of stakeholders and under the guidance of Goudvisie. The co-creation resulted in the report 'A Great Place To Growth', which contains a clear vision on learning and development for all employees of the EUR. The report also describes the transition that needs to be made to carry out the vision, including the implementation and design.

4.6. Procurement

Legitimacy

Risks and points of attention for 2020 have been identified. They determine the procurement strategies to be followed. They also serve as input for the action plan to be drawn up to ensure legitimacy.

We observed an increase in the number of requests for advice in 2020. 25 formal legal recommendations were issued in 2020. In addition, (legal) recommendations are provided on an ongoing basis in the form of e-mails and oral recommendations. Covid-19 led to one special procedure (negotiated procedure without prior publication of a contract notice) for online proctoring services in 2020. The reason was an unforeseeable urgency. Covid-19 required some contracts to be amended or the inclusion of (financial) relief. This led to issues with procurement laws and frameworks. The Procurement Department provided advice on these issues.

The Tender Board held ten meetings in 2020. They discussed the tendering strategy for the following eleven European tenders: intermediary booking, Thermal Energy Storage, research information system, printed materials, telephone services, software reseller, online proctoring, technical management and maintenance, digital test software, companion app and practice environment.

The Tender Board observed that during the year under review, there was an upward trend in the number of tender strategies that were not approved when submitted for the first time. These strategies were submitted to the Tender Board a second (and sometimes a third) time. The reason is a more stringent focus on and assessment of: 1. assurance of the risk management of the EUR; and 2. complying with the applicable laws and regulations, the procurement policy, the EUR strategy and other policy frameworks of EUR. In addition, a common cause is the absence and/or inadequate elaboration of aspects. This makes it impossible or almost impossible to assess the completeness and consider the different choices.



Efficiency

In 2020, the EUR prepared and carried out many European and multiple private tendering procedures and subsequently concluded agreements with entrepreneurs. In all these tenders, the creation of social value was at the heart of the process. This was done by awarding the contract to the tender with the best price-quality ratio. The tendering procedures were conducted under the responsibility of different contract owners and with various multidisciplinary tendering teams. Procurement, Surf Market, the Leiden consortium or an external consultant provided the guidance. When an external consultant was used, Procurement remained coordinator.

Sustainability

Sustainability is an important part of (European) tendering procedures. For each European tender, the lead buyer consults the sustainability coordinator (RE&F) and the policy advisor for employment (HR). There was close contact with the Municipality of Rotterdam and the Rotterdam Employers' Service Point about further cooperation and the exchange of best practises in the area of social return in tenders.

Procurement requires more attention to determining appropriate and thus suitable sustainability requirements and wishes. This involves weighing up budgetary frameworks, quality, sustainability and other factors.

(Working) Together

Last year, SURF was asked by the University Procurement Platform and the Directors of the Facilities Company Universities to consider SURF's current and future procurement role and to introduce control measures.

After completion of each multiple private and European tendering procedure, the tender is evaluated by the procurement consultant, together with the members of the procurement team. These results led to the conclusions and recommendations that are being taken into account in the development of templates, procedures and coordination with contract owners.

Responsible and Professional Contracting

In 2020, there were no prominent new initiatives regarding the further development of responsible and professional contracting. However, this was an important consideration in the recommendations regarding Covid-19. In addition, professional contracting was given a more prominent role in the tendering procedures: cooperation with the contractor was emphasised. This resulted in the establishment of minimum requirements for management reports and (strategic) consultations.

Working together in networks within and outside the EUR proved essential. Contributing to the EUR-wide strategy and EUR-wide Operational Management requires knowledge of new technologies and the passion and flexibility to continuously change and keep up to date.

Reducing the administrative burden

We have noted that the turnaround time of (the preparation of) tendering procedures at EUR is considerable. To improve this, the Procurement and Contract Management Department has started initiatives to reduce this turnaround time. In 2020, for instance, the project-based approach for procurement was further developed. This includes project frameworks such as set planning at tender kick-off, bi-weekly meetings and more attention to and focus on the importance of everyone's focus on and capacity for the tender.

In 2020, the IT Department went through a European tendering procedure for a software reseller. This has widened the options for the lawful procurement of software within a short turnaround time. The basic principle is that, before purchasing software, an assessment is made of whether SURF can provide the necessary software. If this is not the case, it will be allowed to purchase from the software reseller. Only if both options are not possible, customisation will be an option and a tendering procedure can be launched.

Purchase-to-Pay for all purchases

Although the first major steps have been taken with the implementation of Proactis, this does not yet mean that EUR already has a legitimate and efficient procurement and invoicing process in all organisational units. The systems are available, but the roll-out has yet to occur across the full breadth of ordering channels, suppliers and organisational units.

In October 2020, the catalogues of Lyreco, Flokk Ahrend, Central Point and Index Books will be linked to the contract. Ordering under these (new) framework agreements is done via the P2P process and thus with a catalogue or order form. For these agreements, the entire process takes place via P2P. This means that some 5% of EUR's expenditure is channelled through a purchase order (PO). Every new tender includes P2P and electronic invoicing as a requirement.

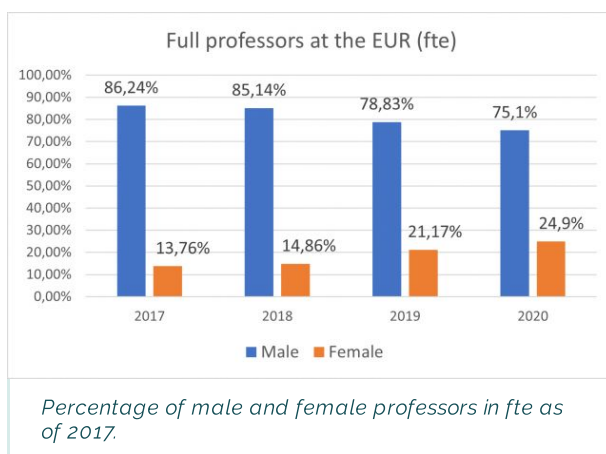
Agreements concluded through a European tendering procedure are entered into the system by Procurement. The IT Department has started entering all their contracts into Proactis. In 2021, this trial will be evaluated and other organisational units can start implementing it. The RE&F Department works with Planon for many of their work processes and also uses the contract management module. These systems have yet to be interconnected. This will take place within the project.

The information from Proactis is therefore still limited and not at the desired level of detail to be able to conduct a correct spend analysis from a procurement perspective.

4.7. Diversity and inclusion

EUR's strategy, and its corresponding Operational Management, strives for an inclusive and safe working and educational environment and culture, where the unique contributions of all our staff and students are valued and their full participation is encouraged, facilitated, recognised and appreciated. Inclusiveness promotes diversity. With regard to staff, we see leadership and the creation of several role models as crucial in the process of creating and fostering an inclusive culture. EUR initiates change on both an individual and a systemic level. All this comes together nicely in the appointment of our Chief Diversity Officer Semiha Denktaş as a member of the advisory committee on the Action Plan for Diversity in Academic Education and Research of the Ministry of Education, Culture and Science. Below are some examples of activities undertaken by EUR in the year under review.

In recent years, EUR has been catching up in terms of recruiting female professors. This requires attention for and recognition of the need for more female professors. The number of women in this position increased to 24.9% in 2020 from 21% at the end of 2019 (this does not include the EMC).



EUR has taken a specific measure to further support female talent and to advance them to leadership positions, the '25/25' measure. This allows female talent to receive support through workshops, guidance from mentors and, most importantly, the opportunity to have their portfolio assessed by an independent committee based on faculty criteria – the latter giving them independent insight into their careers.

In addition to supporting female colleagues, the 25/25 policy also contributes to systemic change, informing employees of the promotion criteria, facilitating talks on the PhD programmes and supporting talks at various university levels on talent management and PhD opportunities.

In 2020, we started this first round with one hundred female assistant professors and associate professors from all EUR faculties at Woudestein, in different stages of their career paths. Despite Covid-19, we were able to implement online workshops, interactive sessions and videos of deans and professors on topics such as prioritisation, job mobility, portfolio development, negotiation skills, work-life balance and arranging funding and grants. In the run-up to the portfolio review by independent committees, three Portfolio Development workshops were held.

Participants who opted to submit their portfolios for assessment were paired with independent committees of three members each – two external and one internal member – to provide an honest, transparent and confidential assessment of a candidate's options to obtain a doctorate based on the current, formal, written

faculty PhD criteria. In 2021, as a final step, participants can choose to share the advice with the faculty, with the intention of participating in the faculty's internal doctoral programme (SCCP) or following them and, if applicable, apply for financial support to enhance their portfolio.

As already mentioned, attention to inclusive leadership is elementary. To this end, the Academic Leadership course has been expanded to include a session covering specific applicable HR D&L-related aspects. A three-day (online) training course Women in Academia (WiA) was also organised in 2020. Fifteen female post-doc and assistant professors took part in this course. WiA addresses crucial issues that hinder the career development of female academics. By addressing these barriers, we will keep more women in academia and help them advance more quickly to (senior) leadership positions. This will allow EUR to retain its talent. In addition to creating awareness of the barriers to advancement and learning research-based interventions to overcome them, WiA also encourages women to work together to effectively address issues of gender climate at the university.

Apart from ensuring a good flow of talent, it is also important to recruit staff and various role models. For the recruitment and selection of new staff, we therefore developed a new toolkit that includes an e-module with tips and tricks for inclusive recruitment. By professionalising the recruitment and selection procedure (R&S), we increase the possibilities of selecting the best person for the team.

The toolkit addresses four steps in the recruitment and selection procedure:

1. Preparation for the recruitment and selection procedure (e.g. reflect on who you miss in the team, put together a diverse R&S team, inform yourself about the R&S procedure and talk about it in the R&S Committee);
2. Ensure inclusive recruitment. For instance, give critical consideration to the most important job requirements, use (gender) neutral language, involve different people in writing the text, distribute the vacancy widely through different channels;
3. Standardise the (pre-)selection procedure. Also be open and reflective, take collective responsibility for diversity in decision-making processes, conduct structured interviews, use objective rather than subjective criteria and use a scoring system when selecting CVs and conducting job interviews;
4. Evaluate and report. Example: evaluate and draw up learning points for each vacancy filled, carry out annual evaluations as a faculty.

Another way in which we want to promote gender equality and ensure that both parents can enjoy the initial time with their new family member is by extending maternity leave. As of 1 July 2021, maternity leave for partners has been extended from one week to six weeks. According to the UWV, the partners are eligible for 70% of the salary. EUR decided to compensate the difference and pay the full salary during this period.

This year, the Diversity and Inclusion (D&I) Office also drew attention to the risks of increasing inequality due to the Covid-19 pandemic. Its white paper 'Covid-19: Challenges and action perspectives for institutions' (<https://www.eur.nl/media/87980> ENGLISH: <https://www.eur.nl/en/media/2020-05-corona-discussion-points-di-english>) identifies groups that are more likely to experience emotional and practical problems that get in the way of study or work and increase inequality. These groups can be found at every level of the university. According to the D&I Office, it is important that responsibility is taken at all levels of decision-making. The article concludes by advising local decision-makers to engage with the groups most affected by this crisis, to research the most pressing issues, and to formulate recommendations for national initiatives.

Many of the above tools and those on health and safety at work can be found in the EUR Gender Equality Plan, recently made a requirement by the European Commission (<https://www.eur.nl/en/eur-gender-equality-plan>).

4.8. International HR processes

In the past decade, the EUR has invested heavily in boosting internationalisation, for both education and research. This has made the EUR staff more international; 23% now have a non-Dutch nationality (1,521 people). HR offers these internationals support in their relocation to the Netherlands, their administrative processes and their settling in process. In addition to employees entering the country, HR is also involved in outgoing mobility, living and working abroad and attention to international skills in the workplace.

This international dimension often involves complex administrative processes, such as residence permits, social security, health insurance and security abroad. HR Excellent Services therefore means that these complex processes are well supported. A great deal of effort is also devoted to providing a Great Place to Work. In 2020, for instance, HR set up an intensive social activity programme for international employees in the Netherlands.

In 2020, a new HR Internationalisation team completely changed the existing internationalisation processes, incorporated new legislation into practice and, partly due to the Covid-19 crisis, expanded services for the benefit of international staff. During the year, the team was expanded from 2.0 to 5.5 FTEs and thus adapted to the expanded range of tasks. In addition to Covid-19, the implementation of the 'Normalisation of Legal Status) Act' (WNRA) was a major task. It demanded and still requires a lot of attention from the team.

Existing processes reviewed

Two important administrative processes for HR regarding international employees are organising a residence and work status and applying for the 30% regulation – that is, the tax allowance for moving to the Netherlands as a knowledge migrant. Within the framework of compliance obligations towards the Immigration and Naturalisation Service (IND) and the Tax Authorities, HR checked these files and updated them where necessary.

Currently, as a recognised sponsor, EUR is responsible for a total of 280 residence permits for researchers and other knowledge migrants, with 70 new applications in 2020. In 2020, 59 applications for the 30% regulation were submitted.

Figures for international staff associated with EUR in relation to total staff:

	Number with non-NL nationality	% compared to total	Total
Staff	1500	23%	6500
Employees with employment contract	726	21%	3500
Employees with a hospitality agreement*	795	27%	3000

** This includes, for example, PhD students who do not have an employment contract. 350 of them are doing a full-time PhD at EUR based on their own funding, such as a scholarship.*

New legislation and regulations

In 2020, many laws were changed that have an impact on internationalisation processes at HR. In the year that Corona struck, this led to a lot of extra work. The main changes are:

- Brexit: all EUR staff with UK nationality or living in the UK have been adequately assisted in the transition to the new legal situation. In 2021, the last identity documents will be delivered, allowing those involved to continue to live and work legally for EUR.
- Terms of Employment Posted Workers in the European Union Act (WagwEU): as of August 2020, stricter rules apply for the posting of employees to another EU country. The new digital hospitality process was immediately adapted to this, so that HR can quickly identify which incoming employees are subject to a registration requirement. Due to a lack of clarity in the processes of other EU member states, efforts were made together with other Dutch universities to obtain clarity and subsequently adjust internal processes accordingly. This work will continue in 2021. The lack of clarity meant that it was not possible to draw up proper processes for outgoing staff.
- The Normalisation of Legal Status) Act (WNRA) and related laws: With the change from civil servant status to salaried employee, EUR employees who live and work in two countries suddenly fall under different designation rules when determining the applicable 'social security country' as of 1 January 2020. A new team has been formed, knowledge built up and a lot of time invested in making these complex processes run smoothly together with the payroll administration. Like other universities, EUR notes that paying social security contributions abroad is a complex and costly process. Customised solutions and external parties play a major role in this process. For half of the files, we succeeded in arranging this in Belgium and Germany. For the remaining files, solutions are being worked on to ensure that this is done properly in 2021 with retroactive effect.



Impact of Covid-19

Covid-19 had a major impact on international aspects of work at EUR. Problems had to be solved, such as those of employees stuck abroad. Policies for fieldwork abroad also had to be drawn up and implemented, and we had to respond to temporary agreements and rules between countries. The well-being of international staff in the Netherlands suffered greatly from the measures. An activity programme was launched for this purpose, aimed at connection and well-being.

Safety at the start of the Covid-19 crisis

The Covid-19 crisis had an immediate and significant impact on employees abroad. They were often unable to travel back to the Netherlands. HR Internationalisation identified this group, informed those involved about the ever-changing travel situation and provided support where necessary. After processing and resolving the initial concerns, it turned out that staying abroad was sometimes a little less pleasant than before. However, it did not lead to any serious problems.

Resolving issues

Issues raised due to Covid-19 included travel and travel insurance coverage, (not being able to) do fieldwork abroad, travel bans, closed embassies, staff (wanting to) travel to their social network in the home country, dealing with homework and its social consequences. These issues have all been tackled energetically.

We are proud to say that in 2020, everyone who wanted to come to the Netherlands succeeded with our help. And this despite restrictions and closed embassies.

Well-being

The international staff in the Netherlands is having a hard time under the Covid-19 measures. This was shown by the first employee survey and confirmed by the signals we received from international employees. When it became clear that the crisis was still hampering travel and activities during the summer holidays in 2020, a broad HR Internationals Activity Programme for EUR and EMC internationals was set up, focusing on connection and well-being. We opted for physical meetings where possible. After all, this was the most appropriate way to meet the needs of the internationals, but many successful activities were also organised online out of necessity. During the summer and Christmas period, a separate intensive programme is offered.

In 2020, 24 activities were organised, with 493 participants (230 unique participants). The activities varied from organised outings (Kinderdijk, architecture tours, Feyenoord, beach walk at Hoek van Holland), activities (HR Walking Challenge, Dutch conversation classes), things more aimed at relaxation and connection (online yoga, do-in, zumba sessions, pub quiz, cooking together, scavenger hunt) to online sessions focused on well-being (online mindfulness, coach café aimed at young people, information on healthy and safe working). The most successful series of activities, with 79 active participants, were the 'Dutch conversation sessions'. In ten meetings, a volunteer conducted discussions in Dutch. This contributed to the bond with each other and with the Netherlands.

Because we could no longer welcome international employees personally, HR International sent welcome packages to employees who had just moved to the Netherlands for their jobs at the EUR. The 'new arrivals' were very grateful for the gesture. A reaction we received from a new employee:

"I found your welcome package on my doorstep. I thank you from the bottom of my heart for this gesture. Especially in these times, when I am unable to experience collegiality and can barely get to the office, it means a lot to me."

Dual Career Programme

An important programme to promote the attractiveness of the EUR to international talent is the Dual Career Programme that we run together with our LDE partners. Spouses and other partners of employees are helped through training and coaching to be ready for the Dutch labour market and are then helped by the Dual Career Officer to find connections at relevant companies. With a success rate of 95%, this approach is very successful for EUR.

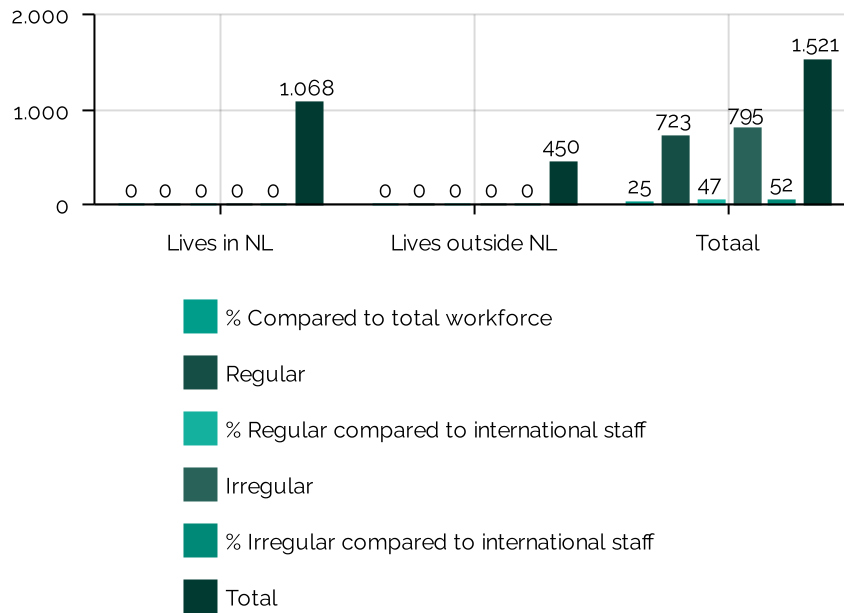
A reaction from G. Camehl, husband of an EUR employee: "EUR's Dual Career Programme was a tremendous help in finding a job in the Netherlands".

Refugee support

In 2020, the programme to support scientists in need was revised. The UAF-SAR cooperation approach was difficult, partly because the scientists in need from abroad require more intensive guidance than the university could provide. Moreover, the programme did not offer any room for supporting scientists who wanted to re-enter the scientific world through an asylum procedure in the Netherlands. The new programme is aimed precisely at scientists who already live in the Netherlands and are status holders. We will start with this new approach in 2021.

<i>Number of processed procedures</i>				
	Central HR	RSM	ESL	Total
Total number of residence permits	194	52	34	280
Of which applied for in 2020	37	15	18	70
Work permit	83	9	1	93
Applications for the 30% regulation submitted in 2020	41	14	4	59

Figures for international staff as of 31-12-2020 (staff with non-Dutch nationality)



HR international – reach out

Numbers	Details
Newsletter editions	0
Registrations for activities	493
Unique participants in activities	230
Organised day trips	7 Architecture tours, 3x Kinderdijk visit, Feyenoord tour, Beach walk in Hoek van Holland
Organised online topic-based bijeenkomsten meetings	12 Including a Christmas programme with one activity each day
Long-term activities	7 Mindfulness, HR walking challenge, Dutch conversation sessions, yoga series, do-in series, zumba series, coach café every two weeks
Welcome packages sent out	9 Started in December 2020

Dual Career Programme

	2018	2019	2020
DCP influx	6	6	9
Found a job within 12 months	6	5	8
Successful placement	100%	83%	89%

4.9. Campus under Construction

The Campus under Construction (CuC) project was launched in 2010 and is still ongoing. By 2020, the separate waste collection project will have been completed and a number of smaller sustainability projects will also have been completed. The construction sites for the sports centre and the multi-purpose educational building have also been completed. This put an end to the separate porter's lodge/control room on the Burgemeester Oudlaan side. The control room functions are now located in the Sanders building, further centralising the RE&F Department.

Approach for Incubators

With the relocation of the staff of the Erasmus School of Economics from the N building to the 18th and 19th floors of Mandeville Building, the N building became available for the incubators. At the express request of the Executive Board, the N building will be converted to accommodate the staff of Erasmus Enterprise BV and its partners. For this purpose, adjustments were also made to the adjacent Q building, including the construction of an outdoor terrace. With these measures, the N building will remain in use for at least another five years. In 2021, the buildings will be transferred to the users.

Aftercare

After completion, some aftercare was provided. For instance, the air-conditioning system and the layout were adapted to the needs of the users. This included the footbridge, Mandeville T18 and T19 and the Tinbergen study places.

Covid-19 measures and liveable campus

The Covid-19 measures have been in force since March 2020. This has had a major impact on the operational management of the buildings. Various adjustments have been made to both the classrooms and the office spaces in order to ensure responsible learning and working within the safe 1.5 metre standard. Due to constantly changing requirements, it did not lead to actual large-scale use of the spaces in 2020.

Educational building next to Polak and new Sports centre

After concluding contracts with the contractors for the educational building and the sports centre, the technical development took place. The contractors worked out the design, which led to the application for an environmental permit from the municipality in the summer. The outdoor area has been adapted to serve as a construction site.

Student housing

The student housing behind the Van der Goot Building (being the Abram van Rijckevorselweg) had our full attention in the year under review. The Municipality of Rotterdam carried out the land valuation and published the intended amendment of the zoning plan. The university is preparing a tender for housing corporations and project developers. This is expected to involve between 325 and 450 student rooms. Before construction begins, a ring road must be built on the southern side of the campus. This plan has also been published by the municipality. The public participation procedure has been completed. The phased construction of the road will start in 2021. The start of construction is dependent on the old sports centre being put into use and is planned for the first quarter of 2023.

4.10. Sustainable business operations

Due to the Coronavirus crisis, 2020 was a special year. The closure of the campus has significantly reduced energy consumption. An implementation plan has been drawn up to ensure that EUR uses little energy and produces few CO₂ emissions after the campus reopens as well. The purpose of this contribution to the 'Sustainable campus Roadmap' drawn up in 2019 <https://www.eur.nl/media/2020-02-roadmapsustcampuseur211119web> is to reduce EUR's ecological footprint and ultimately achieve a CO₂-neutral campus. The roadmap defines seven key points:

- Built environment
- Waste management
- Food and catering
- Procurement
- Mobility
- Green campus
- Participation and communication



EUR stimulates and facilitates the support of an active and engaged community with visible sustainability projects and initiatives. Therefore, several sustainability projects were launched or continued in 2020. Some highlights:

- A lot of hard work has gone into the further implementation of sustainability aspects of the new energy-neutral sports centre and the highly sustainable and circular multi-purpose educational building. In the latter building, the highly innovative Earth, Wind & Fire concept for natural air conditioning will be used. The principles of biophilic design will also be applied. This means that there will be a lot of natural greenery in the building and that natural materials will be used in the construction.
- Solar panels have been installed on the roof of the Mandeville building.
- An important step towards sustainable waste management – and ultimately towards the prevention of waste – has been taken with the installation of bins that enable separate collection. Since August 2020, waste bins have been installed in all buildings and on the campus grounds, allowing waste to be collected in three to five separate streams. With the Bin It Right! campaign, the university is working towards the interim target of separating 75% of waste by 2024. The ultimate goal is a fully circular system by 2030.

- Together with the caterers, EUR works continuously on improving and stimulating a varied and healthy food supply, the use of local and seasonal products and combating food waste. The measures should result in a more sustainable chain and lower CO₂ emissions. Together with the caterer Vitam, a lot of emphasis is being placed on a healthy and sustainable range of products: there will be many more vegetarian and vegan products, and they will be more easily recognisable.
- The number of bee colonies next to the campus garden (<https://www.eur.nl/over-de-eur/visie/duurzaamheid/bedrijfsvoering/campustuin>) in Park Noord has been increased to 3.
- In the car park, the number of charging stations for electric or hybrid cars has been increased from 8 to 22.





5 Finances

5.1. Introduction

The consolidated financial result of Erasmus University (EUR) for 2020 is € -27 million, which is €0.2 million lower than previously projected in the 2020 budget (€ -26.8 million).

5.2. Comparisons

Differences compared to the 2020 budget

A significant part of the difference between the budgeted and realised result can be explained by the delay of projects and activities. Delay in strategic projects and postponement of maintenance and IT projects have had a positive effect on the financial result. However, there have also been negative effects. The main explanation is the effect of Covid-19. This is reflected in, among others, the reduced income from 'Work commissioned by third parties' and 'Other income': research projects have been delayed, many courses have been cancelled during the lockdown, private clients have reduced their expenditure, and other income such as rental income, parking fees, catering and events have been reduced. In addition, there was a one-off negative effect on the result due to a contribution to the environmental provision in connection with asbestos.

Income

- An increase in the central government grant of € 6.0 million. This was partly due to the compensation in the increase in student numbers and the wage and price level from the Department for Education, Culture and Science.
- Tuition fees were €1.9 million higher than estimated;
- Income from work commissioned by third parties was € 2.5 million lower;
- Other income was €17.7 million lower.

Expenditure

- Staff costs were € 4.0 million higher than estimated. This is mainly due to the item 'External employees' (+ € 5.8 million). This amount was partly compensated because 'own staff' was € 1.8 lower than anticipated;
- Housing costs were €5.3 million higher than anticipated;
- Depreciation costs, including those on fixed assets, were € 2.1 million higher than anticipated;
- Other expenses, financial income and expenses and taxes were lower by a total of €23.6 million.

The results for 'Third-party interest' were lower at € -6.6 million. Compared to the 2020 budget, this is a €5.1 million decrease. The final net result of Campus Woudestein (hereinafter referred to as Woudestein) for 2020 is therefore € -20.4 million, which is € 4.8 better than reported in the Budget Plan (€ -25.3 million). The differences will be explained in more detail in this chapter.

The EUR presents a more favourable picture than the sector average with regard to liquidity, solvency and other ratios. The Ministry of Education, Culture and Science has set so-called performance limits for the current ratio (50%) and solvency (30%). The EUR scored significantly higher on both ratios. The financial position of the EUR can therefore be described as solid.

Kengetallen

Key ratios in M€	2019 Statement	2020 Statement	2020 budget	2021 budget	2022 Planning	2023 Planning	2024 Planning	2025 Planning
Results	-9,6	-27	-26,8	-28,7	-13	-3,4	8,2	8,2
Net results	-28,1	-20,4	-25,3	-30,7	-14,5	-6,8	7	7
Central government grant	311,7	325,8	319,8	344,2	345,9	350,1	355,4	355,4
Tuition fees	62,4	66,7	64,8	71,1	72,8	74,9	76,6	76,6
Income from work commissioned by third parties	205	190,4	192,9	201,2	208,3	215,2	220,3	220,3
Other income	101,7	103,3	121	115,3	122,1	125,8	129,2	129,2
Total income	680,8	686,2	698,5	731,8	749,2	765,9	781,5	781,5
Equity	242,4	221,9	230,6	199,9	185,4	178,6	185,6	185,6
Liquidity	127,3	115,1	68,5	46	15	15	15	15
Long-term liabilities	8,6	8,2	6,9	7,7	52,2	50,4	22,3	22,3
Balance sheet total	428,5	406,1	370,4	329,8	355,5	347,8	326,9	326,9
Average number of FTEs	5.240,00	5.559,00	5.582,50	5.648,20	5.573,80	5.527,40	5.491,30	5.491,30
Academic Staff	1.504,00	1.608,00	1.621,60	1.615,90	1.554,20	1.504,90	1.460,80	1.460,80
Supporting and management staff	970	1.069,00	1.062,50	1.173,00	1.154,30	1.150,30	1.149,30	1.149,30
Erasmus MC	2.387,00	2.510,00	2.393,00	2.410,00	2.410,10	2.410,10	2.410,10	2.410,10
Other staff	379	372	505,5	449,3	455,2	462,2	471,2	471,2
Number of students paying tuition fees	28.340	30.388	29.879	29.879	30.468	30.468	31.069	31.069
Current ratio	103,40%	93,50%	118,50%	83,60%	55,60%	55,90%	55,90%	55,90%
Solvency	61,50%	60,00%	67,90%	66,60%	56,50%	55,60%	61,10%	61,10%

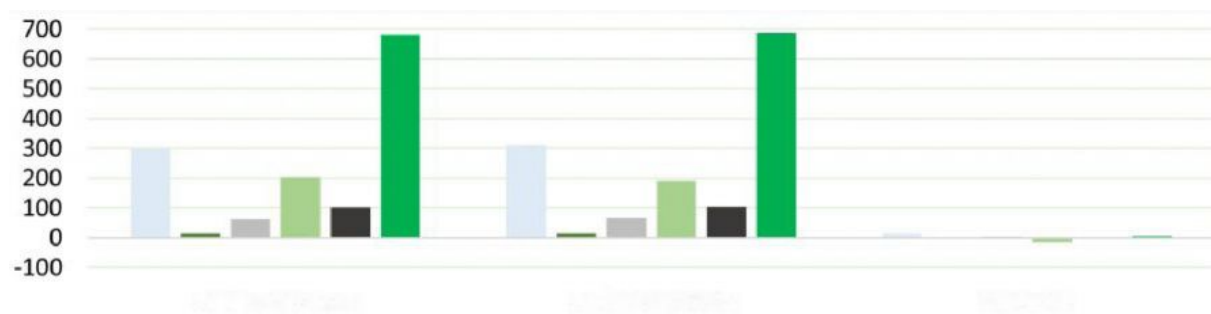
Results

Key ratios in M€	2019 Statement	2020 Statement	2020 budget	2021 budget	2022 Planning	2023 Planning	2024 Planning	2025 Planning
Central government grant	311,7	325,8	319,8	344,2	345,9	350,1	355,4	355,4
Tuition fees	62,4	66,7	64,8	71,1	72,8	74,9	76,6	76,6
Income from work commissioned by third parties	205	190,4	192,9	201,2	208,3	215,2	220,3	220,3
Other income	101,7	103,3	121	115,3	122,1	125,8	129,2	129,2
Total income	680,8	686,2	698,5	731,8	749,2	765,9	781,5	781,5
Staff costs EUR personnel	429,9	466,3	468,1	493	495,4	495,2	499,5	499,5
External employees	37,8	30,3	24,5	22,9	23,7	24	23,1	23,1
Depreciation	37,2	40,9	38,8	42,4	42,7	46,1	47,1	47,1
Housing costs	27,3	36,1	30,7	33,8	34,7	37,5	36,9	36,9
Other expenditure	157,8	139,2	163,2	168,5	165,8	166,6	166,8	166,8
Total expenditure	690	712,8	725,3	760,5	762,2	769,4	773,3	773,3
Balance	-9,2	-26,6	-26,8	-28,7	-13,1	-3,4	8,2	8,2
Financial income and expenditure	-0,4	-0,4	0	0	0	0	0	0
Resultaat	-9,6	-27,0	-26,8	-28,7	-13,0	-3,4	8,2	8,2
Third-party interest in	18,5	-6,6	-1,5	2	1,5	3,4	1,2	1,2
Results	-28,1	-20,4	-25,3	-30,7	-14,5	-6,8	7	7

Results compared to the results of 2019

Woudestein's net result in 2020 (€ - 20.4 million) was € 7.7 million higher compared to the net result in 2019 (€ -28.1 million). Despite this, the consolidated result (€ - 27.0 million) was € 17.4 million lower than in 2019 (€ -9.6 million). The main differences are:

- Higher central government grant and tuition fees as a result of a larger number of student and wage-price indexation (€ 18.4 million);
- Lower income from work commissioned by third parties (€ -14.6 million). In 2019, the results were higher than budgeted, and 2020 was adversely affected by Corona.
- Higher other income of € 1.6 million;
- Personnel costs of EUR's own staff were € 36.4 million higher than in 2019. The number of employees increased mainly due to the increase in the number of students and the use of so-called HoKa resources. The salary costs and pension contributions also increased compared to 2019.
- Expenditure on external employees decreased by € 7.5 million compared to 2019. Staff who temporarily conduct research or teach at the EUR by means of a hospitality agreement are included in 'External employees'.
- The higher depreciation costs (€ 3.7 million) mainly relate to buildings. A small part concerns the depreciation of investments in new equipment.
- The housing costs were €8.7 million higher due to a difference in the allocation provisions. In 2019, housing costs were lower due to a release from the demolition provisions, which, in turn, were higher in 2020 due to environmental provisions relating to asbestos.
- Other expenditure on external employees decreased by € 18.6 million compared to 2019. This is partly due to the lower turnover from 'Work commissioned by third parties' and the delay of projects. In addition, travel and accommodation costs were lower in 2020 due to the Covid-19 crisis.



Comparison 2019 and 2020 income (in € million)

Results versus budget 2020

The budget for 2020 showed a negative net result of - €25.3 million. The main cause was the budgeted negative result of the faculties. The EUR has decided to invest in education and research. Given the high solvency of the EUR, it was decided to use the reserves for this purpose. We did this by allowing the faculties to budget negative results for a few years and thus reduce the faculties' reserves. In addition, as in previous years, earmarked reserves are used for, among other things, pre-investments in educational quality and the implementation of previously postponed plans and expenditure, such as the Research Excellence Initiatives. In total, earmarked reserves of € 11.4 million will be used in the 2020 budget.

The net result of - € 20.4 million is € 4.8 million higher than budgeted. The result of Erasmus MC is € 5.1 million lower than budgeted, and this is mainly due to Covid-19. The consolidated result is € 0.2 lower than budgeted.

Income from the central government grant and tuition fees exceeded the budget by € 8.0 million due to growing student numbers and wage-price compensation. Income from work commissioned by third parties was € 2.5 million lower than budgeted. Other income decreased (€ 178 million). Other income is lower (€ 178 million), largely due to Erasmus MC and also at the operating companies in the Holding due to Corona.

Staff costs were € 4.0 million higher. Staff costs for EUR's own staff were € 1.8 million lower than budgeted, while the hiring of external staff was € 5.8 million higher. This increase is mainly due to the supporting services and Erasmus MC. This is due to a few projects and vacancies that are difficult to fill, as well as the replacement of absence due to illness. Housing costs (€ 5.3 million) were higher due to an allocation to a contribution to the environmental provision in connection with asbestos. Depreciation costs were € 2.1 million higher than budgeted. Other expenses, financial income and expenses and taxes were lower by a total of € 236 million. This is partly due to lower external income and partly due to the delay of projects. Furthermore, travel and accommodation costs decreased last year due to all the Covid-19 restrictions.

The operating companies based at Woudestein achieved a combined result of - € 2.1 million in 2020. This is due to negative results at EUR Holding of € 1.8 million and at RSM BV of € 0.3 million. The medical faculty achieved a negative result of € 6.6 million and the other faculties together a negative result of € 5.6 million.

Consolidated Balance Sheet

Balance in M€	2019 Statement	2020 Statement	2020 budget	2021 budget	Planning 2022	Planning 2023	Planning 2024	Planning 2025
Assets								
Fixed Assets								
Intangible fixed assets	4.9	6.3	2.1	2.1	2.1	2.1	2.1	2.1
Tangible fixed assets	260.7	255.1	234.8	240.7	295.1	286.3	264.8	264.8
Financial fixed assets	1.3	0.5	0.7	1.3	1.3	1.3	1.3	1.3
Total fixed assets	266,8	261,9	237,6	244,1	298,5	289,7	268,2	268,2
Inventories	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Receivables from tuition fees	1.1	1.1	1.3	1.5	1.5	1.6	1.6	1.6
Other receivables	33.3	27.9	62.8	38.1	40.3	41.4	42	42
Cash at bank and in hand	127.3	115.1	68.5	46	15	15	15	15
Total current assets	161,7	144,2	132,8	85,7	56,9	58,1	58,7	58,7
Total assets	428,5	406,1	370,4	329,8	355,5	347,8	326,9	326,9
Passiva								
Equity	242,4	221,9	230,6	199,9	185,4	178,6	185,6	185,6
of which General reserve	92.2	78.3	104.8	90.9	81.9	80.4	70.3	70.3
Special-Purpose Reserve (Public)	112.9	108.8	88.5	70.7	62.8	55.0	69.6	69.6
Special-Purpose Reserve (Private)	35.9	33.5	35.5	36.7	39.4	42.4	45.4	45.4
Special-Purpose Fund (Private)	0.5	0.4	0.5	0.5	0.5	0.5	0.5	0.5
Statutory Reserve	1	0.9	1.3	1.2	0.7	0.3	-0.1	-0.1

Balance in M€	2019 Statement	2020 Statement	2020 budget	2021 budget	Planning 2022	Planning 2023	Planning 2024	Planning 2025
Provisions	21,3	21,7	20,9	19,6	15,5	15	14	14
Long-term liabilities	8,6	8,2	6,9	7,7	52,2	50,4	22,3	22,3
Current liabilities	156,2	154,3	112,1	102,5	102,5	103,9	105	105
Total liabilities	428,5	406,1	370,4	329,8	355,5	347,8	326,9	326,9

Overview of expense claims of Executive Board members in reporting year 2020

In line with the letter from the Minister of State of Education, Culture and Science of 25 November 2011 regarding transparency of expense claims and expense claims regulations, the expense claims of the Executive Board for 2019 are shown below. These expense claims are in accordance with internal guidelines. The general guidelines for expense claims also apply to board members.

Expense claims of Executive Board members

Expense claims in €	prof. dr. H. Brinksma (President of the Executive Board)	ir.dr.s. H.N.J. Smits, (Interim President of the Executive Board until 17- 07)	prof. dr. R.C.M.E. Engels (Rector magnificus)	drs. R.M. Ritsema van Eck (Executive Board member)
Representation	8.165,44		28.518,36	5.613,77
Domestic travel expenses	4.333,26		1.263,52	8.893,72
International travel expenses				1.122,52
Other costs	22,5		16,93	445,33
Total	12.521,20		1.280,45	39.607,94
				15.779,01

The majority of the EUR's assets are comprised of buildings and land and cash at bank and in hand. Due to the investments in Woudestein (Campus under Construction I, II and III), the tangible fixed assets will increase over the years. Cash at bank and in hand decreased by € 12.2 million compared to the initial position in 2020.

The total provisions increased by € 0.4 to € 21.7 million in 2020. It is a small change from the initial position in 2020.

5.3 Particulars

Sustainable humanities

EUR receives public funding for sustainable development of the humanities. The EUR has invested these funds in research, staff professionalisation, talent management, workload reduction and exemptions from teaching duties for the purpose of writing research proposals. This included the recruitment of three PhD students for whom it would be difficult to obtain funding.

Continuity paragraph

The purpose of the continuity paragraph is to provide insight into the way in which EUR deals with the (financial) consequences of the policy pursued and to be pursued. This includes future developments, operating results, investments and asset development.

The financial and economic policy of the EUR safeguards the continuity of the business processes in a financial sense. A balanced distribution of resources, structurally balanced budgets and sound liquidity and solvency (exceeding the Ministry of Education, Culture and Science's performance limits) are the most important starting points. Deficits are exclusively systematic and temporary in nature.

5.4 Investments

In the coming years, EUR will invest substantially in the further development of the campus, digitisation of education, educational development and educational innovation. This requires proper operational management in order to safeguard the continuity of the organisation.

This section discusses the expected investments, liquidity management, interest management and financing requirements, as well as operations and asset development.

Anticipated investments

Strategy 2024

With the mission 'creating positive social impact', EUR gives shape to its ambition to formulate solutions to complex social issues on the basis of our responsibility and unique profile of disciplines. The launch of Strategy 2024 at the opening of the academic year in September 2019 marked the start of a new phase, that of strategy implementation. In the first quarter of 2020, in close collaboration with EUR stakeholders, we worked towards an implementation plan that sets out the frameworks for the implementation of the Erasmian way. This plan also describes the implementation of the strategy in six portfolios of projects, namely: Fostering Societal Impact, Excellent Academic Research, Excellent Academic Research, Sustainable Development, Being an Erasmian and Stepping up Professional Services.

Part of the implementation is the investment plan, based on the further elaborated project plans and budgets of strategic initiatives. The investment plan can be considered an explanation of the distribution of the Strategic Budget. The strategic initiatives were objectively assessed by means of a balancing framework in terms of their contribution to the strategic priorities, working in the Erasmian way, risks and finances, thus establishing the Strategic Budget until 2024. After the adoption of the implementation and investment plan by the Executive Board in April 2020, the allocated strategic projects were officially launched in the second quarter.

Despite the fact that the strategic projects and initiatives were launched during the first wave of the Covid-19 pandemic, the first results are visible. The Fostering Societal Impact portfolio contains the majority of innovation projects and aims to make a concrete contribution to positive societal impact. Examples of results include the establishment of Erasmus Enterprise to accelerate entrepreneurship at EUR, the committees and working groups around the Recognition and Appreciation initiative and the conference on the social impact of the alpha and gamma disciplines. In addition, enhancing interdisciplinary education and research is high on the agenda thanks to the continuation of the Erasmus Initiatives and the developments of the Convergence agenda. Projects related to sustainable development and our core values, the Erasmian Values, were also launched, including the launch of the Outreach programme 'Connecting our Future' and the establishment of the EUR Alumni Relations Team.

Partly due to the consequences of Covid-19, there is a Strategic Budget underspend. This underspending is not due to any specific project or portfolio but can be explained mainly by delays in recruitment and the absence of budgeted costs for events and meetings. It is expected that the underspending will be compensated by an overspending in 2021. The 2021 budget will be € 15 million. The actual expenditure is expected to be higher due to the catch-up of 2020.

Expenditure strategy and Strategic Innovation Budget 2020-2024

	Budget 2020	Actuals 2020	Budget 2021	Budget 2022	Budget 2023	Budget 2024
Strategic Budget	18.939	12.989	17.521	16.188	15.544	15.175
To be reallocated	-1.939	-	-2.521	-1.188	-544	-175
Grand total	17.000	12.989	15.000	15.000	15.000	15.000

Campus under Construction (CuC)

At the end of 2010, EUR decided to develop Woudestein into a campus with international allure where it is pleasant to study and work. The overall programme is divided into three phases. In 'Campus under Construction I' (CuC I), a new campus heart has been built and the basic infrastructure developed. CuC II focuses on the renovation and preservation of educational facilities and offices and the realisation of new facilities. In 2018, this phase was completed and CuC III started. In 2019, emphasis was placed on the start of the new education building M FO II and the Sports Centre. In 2020, the construction contracts were worked out into implementation designs and the environmental permit was applied for. The preparation of the construction site also started. In 2020, RSM's request for 'one school one building' proved not to be feasible within the RSM organisation. As a result of shifts (arising in 2018) in the order of execution, the total turnover time has been pushed back by two years. Partly as a result of this delay, maintenance budgets have been included in the CuC budget. An investment of €230 million has been estimated for the projected completion date up to 2026.

The results of Twynstra & Gudde's research into risk management within EUR resulted a risk approach at the level of programmes and projects in 2019. At the programme level, it was decided to place the management and financial administration of the extensive programme in the EUR organisation. The organisation within RE&F is set up accordingly and will be further optimised in 2020. The important measure 'reassessment of the real estate strategy' could not be implemented. This was the result of Covid-19 measures and the subsequent great uncertainty. In Royal Haskoning DHV's report, the real estate strategy is linked to the new EUR strategy. This will need to be updated in 2021. The recommended growth scenario must be determined in 2021. In addition to Woudestein, Hoboken also has an ambitious investment programme. In 2027, renovation of the faculty building is high on the agenda. Money from the provision 'Capital expenses paid in advance' has been set aside for years for this purpose.

5.5 Liquidity management, interest rate management and funding requirements

Liquidity management must ensure the timely availability of liquid assets under acceptable conditions. In addition, surplus cash is temporarily put away to optimise returns within specified risks. The treasury statute provides the guidelines and frameworks within which the EUR carries out the treasury activities.

In the year under review, treasury was limited to 'putting away' surplus funds in the best possible way. EUR participates in so-called treasury banking, which means that most of the funds are invested with the Ministry of Finance. In addition, funds have been deposited in checking and savings accounts with Dutch banks. These banks have at least an A rating. EUR does not use derivatives.

For the time being, the investments are being financed entirely from own resources. At the end of 2020, the total amount of cash at bank and in hand of EUR and its operating companies amounted to € 115.1 million (2019: € 127.3 million). Of this, € 58.5 million (2019: € 71.9 million) belongs to the university and € 56.6 million (2019: € 55.4 million) to the operating companies. Public and private funds are completely separated.

EUR monitors the expected course of the operational cash flows and the investment plans. If necessary, additional financing is raised through treasury banking.

5.6 Operation and asset development

The multi-year budget includes the necessary investments with which EUR intends to realise its ambitions. A new strategy was launched in 2019 at the opening of the academic year. A so-called 'free strategic budget' has been made available for its implementation.

The consolidated budget for 2021 shows a negative result of € 28.7 million. These negative results were deliberately used to reduce the solvency of EUR. In view of the expected negative impact on the funding of alpha and gamma studies, measures have been included in the multi-year budget to return to positive figures in 2023. In so doing, EUR is responding to the recommendations of the Van Rijn Committee. In line with EUR's financial policy, the deficits will decrease in the years 2021-2023; a positive result is expected in 2023.

The negative result in 2021 can be explained by:

- foreseen growth in the number of employees;
- additional costs due to, inter alia, housing and IT.

To the extent possible, the budget incorporates the Covid-19 impact, although the uncertainty is high.

Due to the rising number of students, income from the central government grant and tuition fees increases. It also leads to an increase in staff. The number of staff increases further due to the use of HoKa funds. A conscious effort is being made to provide more small-scale education. This also requires more staff. EUR sees a challenge in filling vacancies due to a tighter labour market and competition with international universities, among others. EUR also expects third-party revenues to grow slightly from 2022 onwards.



Development of the number of students

The campus will continue to develop in the coming years. It requires close monitoring of planned investments and the development of liquid assets.

The balance sheet excludes the assets of Erasmus MC and includes the EUR operating companies. The item tangible fixed assets includes the investment programme in Woudestein, and the item staff provisions includes the planned restructuring.

Total number of persons at EUR, excluding Erasmus MC (Reference date 31 December 2020)

	Professor	Associate Professor	Assistant Professor	Other Academic Staff	PhD Students	Student Assistant	Supporting and Management	Total
Acad Male	246	146	188	253	186	234	-	1.253,00
Female	77	72	189	373	219	188	-	1.118,00
Sup Male	-	-	-	-	-	29	442	471
Female	-	-	-	-	-	66	870	936
Exec Male	-	-	-	-	-	-	2	2
Female	-	-	-	-	-	-	-	-
Total	323	218	377	626	405	517	1314	3780



5.7 Multi-year budget

EUR's long-term figures are based on the following principles:

- The budget was drawn up on the basis of a stable wage and price level in 2021;
- The central government grant is estimated based on the expected development of the (national) government grant as presented by the Ministry of Education, Culture and Science and EUR's (anticipated) share in the various sub-funds. This share is based on the expected developments of research education and performance;
- Specific education and research funds have been taken into account. These include research budget for the Erasmus School of Philosophy, financial compensation for a second study and compensation for reinforcing regional cooperation;
- Tuition fees are based on the projected rise in the total student population and the estimated level of tuition fees in 2021. The amount of the tuition fees varies. This is due to the difference between statutory and institutional fees, the difference between bachelor and master programmes and between fees for students from inside and students from outside the European Economic Area (EEA). We expect an increase in tuition fees due to an increasing number of students as well as more (non-EEA) students paying the institutional fee;
- Depreciation of housing costs shows a relatively stable picture;
- For the operating companies, only corporate income tax has been taken into account. This is based on the assumption that the subject exemption applies to the EUR.

Risk management and control system

EUR endorses the VSNU Code of Good Governance, the Netherlands Code of Conduct for Scientific Practice, the VSNU Code of Conduct for the Use of Personal Data in Scientific Research and the Code for Transparency in Animal testing. In the year under review, the roles of the Executive Board and the Supervisory Board in the area of internal governance complied with the statutory frameworks as set out in the Higher Education and Research Act (HERA).

EUR does not yet have a dedicated risk management function. The standard risk management is included in the management responsibilities. Deans and directors are primarily responsible for managing risks in regular business operations. In addition, departments play an important role in supporting risk management. The aim is for risk management to be more related to strategy, resulting in better control. This allows risk management to contribute to the realisation of the working method formulated in the strategy.

Risk management is a recurring agenda item in administrative meetings between the board and deans. In addition, risk management is a permanent part of the budget, and further steps are being taken to integrate risk management into the organisation and into the planning and control cycle.

As part of risk management, EUR conducted a fraud risk analysis. The risks identified were examined in terms of internal control measures to mitigate the risks. Based on a probability and impact analysis, it was determined whether further internal control measures were necessary. These risks included financial risks, but also risks related to education and scientific integrity. The Executive Board shared and discussed the fraud risk analysis with the Supervisory Board.

In addition to improving risk management within EUR, the audit and review function is an integral part of EUR's control system. Conducting reviews and audits of preconditional processes for the benefit of the quality of education and research should enhance the organisation's learning capacity. An audit and review agenda has been drawn up based on risk management. The agenda includes a number of subjects for which audits and reviews are conducted. The audit and review agenda is set by the Executive Board and discussed in the Audit Committee. The audits and reviews assess how processes are designed and embedded, and what the strengths and possible points for improvement are. External knowledge and expertise will be employed where necessary.

Despite the continuous attention devoted to the matter, EUR is aware that no risk management and control system can fully guarantee the prevention of errors or losses, or that objectives will be fully achieved. The system must also be reviewed and evaluated on a regular basis. EUR is of the opinion that the management structure and mechanisms in place offer sufficient guarantees to identify and manage the risks to which they are exposed.

Control framework

Within EUR, policies are created jointly, and those policies are based on the EUR-wide strategy. They are formulated through a process of interaction between the Executive Board, the deans, directors of support services and the education and research directors. In this strategy, all assume collective responsibility for the substantive focus based on the common EUR interest and for the benefit of mutual collaboration with our external partners.

The interactive management philosophy is reflected in a decentralised management culture and integrated management of decentralised managers. Integrated management means that an organisational unit is fully responsible and competent for its own tasks, objectives, work process, employees and resources within the set frameworks. The organisational unit is also responsible for interfaces with other organisational units. The Executive Board monitors the overall and integral result and sets the frameworks within which freedom can be exercised. The Executive Board has various management instruments at its disposal for this purpose. In addition to the strategic framework, the internal control system consists of regulations and procedures aimed at providing reasonable assurance. This ensures that the organisation's main risks are identified and the objectives from the Strategy 2024 Plan are achieved within the framework of the applicable laws and regulations.

The main (non-exhaustive) components of internal control are:

- Strategy 2024, in which the long-term strategic goals and objectives are formulated and translated into underlying covenants with the management units;
- the Administration and Management Regulations, which regulate the powers of the managers appointed by the Executive Board;
- a Digital Security and Privacy Master Plan, in which the major challenges in the field of information provision caused by the strong increase in digitisation are translated into activities within the framework of both innovation and management;
- the 'EUR Regulations on reporting of alleged abuse', better known as the Whistleblowers' Regulations;
- the 'Regulations on Ancillary Activities', which contains rules for the disclosure of potential conflicts of interest of researchers and other employees;
- the Integrity Code, which focuses on professionalism, teamwork and fair play;

- a budget cycle comprising a framework, budget plans and an institutional budget.
- The Executive Board approves the budget plans of faculties and other organisational units if they fit within the EUR's financial framework. They form the basis for the institution's budget, which is approved by the Supervisory Board;
- the multi-year cash flow forecasts, based on result forecasts and a multi-year investment agenda. These forecasts are adjusted several times a year based on the latest financial developments;
- a bottom-up system of four-monthly reports to the Executive Board about financial and non-financial matters, with a copy sent to the Supervisory Board and the participation bodies; the reports cover the progress achieved and contain a year-end forecast;
- a system of periodic bilateral consultations between the Executive Board and the organisational units, as well as periodic managerial consultations between the Executive Board and the deans;
- spending analyses and a procurement and tendering calendar to ensure legitimate procurement;
- a Finance/Legal/Administrative/Tax (FLAT) assessment for large and/or long-term projects and contracts that exceed certain limits (more than €250,000 or longer than four years);
- a Treasury Statute that complies with the 'Investment and Pledge Regulations'; excess liquidity is deposited primarily with Dutch banks with at least an A rating. To the extent possible, the funds are distributed across multiple financial institutions;
- the annual tiered 'Letter of Representation' in which managers and deputy managers declare that they vouch for the completeness and correctness of the information with regard to relevant financial management issues within their mandate;
- the Audit Committee, which, as a subcommittee of the Supervisory Board, meets four times a year and pays special attention to the financial and economic performance of the university in a broad sense and reports to the Supervisory Board.

5.8 Major risks and control measures

The world of higher education is changing rapidly. Both quality and reputation of our education and research as well as financial solidity are essential for survival in the increasingly complex playing field. The strategic risk policy of the EUR is strongly focused on measures to position EUR as a leading education and research institution. In order to achieve our objectives, it is important to address and manage various risks. We have identified seven key strategic risks and the related control measures. These are:

Impact of the Covid-19 crisis on EUR

The EUR is closely following the developments regarding the coronavirus and is following all measures communicated by the RIVM. The top priority is to take all possible measures to protect staff and students and to limit or mitigate risks as much as possible. In doing so, the continuity of the EUR is safeguarded to the extent possible. Several measures have been taken to curb the spread of the virus. Education is provided digitally, and employees work from home unless they have to perform location-based work.

The short-term impact on the continuity of the EUR was limited. The student influx increased last year. However, revenues decreased for work commissioned by third parties and other income due to delays in projects and work. There have been additional costs for on-campus adaptations and for homework facilities and distance learning, but these were partly compensated by lower costs for travel, events, energy costs, projects, etc. The impact on the 2020 result is approximately €6.2 million.

Future developments in Public funding

The central government grant is an important source of income for EUR. The government has linked the allocation of the education budget to the performance of universities. The implementation of the 'Higher Education Advance Funding Act (student grant advance funds)' released funding for investment in academic education and research. These funds are linked to quality agreements at the institutional level. Institutions are given the space, together with partners, to set their own objectives and indicators that fit within the objectives of the Strategic Agenda for Higher Education. For the EUR's interpretation thereof, see 'Higher Education Quality Agreements' (in this annual report referred to as 'HoKa').

In the spring of 2019, the Van Rijn Committee presented its report 'Changing track'. This report contains recommendations relating to (the funding of) higher education. A number of these have concrete consequences for EUR. For one, the report proposes allocating more budget to science and technology studies. EUR has relatively few of these programmes. The extra budget allocated to science and technology studies comes from alpha and gamma studies, of which the EUR has many. The minister followed the recommendations of 'Changing track'. In the implementation, she has chosen to moderate the financial impact somewhat. Nevertheless, from 2022 onwards, EUR will receive €6.4 million less in central government grants.

Following the report, an investigation was also launched into the funding system used for higher education. This report was released in February 2021. The main conclusion of the report is that there is structurally insufficient budget for the universities to realise their ambitions in academic education and research. The report concludes that €1.1 billion must be added structurally to the budget available for universities and University Medical Centres. This vision is supported by the VSNU and is expected to be part of the coalition agreement of the new cabinet to be formed. The consequences are therefore still unclear.

In addition, the National Programme for Education was launched by the education ministers. This plan aims to compensate for the impact of the Covid-19 crisis on education. Additional budget will be made available, including for EUR. Most of it is intended to compensate for the growth in the number of students and cutting tuition fees in half. This cutting of the tuition fees is also part of the plan. The compensation for this has no financial consequences for the EUR, because it is offset by an equal decrease in tuition fee income. The compensation for the higher student influx results in a structural growth of income of approximately € 12 million. In addition, there will be specific budgets for improving the support and guidance of students. This will result in an incidental amount of approximately € 3.5 million in the years 2021 and 2022. Delays in the area of research will also be compensated financially. Nationwide, € 81 million has been set aside for this purpose. How this amount will be distributed among the universities is not yet known. What is clear, however, is that the income from the central government grant will increase in the coming years. This budget will mainly be used to cope with the growth in the number of students.

Digital innovation and security

Last year, Covid-19 showed that the dependence on information technology is increasing. Not only the secondary processes rely on digitalisation but also the primary process of education and research. 2020 showed a massive switch to online education. Online testing and proctoring (monitoring) have also been introduced. Facilitating digitisation in education comprised major projects. In addition to remote education, remote working also became more prevalent than before. The way the organisation adapted and made technologies available shows that change can sometimes be rapid. Another important development is data-oriented and process-oriented work, for which a pilot was carried out in 2020. This will be further developed in 2021.

The Strategy identifies digitisation as a basis for the realisation of the various goals. The basis for this is the Digitisation Master Plan. This Master Plan is elaborated in an Implementation Plan, which contains specific projects. I Governance has been set up in order to manage all this. This already takes into account the merging of the positions of CIO and IT Director. Part of the I-Governance is the Portfolio Board, which advises the Executive Board on the prioritisation of projects arising from the Master Plan and Implementation Plan, among other things. In order to manage this, a portfolio process has been established. Faculties and departments ensure that their wishes for digital innovation are put on the agenda at an early stage. The domain architects provide architectural principles and introduce 'capability thinking'. Based on sourcing, consideration is given to how EUR can effectively and efficiently use the power of the market. 'Capability thinking' not only considers the systems but also knowledge, skills and the corresponding processes. This will be further elaborated in 2021.

It is essential to ensure that the IT infrastructure is equipped for supporting the implementation of the latest technological innovations. This requires a high level of information security and assurance of privacy laws. For the privacy organisation, the focus last year was mainly on the consequences of working online and developing the corresponding policies. In addition, a roadmap of how to act in the event of a visit by the Dutch Data Protection Authority was also drawn up while we also focused on anonymised data from research. A privacy dashboard will give faculties and departments more control over privacy risks and the actions to be taken. Additional security policies have been drawn up by the CISO and continuous efforts are being made to improve technical security measures and increase security awareness within EUR. To this end, an awareness programme has been launched, the results of which will be known in 2021. Finally, a security audit was carried out, just like at all universities. The results will enable the EUR to take appropriate measures. They will also be used to reassess the current policy.

Scientific integrity

Confidence in scientific findings depends entirely on the correct observation of scientific principles when conducting research. Everyone at EUR who is involved in both education and research is personally responsible for maintaining scientific integrity. As such, the general principles of professional conduct must be observed at all times. The core values of professionalism, fair play and teamwork apply to the entire EUR community. In the Netherlands, a number of principles have been drawn up, which are also endorsed by EUR and which serve as guidelines within the university. In addition, the EUR has taken additional control measures to ensure scientific integrity. For new researchers and PhD students, the dilemma game 'Professionalism & Integrity in research' is part of the standard training course on scientific integrity. A reference check (plagiarism scan) is also performed on all dissertations.

Researchers can address questions about scientific integrity, suspicion of infringement of scientific integrity and possible abuse to the Confidential Counsellor for Scientific Integrity. If necessary, a Committee for Scientific Integrity will be established. In addition, a Coordinator for Scientific Integrity has been appointed. The faculty Coordinators for Scientific Integrity meet three times a year to share experiences and best practices.

Legitimacy

Efficient, lawful and sustainable procurement is one of EUR's priorities. EUR strives for maximum legitimacy of its procurement activities, with due observance of the requirements to ensure sound operational management. The aim is to ensure the procurement activities are performed within the frameworks agreed

with the Ministry of Education, Culture and Science, which are in line with the statutory (European) directives. This is carefully balanced with the requirements for sound operational management.

Legitimacy continues to be an important focus of attention within EUR. We use multiple tools to guarantee and increase insight into the legitimacy of contracts. As part thereof, a procurement plan was drawn up and the development of legality was analysed several times during the year. In addition, discussions have been held within EUR about the importance of complying with the procurement regulations. In 2018, we started the implementation of Esize, a purchase to pay (P2P) system to support the procurement function. A report based on this system was drawn up in 2020. This led to faster insight into the status of the contracts. Thanks to the greater insight gained in recent years, a larger number of contracts has been identified that were not put out to tender in accordance with the applicable rules. This number should go down in the coming period due to increased control over legitimacy. Because contracts have a fixed term, it will take time to solve this issue.

Real estate costs

Due to the investments in real estate related to the CuC III programme, EUR anticipates that Woudestein's housing costs will vary annually within a range between € 45 million and € 47 million in the period up to 2026. The agreements on maximum housing costs in relation to income are closely monitored and supervised. Investment decisions are passed on in full to structural expenditure, including maintenance costs. Various go/no-go decision-making moments are built into all projects. In addition, there is a governance structure in place whereby a steering committee, chaired by a member of the Executive Board, monitors operational and financial progress. A revised risk management review was conducted for CuC III in autumn 2017 as part of the governance of the CuC programme. In general, EUR regards the combination of the overstrained construction market, the high demands of users and the interests related to sustainability as points of attention. EUR's real estate strategy will be updated in 2021. This is aimed at reflecting the (sharp) increase in student numbers and changed use of the office environment. In addition to the cost of real estate, its value development is also important. The value of university property is largely linked to how it is used for the teaching and research process. The book value is compared with the WOZ value (the value under the Valuation of Immovable Property Act) and insured value. These exceed the current book value.

Leniency scheme

In mid-2018, at the request of the Minister of Education, Culture and Science, the Inspectorate of Education, Culture and Science (hereinafter: Inspectorate) launched an investigation into the fees charged by EUR/RSM. In its report of March 2019, the Inspectorate concluded that, in the opinion of the Inspectorate, charging additional training costs is contrary to the Higher Education and Research Act. The Minister of Education, Culture and Science informed the House of Representatives on 29 March 2019 that she agreed with the Inspectorate's opinion. EUR does not agree with the conclusions of the Inspectorate. Nevertheless, in response to the minister's letter, the Rotterdam School of Management of the EUR offered a leniency scheme for current students and recent alumni of the part-time Business Administration master's degree. The leniency scheme was open until 1 January 2020 to (former) students who registered for the part-time Master programme for the first time in the academic year ('cohort') 2016-2017. The costs of the leniency scheme amounted to €39,000 in 2020. A number of court cases are still pending. The outcome thereof may still have a financial impact.

Special elements Clarity Memorandum

The 'Clarity in Funding of Higher Education Memorandum' of the Department for Education, Culture and Science attempts to provide clarity on the interpretation and application of the existing subsidy rules for the subsidy parameters' statistics. This memorandum addresses a number of issues that need to be considered during the funding audit. In the paragraphs below, accountability is provided for the activities within these themes:

Outsourcing

No educational programmes have been outsourced to non-subsidised institutions.

Investment of public funds in private activities

No public funds have been used for private activities unrelated to the primary task. EUR allocates funds to certain student facilities, including sports activities. However, these funds come from sources other than public funds.

Grant exemptions

EUR does not grant exemptions to students purely for the purpose of attracting students and thereby increasing the central government grant, without making a reasonable effort to justify the exemption. This effort should be determined by the Examination Board.

Funding for international students

Only students whose name and address details are known to EUR are counted for the purpose of funding.

Tuition fees not self-funded by the student and profiling fund

EUR does not pay tuition fees for students. The regulations of the Profiling Fund provide for financial compensation for study delay due to personal circumstances, administrative grants and fee waivers. Also see: Chapter 2 Education > Quality and Graduation Rates > Profiling Fund and Grants.

Students attending degree programme modules

It is possible for non-students to attend modules or parts of degree programmes. This is called non-examination or contract education. One or more separate courses can be followed, in which case the participant does not register as a student, but as a course participant.

The student attends a degree programme other than the one the student is enrolled in

This is not applicable. Students at EUR attend the degree programme they are enrolled in.

Funding for students in customised programmes

Regarding initial education, no customised programmes have been set up with companies and other organisations.

Funding of art education

EUR has a Double Degree Programme called RASL (Rotterdam Arts and Sciences Lab), in collaboration with Codarts Rotterdam. The students are enrolled at both institutions but are funded through Codarts rather than EUR.

Report of the Supervisory Body

The Audit Committee (AC), being a committee within the EUR Supervisory Board, met four times during the reporting year. The main topics discussed by the Audit Committee and subsequently the Supervisory Board were:

- **Annual accounts and auditor's report 2020**

In May 2020, the external auditor's report and the management letter on the annual accounts were discussed. During this meeting, the external auditor appointed by the Board elaborated on the report's content.

- **Financial progress reports**

The Audit Committee and the Supervisory Board were periodically informed in writing, on the overall financial progress within the financial year and on the financial progress of large-scale investment programmes. This is then discussed with the Executive Board in the regular Supervisory Board meetings.

- **2021 Budgetary Framework (Erasmus Perspective) and 2021-2024 Budget**

The Budgetary Framework presents the financial frameworks for the 2021-2024 budget. Based on the allocated budgets in the Budgetary Framework, faculties and support services can prepare their budgets. The 2021-2024 EUR Budget has been discussed by the Audit Committee and approved by the Supervisory Board.

- **Impact of Covid-19**

The global outbreak of Covid-19 also affected EUR. This was discussed several times by the Audit Committee: a financial risk assessment was made, the short and long-term effects as well as various scenarios were discussed. An external report was also provided mapping the impact of the outbreak.

- **Campus under Construction III**

In 2017, the second phase of CuC was completed and the third phase was started. The Covid-19 outbreak set in motion a movement to reassess the strategic real estate policy. The first steps of this reassessment were discussed by the Audit Committee.

- **IT Cybersecurity**

Cybersecurity has been discussed several times at committee meetings. An Information Security Plan was drawn up, the progress of the General IT Controls was discussed (including a new external audit of these controls), digital consequences of the Corona outbreak were discussed and SURF conducted an external audit, which led to an accompanying action plan. Furthermore, the progress of the organisational embedding of IT and the Central Information Office was discussed.

- **EUR - Erasmus MC - TU Delft**

Discussions between the boards of EUR, Erasmus MC and TU Delft on far-reaching forms of cooperation have intensified in the reporting year 2020. The Audit Committee has been informed of the financing needs and the financial feasibility of this convergence process.

- **2020 Audit & Review Agenda**

An Audit & Review Agenda is set annually and discussed by the Audit Committee. The follow-up of audit recommendations is added to the bilateral consultations between the Executive Board and the faculties and departments. This is how the discussion on the implementation of themes is stimulated. In addition, the number of planned audits has been reduced to create room to add ad hoc audits to the agenda during the year.

- **Risk & Control Framework**

EUR has made progress in developing a Risk & Control Framework. A start has been made with improving internal control through a control system. This allows us to perform process-oriented checks. The financial processes have been mapped for each separate process. This addresses the question of what the risks are and which measures should be taken in the form of work programmes. EUR has set up an internal organisation to implement these work programmes.

- **Irregularity in European Tenders Erasmus MC**

The administrative link between Erasmus MC and EUR results in research and education at Erasmus MC. Due to this link, the Education & Research expenses of Erasmus MC are consolidated in the EUR annual accounts. The external auditor established that Erasmus MC had made unlawful purchases for € 1.8 million and that the legitimacy of € 14.6 million (including VAT) was uncertain. The expenditure of € 14.6 million related to the procurement of so-called non-homogeneous lab materials. The external auditor of Erasmus University then concluded that the expenditure classified as uncertain was wrong. This resulted in an adverse opinion from this auditor in the area of legitimacy at EUR. As a result of this, EUR has held talks with Erasmus MC in order to structurally improve its legitimacy..

Annual accounts 2020

Consolidated balance sheet on 31 December 2020 after profit appropriation

in M€		2020	2019
1.	ASSETS		
	Fixed assets		
1.1	Intangible fixed assets	6.2	4.7
1.2	Tangible fixed assets	248.2	255.5
1.3	Financial fixed assets	37.3	37.9
	Total fixed assets	291.7	298.1
	Current assets		
1.4	Inventories	-	0.1
1.5	Receivables	26.1	28.5
1.6	Cash at bank and in hand	58.5	71.9
	Total current assets	84.6	100.5
	Total assets	376.3	398.6
2.	LIABILITIES		
2.1	Equity	221.0	241.5
2.2	Provisions	21.0	21.2
2.3	Long-term liabilities	8.2	8.6
2.4	Current liabilities	126.1	127.3
	Total liabilities	376.3	398.6

Consolidated statement of income and expenditure over 2020

in M€	2020 Statement	2020 Budget	2019 Statement
3. INCOME			
3.1 Central government grant	325,8	319,8	311,7
3.2 Study, course, tuition and registration fees	66,7	64,8	62,4
3.3 Income from work commissioned by third parties	190,4	192,9	205,0
3.4 Other income	103,3	121,0	101,7
Total income	686,2	698,5	680,8
4. EXPENDITURE			
4.1 Staff costs	496,6	492,6	467,7
4.2 Depreciation	40,9	38,8	37,2
4.3 Housing costs	36,1	30,7	27,3
4.4 Other expenditure	139,2	163,2	157,8
Total expenditure	712,8	725,3	690,0
Balance of income and expenditure	-26,6	-26,8	-9,2
5. Financial income and expenditure	-0,3	-	-0,3
6. Taxes	-0,1	-	-0,1
Results	-27,0	-26,8	-9,6
7. Share of third parties in group result	-6,6	-1,5	18,5
Net results	-20,4	-25,3	-28,1

Consolidated cash flow statement for 2020

in M€	2020	2019
Cash flows from operational activities		
Result on ordinary business operations	-26,6	-9,2
Adjustments before reconciliation of operating result		
Adjustments before depreciation	21,2	19,8
Increase (decrease) in provisions	0,4	-2,1
Other adjustments before reconciliation of the operating result	6,6	-18,5
	28,2	-0,8
Changes in working capital		
Increase (decrease) in current receivables	5,3	0,3
Increase (decrease) in current liabilities	-2,1	35,1
	3,2	35,4
Cash flow from business operations	4,7	25,4
Interest received	0,1	0,3
Interest paid	0,1	0,1
Movements in other financial fixed assets	-0,3	-0,5
Income tax paid	-0,1	0,1
Total cash flow from operational activities	4,5	25,0
Cash flow from investment activities		
Acquisition of intangible fixed assets	2,9	1,9
Acquisition of tangible fixed assets	14,0	10,5
Investments in participating interests and cooperative arrangements	-0,1	-0,1
Increase (decrease) in loans to the Department for Education, Culture and Science and the Ministry of Economic Affairs	-0,6	-0,6
Total cash flow from investment activities	16,2	11,7
Cash flow from financing activities		
Increase (decrease) in long-term liabilities	-0,4	-0,1
Revenue or repayment of long-term liabilities	-0,1	0,1
Total cash flow from financing activities	-0,5	-0,2
Increase (decrease) in cash and banks	-12,2	13,1
Cash and banks position on 1 January	127,3	114,2
Cash and banks position on 31 December	115,1	127,3
Movements in cash and banks	-12,2	13,1

General notes

EUR (Erasmus University Rotterdam), located at Burgemeester Oudlaan 50, 3062 PA Rotterdam, registered with the Chamber of Commerce under number 24495550 0000, is a legal entity under public law under the Dutch Higher Education and Research Act. EUR consists of the university and subsidiaries: EUR Holding B.V. with its operating companies, Rotterdam School of Management B.V., Stichting Erasmus Sportaccommodaties and Stichting Erasmus Sport. In 2020, Erasmus University established Erasmus Enterprise BV to carry out incubator activities. In 2020, this company took a 20% stake in YES! Delft. However, the financial interest of Erasmus Enterprise BV in 2020 is limited and therefore not consolidated in the annual accounts. This is in accordance with the consolidation exemption pursuant to Section 2.407(1)(a) of the Dutch Civil Code. The interest in YES! Delft is therefore not reflected in the annual accounts. The activities of EUR and its group companies mainly consist of organising and implementing initial and non-initial education as well as socially relevant research activities.

Applied standards

The annual accounts have been prepared in accordance with the legal provisions set out in Title 9 Book 2 of the Dutch Civil Code and the authoritative statements in the Guidelines for Annual Reporting, which have been issued by the Council for Annual Reporting. These provisions apply on grounds of the Education Annual Reporting Regulations. In the annual accounts, the amounts are stated in millions of euros (unless stated otherwise).

Reporting period

These annual accounts relate to the financial year 2020, which ended on the balance sheet date, 31 December 2020.

Continuity

These annual accounts have been drawn up in accordance with the assumptions of continuity.

Accounting principles for consolidation

The consolidation includes the financial data of the institution and its group companies. These are legal entities in which the institution can exercise dominant control, directly or indirectly, by having the majority of the voting rights or by controlling the financial and operational activities in any other way. Newly acquired participating interests are incorporated in the consolidation as soon as there is a decisive influence on policy. Disposed participating interests are incorporated in the consolidation until the moment that this influence ends.

The assets and liabilities as well as the income and expenditure of group companies are 100% incorporated in the consolidation. The share of third parties in the group equity and in the group result is stated separately.

Pursuant to Article 2:407 (1) of the Dutch Civil Code, group companies may in some cases be excluded from the consolidated financial statements. The consolidation requirement does not apply for data of companies involved in the consolidation whose joint significance is negligible to the company as a whole.

Intercompany transactions, intercompany profits and mutual receivables and liabilities between group companies and other legal entities involved in the consolidation are eliminated. All these intercompany transactions were concluded under normal market conditions.

Accounting policies of group companies have been amended where necessary to align with the applicable accounting policies for the group.

All group companies as well as participating interests are classified as related parties.

Erasmus MC

All income from Education and Research (E&R funds) of Erasmus MC, the cost of the faculty tasks to be charged to it and the income and expenditure of the E&R satellite organisations of the medical cluster to be consolidated are included in the consolidated annual accounts in accordance with the Education Annual Reporting Regulations. Responsibility for the E&R activities is based on the Higher Education and Scientific Research Act (WHW) and the ensuing GUO, which is why the costs and revenues from E&R activities have been consolidated. Given the covenant concluded with Erasmus MC for this purpose, the balance sheet data have not been incorporated in this annual report. This is in accordance with letter RvB/MM/M / ef/0059750/223.222 dated 12 December 2002, which the Department for Education, Culture and Science approved by letter WO/F/2003/4057 dated 3 February 2003. This course of action is consistent with previous years.

The following legal entities are included in the part of the consolidated annual accounts relating to Erasmus MC R&E:

- Erasmus MC O&O Holding B.V.
- Sophia Research B.V.
- Thoraxcentrum Research B.V.
- ViroNovative B.V.
- Eurza Arbo B.V.
- Neurasmus B.V.
- Erasmus MC Diabetesstation B.V.
- MI&EUR Implementation and Exploitation B.V.

Statement of cash flow

The statement of cash flow is prepared based on the indirect method. The funds in the statement of cash flow consist of the cash and banks. Interest and dividends received and paid are included in the cash flow from operating activities. Investments in group companies are processed at the acquisition price after deduction of funds present within the acquired company.

Use of estimates

The preparation of the annual accounts requires management to make judgements and estimates and assumptions that affect the application of policies and the reported value of assets and liabilities, and income and expenditure. Actual results may differ from these estimates. The estimates and underlying assumptions are continuously assessed. Revisions to estimates are recognised in the period in which the estimate is revised and in future periods affected by the revision.

Transactions in a foreign currency

Transactions denominated in foreign currency are translated into the relevant functional currency of the group companies at the foreign exchange rate applying at the date of transaction. Foreign currency monetary assets and liabilities are translated into the relevant functional currency of the group companies at the foreign exchange rate applying at the balance sheet date. Exchange differences arising from the settlement of monetary items or from the conversion of monetary items in foreign currency are recognised in the statement of income and expenditure in the period that they arise.

Financial instruments

Financial instruments include investments in shares and bonds, trade and other receivables, cash, loans and other financing obligations, trade payables and other payables. Financial instruments are included at fair value on initial recognition. After initial recognition, financial instruments that are not part of the trading book are measured at amortised cost using the effective interest method, less impairment losses.

EUR only has primary financial instruments that are used to finance its operational activities or that result directly from them, such as (long-term) receivables and liabilities. EUR does not use derivatives or any other form of active hedging to hedge financial risks.

EUR is not exposed to interest rate risk due to the absence of issued and recognised loans to third parties. Interest rate risk is the risk that the value of a financial instrument will fluctuate as a result of changes in the market interest rate. Neither is there a cash flow risk. In other words, the risk that future cash flows associated with a monetary financial instrument will fluctuate in size is absent.

Due to the strong liquidity position of EUR, we consider it virtually impossible for there to be a liquidity risk. Liquidity risk is the risk that the legal entity is unable to acquire the financial resources necessary to meet the obligations.

Given the characteristics of the parties with which EUR does business, in particular central government, government bodies and the EU, there is limited credit risk on receivables. Credit risk is the risk that one contracting party of a financial instrument will not meet its obligation, as a result of which the legal entity has to deal with a financial loss.

EUR runs a limited currency risk because most transactions take place in euros.

Accounting policies for the valuation of assets and liabilities

General

An asset is recognised in the balance sheet when it is probable that the future economic benefits will flow to the educational institution and its value can be reliably determined. A liability is recognised in the balance sheet when it is probable that its settlement will be accompanied by an outflow of resources embodying economic benefits, the amount of which can be measured reliably.

Assets and liabilities (with the exception of group equity) are valued at the acquisition or manufacturing price or (lower) current value. If no specific valuation policy is stated, valuation takes place at the acquisition price or nominal value. In the balance sheet, the statement of income and expenditure and the cash flow statement, reference numbers are included. For these references we refer you to the explanatory notes. Items in foreign currency are valued at year-end closing exchange rates. Exchange differences are recognised directly in the result.

An asset or liability recognised in the balance sheet remains on the balance sheet if a transaction (related to the asset or liability) does not result in a material change in economic reality in respect of the asset or liability.

An asset or liability is no longer recognised in the balance sheet if a transaction results in all or nearly all rights to economic benefits and all or nearly all risks associated with the asset or liability being transferred to a third party. Furthermore, an asset or liability is derecognised from the moment that the conditions of probability of future economic benefits and/or reliability of the determination of the value are no longer met.

Impairment of fixed assets

On each balance sheet date, the group assesses whether there are indications that a fixed asset may be subject to an impairment. If such indications are present, the realisable value of the asset is determined. If it is not possible to determine the realisable value for the individual asset, the realisable value of the cash-flow generating unit to which the asset belongs is determined. An impairment applies if the book value of an asset is higher than the realisable value; the realisable value is the higher of the fair value and the value in use.

Intangible fixed assets

The costs of purchasing and implementing university administrative systems are capitalised as intangible assets. Intangible fixed assets developed in-house are also capitalised. A statutory reserve is formed for the part of the intangible assets developed in-house that has not yet been depreciated.

The intangible fixed assets are valued at acquisition or manufacturing price. Depreciation occurs on a lapsed time basis according to the estimated service life. The expected useful life depends on the type of investment and varies from 5 to 9 years. The intangible fixed assets not yet available are not depreciated.

The depreciation periods are:

1.	Licences	5 years
2.	Software	5 / 9 years

Tangible fixed assets

Commercial buildings and land are valued at acquisition price plus additional costs or manufacturing price, less straight-line depreciation over the estimated economic life. Land is not depreciated. The impairment expected on the balance sheet date is taken into account. The tangible fixed assets not yet available are not depreciated. Depreciation takes place as of the moment of delivery. With the exception of the EUC building, there are no restrictions of ownership on the tangible fixed assets.

Land and buildings

Depreciation takes place in accordance with the component method, based on the following components:

1.	Shell	60 years
2.	Scaling down	36 years
3.	Interior elements	10 / 18 years
4.	Technical systems	5 / 9 / 18 years
5.	Temporary housing	5 / 10 years
6.	Grounds	10 / 20 years
7.	EUC building	40 years

Accelerated depreciation takes place on assets of buildings for which renovation or demolition is planned.

Other tangible fixed assets are valued at acquisition or manufacturing price, including directly attributable costs, less straight-line depreciation over the expected future useful life, or lower value in use.

The manufacturing price consists of the purchase costs of raw and auxiliary materials and costs that are directly attributable to the production, including installation costs.

Inventory, equipment (incl Initial setting up

EUR applies an activation threshold for a movable property with a purchase value of more than k €15.0. The depreciation periods in years depend on the type of investment and vary from 3 to 15 years.

If a planned bulk purchase takes place \geq k €200.0 from 1 quotation order, this will be capitalised and depreciated in accordance with the appropriate asset class based on the economic life.

Subsidies on investments are deducted from the purchase or manufacturing price of the assets to which the subsidies relate.

Financial fixed assets

Participating interests

Participating interests where significant influence can be exercised are valued according to the net asset value method. In any case, significant influence is presumed to be present when 20% or more of the voting rights can be cast.

The net asset value is calculated in accordance with the principles that apply to the consolidated annual accounts; for participating interests for which insufficient information is available to adjust these principles, the valuation principles of the relevant participating interest are used. If the valuation of a participating interest according to the net asset value is negative, it is valued at nil. If and insofar as EUR in this situation is wholly or partly responsible for the debts of the participating interest, or if it has the firm intention to enable the participating interest to pay its debts, a provision is made or any receivable is written off.

The initial valuation of purchased participating interests is based on the fair value of the identifiable assets and liabilities at the time of acquisition. Based on the values at initial valuation, the principles that apply to the consolidated annual accounts are applied for the subsequent valuation. Participating interests over which no significant influence can be exercised are valued at acquisition price. If there is a permanent impairment, valuation takes place at this lower value; downward revaluation is charged to the result.

Receivables

The receivables recognised under financial fixed assets are intended to serve the business in a sustainable manner. The receivables recognised under financial fixed assets are initially valued at the fair value of the consideration, after that they are valued at amortised cost based on the effective interest rate. If there is no premium or discount and transaction costs, this valuation is equal to the nominal value.

Inventories

The valuation basis for inventories is valued in accordance with the FIFO method at the lower of cost or net realisable value.

Receivables

General

Current liabilities are valued at the fair value of the consideration (often nominal value). Provision for bad debts is deducted from the book value of the receivable. The position of the provision is determined statically.

Department for Education, Culture and Science receivables

Current receivables also include a cash discount applied to the central government grant by the Ministry of Education, Culture and Science. This concerns the part of the central government grant that will not be paid until the following calendar year.

The Ministry of Education, Culture and Science also granted compensation in 2009 and 2010 for the introduction of the bachelor-master structure in the period 2003-2008. This compensation will be paid in the period 2011-2021 via the central government grant. This payment is classified as a long-term receivable.

Work in progress commissioned by third parties

The valuation of work in progress concerns the amounts received less direct material and labour costs, with a surcharge for service-related indirect fixed and variable costs, possibly increased by a surcharge for indirect costs, in particular for housing, administration and general management.

The allocation of revenues, costs and profit for taking on work in progress takes place in proportion to the work performed during the execution of the work (percentage of completion method) on the balance sheet date on the basis of the project costs incurred up to the balance sheet date in proportion to the estimated total project costs. Expenses related to project costs that lead to performance after the balance sheet date are recognised as assets if it is probable that they will generate revenue in a subsequent period. Expected losses on work in progress are immediately recognised as an expense in the statement of income and expenditure.

Depending on the balance, a project in progress is recognised in the balance sheet under 'Valuation of projects in progress' (assets) or 'Project invoices paid in advance and received' (liabilities).

Expected losses on work in progress are recognised directly in the period in which it is established that there is a loss-making project. If there is an own contribution in a project from the central government grant (co-financing), this is not considered a loss.

Marketable securities

Marketable securities that belong to the trading portfolio are valued at fair value, usually the closing price. Changes in value are recognised directly in the result. EUR has an approved treasury statute. In terms of public funds, the scheme for investing, borrowing and derivatives is fully complied with. Investments are made with at least a guaranteed principal amount. EUR only invests with institutions with at least an A rating.

Cash and banks

Cash and banks consist of cash, bank balances and demand deposits with a maturity of less than twelve months. Valuation takes place at nominal value.

Equity

Equity consists of general reserves and designated reserves and/or funds. Public and private resources are segmented. The special-purpose reserves are reserves with a limited spending option, made by the board.

The special-purpose funds are reserves with a more limited spending option, made by third parties.

Provisions

General

Provisions include: staff provisions, provisions for environmental obligations and risks and provisions for demolition costs.

Provisions are formed for legally enforceable or actual obligations and losses that exist on the balance sheet date, the size of which is uncertain but can be estimated reliably and it is probable that an outflow of resources will be required to settle the obligation. The provisions are valued at the nominal value of the expenditure that is expected to be necessary to settle the obligations, unless stated otherwise.

Staff provisions

EUR complies with the annual reporting guideline with regard to the formation of a provision for staff provisions that is valued at the discounted value.

EUR makes provisions for obligations arising from reorganisations about which the competent authority has made a decision and communicated this before the balance sheet date. The obligations consist of future tide-over allowance costs that may arise as a result of the reorganisations and of the costs of social plans and other regulations that are aimed on the one hand at the prevention of compulsory redundancies and on the other hand at the reduction of benefit costs, as well as expenses related to staff who are exempt from performance.

Obligations arising from non-reorganisations are accounted for under the social policy, reorganisation and legal status provision. The provision is valued at the discounted value. The interest rate this year has been determined on the basis of participation in the lending capacity based on treasury banking increased by 0.1%.

Environmental obligations and risks and demolition costs

The provision for environmental obligations and risks and the provision for demolition costs are valued at nominal value.

Long-term liabilities

Debts with a remaining term of more than one year are designated as long-term liabilities. The repayment amount for the current year is recognised under current liabilities.

Long-term liabilities are initially recognised at fair value and subsequently valued at amortised cost. The initial valuation consists of the amount received, taking into account the premium or discount and less transaction costs.

The difference between the determined book value and the final redemption value, together with the interest due, is determined in such a way that the effective interest is recognised in the statement of income and expenditure during the term of the debts.

Current liabilities

Current liabilities are initially recognised at fair value and subsequently valued at amortised cost.

Accounting principles for determining the result

General

The income and expenditure are allocated to the financial year to which they relate. Profits are only recognised to the extent that they have been realised on the balance sheet date. Losses and risks that originate before the end of the reporting year are taken into account if they have been announced before the adoption of the annual accounts.

Revenue recognition

Central government grants, other government grants and subsidies

The central government grant (lump sum) is recognised in the income at fair value on the basis of the annual allocation.

Tuition and course fees

Tuition fees are recognised in income at fair value and allocated to the year to which they relate, assuming that regular teaching duties are spread evenly over the academic year.

Provision of services

Revenue from the provision of services is recognised in income at fair value and in proportion to the services rendered. This means that the recognised amount is based on the services rendered up to the balance sheet date, in proportion to the total services to be provided.

Project revenue and project costs

For projects in progress, the result of which can be reliably determined, the project income at fair value is recognised as income from work commissioned by third parties. The project costs are included in the statement of income and expenditure, in proportion to the performances delivered on the balance sheet date (this is according to the 'Percentage of Completion' method, or the PoC method).

The progress of the work performed is determined on the basis of the project costs incurred up to the balance sheet date in proportion to the estimated total project costs. If the result cannot (yet) be reliably estimated, the income is recognised as income from work commissioned by third parties in the statement of income and expenditure up to the amount of the project costs incurred, which can probably be recovered; the project costs are included in the statement of income and expenditure in the period in which they were incurred. As soon as the result can be reliably determined, revenue is recognised according to the PoC method in proportion to the services performed on the balance sheet date.

The result is determined as the difference between the project revenues and project costs. Project revenues are the contractually agreed amounts including additional and less work, claims and compensation. Insofar as it is probable that these will be realised and can be reliably determined. Project costs are the direct, indirect and allocated costs relating to the activities that can be contractually allocated to the client.

If it is likely that the total project costs will exceed the total project revenues, the expected losses are immediately recognised in the statement of income and expenditure, directly in the projects in progress balance.

Other income

Other income consists of income from rental, secondment of staff, donations, sponsorships, participant contributions, student contributions and other income and is recognised at fair value in the income.

Central government subsidies

Operating subsidies are recognised as income in the statement of income and expenditure in the year in which the subsidised costs were incurred or revenues were lost, or when a subsidised operating deficit occurred. The income is recognised at fair value if it is likely that it will be received and the institution can demonstrate the conditions for receipt.

Subsidies related to investments in tangible fixed assets are deducted from the related asset.

Depreciation

Intangible and tangible fixed assets are depreciated on a lapsed time and straight-line basis. The buildings included under tangible fixed assets are depreciated over the expected future useful life of the asset from the moment of delivery. Land is not depreciated. Tangible fixed assets are depreciated from the time they are first put to use. If the estimated economic life changes, the future depreciation is adjusted.

Book gains and losses on the sale of tangible fixed assets are included under depreciation costs.

Staff remuneration

Staff remuneration

Wages, salaries and social security contributions are included in the statement of income and expenditure on the basis of the employment conditions insofar as they are due to employees. Allocation takes place on the basis of the performances delivered. While not yet paid, the employee remuneration is recognised as a liability on the balance sheet. If the amounts already paid exceed the remuneration payable, the excess is recognised as an accrued asset insofar as the amounts will be repaid by the staff member or deducted from future payments by EUR.

Other staff costs

Other staff costs, saved leave and anniversaries, etc are recognised or accrued as soon as the obligation arises.

Pension

The pension contributions are accounted for as staff costs when they are due. Prepaid contributions are recognised as other current assets if this results in a refund or a reduction in future payments.

EUR has a pension scheme with ABP pension fund, which is classified as a defined benefit scheme. On the basis of the implementing agreement with this fund and the pension agreement with the employees, EUR has in principle no obligation other than the payment of the pension contributions owed annually. If the funding position becomes so low, ABP pension fund can, among other things, charge a surcharge on the contribution. The actual funding position on the balance sheet date was 93.2%. The average funding position over 2020 was 87.6%.

Financial income and expenditure

Interest received and interest payable

Interest received and interest payable is recognised on a lapsed time basis, taking into account the effective interest rate of the assets and liabilities in question. When processing the interest, the transaction costs on the loans are taken into account. The interest obligations of the current loans and lease obligations are also included in financial income and expenditure.

Value adjustments of financial fixed assets and marketable securities

Value adjustments of marketable securities that belong to the trading book are recognised directly in financial income and expenditure.

Financial lease

The leased property (and the related liability) is recognised in the balance sheet at the start of the lease term at the fair value of the leased property or, if lower, at the discounted value of the minimum lease payments. Both values are determined at the time the lease is entered into. The interest rate applied in calculating the discounted value is the implicit interest rate. If this interest rate cannot be determined practically, the marginal interest rate is applied. The initial direct costs are recognised in the initial valuation of the leased property.

The lease payments are split into interest paid and repayment of the outstanding lease obligation. The interest paid is allocated during the lease term to each period so as to result in a constant periodic interest rate on the remaining net liability related to the finance lease. Conditional lease payments are recognised as expenditure in the period that the conditions for payment are met.

The share in the result of non-consolidated participations in which there is a participating interest

The result of participating interests, in which significant influence is exercised over the business and financial policy, is recognised as the share of the result of the participating interests accruing to the institution. This result is determined in line with the accounting principles applied by EUR. With regard to companies in which no significant influence is exercised over the business and financial policy, the dividend is considered as the result. This is accounted for under financial income and expenditure.

Explanatory Note to the consolidated balance sheet

Fixed assets

1.1 Intangible fixed assets

M€ 6,3 - (2019: M€ 4,8)

	Development costs	Conc Compensation & rights for Intellectual Property	Prepayments	Total
Purchase price	0,3	10,5	-	10,8
Cumulative depreciation and impairment	-0,2	-5,8	-	-6,0
Carrying amount on 1 January 2020	0,1	4,7	-	4,8
Investments	-	-	2,9	2,9
Desinvestments	-	-	-	-
Movements	-	2,5	-2,5	-
Depreciation	-	-1,4	-	-1,4
Depreciation on disinvestments	-	-	-	-
Purchase price	0,3	13,0	0,4	13,7
Cumulative depreciation and impairment	-0,2	-7,2	-	-7,4
Carrying amount on 31 December 2020	0,1	5,8	0,4	6,3

1.2 Tangible fixed assets

M€ 255,1 - (2019: M€ 260,7)

	Buildings and land	Inventory and app (incl initial setting up)	Work in progress and advance payments	Total
Purchase price	408,9	37,6	8,5	455,0
Cumulative depreciation and impairment	-173,7	-20,6	-	-194,3
Carrying amount on 1 January 2020	235,1	17,0	8,5	260,7
Investments	-	2,8	11,2	14,0
Desinvestments	-2,2	-1,5	-	-3,7
Movements	4,5	2,0	-6,5	-
Depreciation	-14,5	-5,1	-	-19,6
Depreciation on disinvestments	2,2	1,5	-	3,7
Purchase price	411,2	40,9	13,2	465,3
Cumulative depreciation and impairment	-186,0	-24,2	-	-210,2
Carrying amount on 31 December 2020	225,2	16,7	13,2	255,1

In 2014, EUR entered into a financial lease contract with the Municipality of Rotterdam for an educational building with a term of 40 years. The net investment as accounted for in the Buildings and lands item in 2014 amounted to M €9.5. This property does not legally belong to EUR.

The WOZ value (the value under the Valuation of Immovable Property Act) and insured value of buildings/land, operating equipment/inventory and books/media collection:

(in M€)

	WOZ value	Reference date	Insured value	Reference date
Buildings and land	340.2	2018/2019	562.9	2020
Operating equipment and inventory			159.6	2020
Books/media collection			20.2	2020

1.3 Financial fixed assets

M€ 0.5 - (2019: M€ 1.2)

	Carrying amount on 1 Jan 2020	Investments and provision of loans	Disinvestments and loans taken out	Carrying amount on 31 Dec 2020
Receivables from other participating interests ¹	0.1	-	-0.1	-
Receivables from the Department for Education, Culture and Science ²	1.0	-	-0.6	0.4
Other receivables ³	0.1	-	-	0.1
	1.2	-	-0.7	0.5

¹ Academie voor Medisch Specialisten BV.

² A receivable from the Department for Education, Culture and Science is recognised here on account of BAMA compensation.

³ Loans to ISS PhD students.

Current assets

1.4 Inventories

M€ 0.1 - (2019: M€ 0.1)

	2020	2019
Consumer goods	0.1	0.1

1.5 Receivables

M€ 29,0 - (2019: M€ 34,3) Recognised under the receivables:

	2020	2019
Debtors	7,3	11,5
Department for Education, Culture and Science 1	0,7	0,9
Municipalities and GRs (outsourcing in accordance with the Intermunicipal Statutory Regulations Act)	-	0,1
Students/participants/course participants	1,1	1,1
Valuation of projects in progress	5,2	5,6
Other receivables	0,4	0,3
Provision for bad debts	-1,2	-1,3
	13,5	18,2
Prepaid expenses	6,8	5,4
Advances granted	0,1	0,4
Other current assets	8,6	10,3
	15,5	16,1
	29,0	34,3

1 The receivable from the Department for Education, Culture and Science consists of the cash reduction balance M€ 0.0 (2019: M€ 0.2) and BAMA compensation M€ 0.7 (2019: M€0.7)

All receivables have maturities of less than one year.

1.6 Cash and banks

M€ 115,1 - (2019: M€ 127,3) The cash and banks balance includes the following:

	2020	2019
Assets in bank accounts	58,4	58,9
Treasury banking	56,7	68,4
	115,1	127,3

In connection with a bank guarantee issued by RSM BV, an amount of M €0.2 is not freely available to EUR.

2.1 Equity

M€ 221,9 - (2019: M€ 242,4) Equity consists of the general reserve and the special-purpose reserves and funds (divided into public or private).

	Position on 1 Jan 2020	Movements	Results	Position on 31 Dec 2020
General reserve	92,2	2,5	-16,4	78,3
Special-purpose reserve (public)				
Strategic Innovation Budget ¹	15,8	-2,8	-	13,0
Funds arising from sector deliberations	2,3	0,6	-0,8	2,1
Reserve from capital represented by immoveable property ²	72,9	-	-	72,9
Investment reserve	1,8	-	-	1,8
Dividend RSM B.V.	0,8	-	-0,8	-
Other ³	19,2	-0,2	-	19,0
	112,8	-2,4	-1,6	108,8
Special-purpose reserve (private)				
EUR Holding B.V.	24,7	-	-2,1	22,6
Rotterdam School of Management B.V.	11,2	-	-0,3	10,9
	35,9	-	-2,4	33,5
Special-purpose fund (private)				
Tinbergen Institute	0,5	-0,2	0,1	0,4
Other statutory reserves				
EUR Holding B.V.	0,1	-	-0,1	-
Erasmus Sport Centre	0,9	-	-	0,9
Erasmus Sportaccommodations	-	-	-	-
	1,0	-	-0,1	0,9
	242,4	-0,1	-20,4	221,9

¹ The special-purpose reserve for the strategic innovation budget is intended to finance initiatives related to EUR's strategy. These initiatives have started, but have been delayed. The budget that has not yet been spent is reserved on the balance sheet. The largest reservations (reservations > M€1.0 are explained):

▣ Research Excellence Initiatives. Several research projects have been started to strengthen the university's research profile. The remaining budget that will be spent in the coming years has been reserved (M€ 24);

▣ In the partnership between Leiden University, TU Delft and Erasmus University Rotterdam, it has been agreed that each participating university will reserve an amount to absorb fluctuations in the operation (M€ 1.5);

▣ To support research in general, an amount of M€ 7.8 has been reserved on the balance sheet.

² The special-purpose reserve of capital from immoveable property arose when the properties were transferred from the Department for Education, Culture and Science. The amount represents the value that was then assigned to the properties.

³ The largest reservations (reservations > M€ 1.0 are explained):

▣ Prefinancing for Erasmus University College (EUC). The EUC has start-up costs. To cover these, a reservation is made on the balance sheet (M€ 3.9);

▣ IT depreciation. These are investments in the following systems: timetabling systems M€ 0.4, PAM M€ 0.5, MFA M€ 0.4, target architecture in IT M€ 0.2 and M€ 0.5 for deferred maintenance in IT;

▣ IT Master Plan depreciation O365. This concerns an earmarked part from the Digitisation Master Plan, intended for the depreciation of the investment for Office 365 capitalised in 2020 (M€ 2.3);

▣ IT Master Plan Strategy. These are funds allocated from the strategy to the following projects: IGA M€ 0.5, SOC M€ 0.1, Target systems M€ 0.2, timetabling systems M€ 0.4 and DIM M€ 0.3.

The guarantee capital is equal to the equity capital.

The amounts in the movements column largely relate to:

- Adjustment of special-purpose reserves for the strategic innovation budget M€ 2.8;
- Adjustment of special-purpose reserves for the funds arising from sector deliberations M€ 0.6;

Reconciliation of the consolidated equity with the company equity

The consolidated equity differs from the equity in the company annual accounts. This difference is set out in the table below.

	Position on 1 Jan 2020	Movements	Results	Position on 31 Dec 2020
Company equity	241.5	-0.1	-20.4	221.0
Erasmus Sport Centre	0.9	-	-	0.9
Erasmus Sportaccommodations	-	-	-	-
Consolidated equity	242.4	- 0.1	-20.4	221.9

2.2 Provisions

M€ 21.7 - (2019: M€ 21.3) The movements in the provisions are as follows:

	Staff provisions	Environmental provisions	Other provisions	Total
Position on 1 January 2020	13.3		8.0	- 21.3
Additions	7.3		0.1	0.5 7.9
Changes to/unwinding of the discount rate	-		-	-
Releases	-1.8		-	- -1.8
Withdrawals	-5.7		-	- -5.7
Position on 31 December 2020	13.1		8.1	0.5 21.7
Current part <1 years	4.8		-	0.5 5.3
Long-term part >1 year	8.3		8.1	- 16.4

No discount rate/unwinding has been applied to the environmental provision, because the rates are negligible up to 5 years.

The other provisions include an amount of M€ 0.5 for the additional VAT levy.

Staff provisions

The staff provisions are divided as follows:

	Position on 1 Jan 2020	Additions	Changes to/unwinding of discount rate	Releases	Withdrawals	Position on 31 Dec 2020	Current part <1 year	Long-term part >1 year
Unemployment contributions	2,1	1,3	-	-	-1,8	1,6	0,9	0,7
Social policy, reorganisation and consequences	1,9	1,2	-	-1,1	-1,1	0,9	0,5	0,4
Accumulate leave and sabbatical leave	3,8	1,7	-	-0,2	-0,6	4,7	1,8	2,9
Provision for anniversaries	3,2	1,0	-	-	-0,2	4,0	0,3	3,7
Transition fee	1,1	0,7	-	-0,2	-0,4	1,2	0,6	0,6
Long-term sick	1,2	1,4	-	-0,3	-1,6	0,7	0,7	-
	13,3	7,3	-	-1,8	-5,7	13,1	4,8	8,3

A discount rate of 0.1% is recognised for long-term (15 years) staff obligations (2019: 0.2%)

2.3 Long-term liabilities

M€ 8,2 - (2019: M€ 8,6)

	Legal obligations to municipalities	Other	Total
Position on 1 January 2020	8,0	0,6	8,6
Movements	-0,3	-0,1	-0,4
Long term on 31 December 2020	7,7	0,5	8,2
Term > 5 years	6,9	0,5	7,4

Repayment obligations within 12 months after the end of the financial year in the amount of M€0.2 are not included in the aforementioned amounts, but are recognised under current liabilities.

Legal obligations

In 2014, EUR entered into a financial lease contract with the Municipality of Rotterdam for a property, with a term of 40 years.

Other long-term liabilities

Tinbergen Institute

At the end of 2020, the long-term obligation with regard to the Tinbergen Institute is M€ 0.5. The cooperation agreement between the participating parties (EUR, VU, UVA) includes the distribution of surpluses and/or shortages.

2.4 Current liabilities

M€ 154.3 - (2019: M€ 156.2) These liabilities are as follows:

	2020	2019
Creditors	9.0	16.5
Municipalities and GRs (outsourcing in accordance with the Intermunicipal Statutory Regulations Act)	0.3	0.3
Debts to group companies ¹	0.3	-
Instalments for projects invoiced in advance and received ²	32.0	26.4
Taxes and social insurance contributions	12.5	16.4
Liabilities relating to pensions	3.0	2.8
Other current liabilities	0.2	0.1
	57.3	62.5
Tuition and study fees received in advance	54.2	49.9
Income received in advance	2.4	3.2
Sector funds received in advance ³	7.2	1.6
Subsidies received in advance	1.2	-
Holiday pay and days	19.4	15.8
Costs still payable ⁴	12.6	23.2
	97.0	93.7
	154.3	156.2

¹ This concerns a debt to Erasmus MC. Given the covenant concluded with Erasmus MC for this purpose, the balance sheet data have not been incorporated in this annual report.

² The balance for project costs claimed in advance is recognised under instalments for projects invoiced in advance and received.

³ On behalf of the SSH Platform Digital Infrastructure Foundation, EUR has paid out a total amount of M€ 2.1 to universities in 2020 on the basis of the awarded spending proposals.

⁴ A balance for housing costs of M€ 0.4 (2019 M€ 0.9) is recognised under costs still payable.

Rights and obligations not included in the balance sheet

Guarantees

- The cooperation agreement with Samenwerking Short Stay (SSH) Utrecht stipulates that until 01 September 2027, EUR guarantees an average of M€ 0.2 per year for the costs of vacant housing for international students.
- RSM B.V. has provided a bank guarantee under which RSM B.V. guarantees the costs resulting from unpaid course fees by participants in the RSM MBA programme. The total guarantee regards an amount of M€0.2.
- On 8 September 2020, the Stichting Erasmus Sport declared itself willing to act as guarantor for the annual interest and repayment obligation of the loan of the Rotterdam Student Football Club Antibari to the Municipality of Rotterdam. Taken out in 2011 and 2020. Erasmus Sport guarantees a sum of €180,000. The term of the loan (and the guarantee) is 15 years, from 2020 to 2035. The Stichting Erasmus Sport will also provide Antibari with a guarantee subsidy of up to €20,000 for the costs incurred in 2020 for the renovation of the club building. Provided that it is demonstrated that this will result in an unforeseen shortfall in the renovation. Of this, € 10,000 has been incorporated into the result for 2020.

Obligations

Other obligations not recognised in the balance sheet

- EUR has an agreement with ENGIE Energie B.V. regarding performance-oriented technical maintenance and management. The annual costs are M€ 2.6.
- EUR has concluded a contract with Asito B.V. for cleaning work. The annual costs are M€ 4.0.
- The Stichting Erasmus Sport has entered into an agreement with Janssen-Fritsen B.V. for the furnishing of the new building. The contract has a value of € 470,000 excluding VAT.

Fiscal entity

EUR Holding B.V. and its operating companies and RSM BV are part of the fiscal entity for company tax and sales tax purposes together with Erasmus University Rotterdam. Under the Collection of State Taxes Act, the company is jointly and severally liable for the taxes owed by the group.

As of 1 January 2019, the company forms part of the fiscal unity for corporate income tax purposes with EUR Holding B.V. and (as of 1 January 2021, there are 9, due to the demerger of ERBS B.V. as of that date) sister companies (100% owned by EUR Holding BV). With respect to the allocation of results within the fiscal unity, these parties have agreed that the following applies for the purpose of corporate income tax:

1. Each party recognises in its company annual accounts the corporate income tax burden on the company's annual taxable result. However, tax benefit from horizontal loss compensation will be allocated to the loss-making subsidiary only if it could have obtained it as a stand-alone tax entity – in other words, if it could have claimed vertical loss relief independently.
2. The operating companies each charge the corporate income tax rate applicable to profits up to and including € 200,000 if they were to file an independent corporate income tax return, even if they have a profit > € 200,000. EUR Holding includes the resulting adjustment in the calculation of the corporate income tax burden in its company annual accounts.

	Shorter than 1 year	Between 1 and 5 years	Longer than 5 years	Total on 31 Dec 2020
Rights	1,7	2,4	-	4,1
Guarantees	0,4	1,0	0,2	1,6
<i>Obligations not recognised</i>				
Housing rental	0,8	2,5	1,3	4,6
Software licences	1,8	1,2	-	3,0
Publishers' licences	1,0	3,0	-	4,0
Investments	16,0	16,1	-	32,1
Claims	6,5	-	-	6,5
Other obligations not recognised in the balance sheet	20,0	7,7	-	27,7
Total obligations	46,1	30,5	1,3	77,9

Explanatory note to the consolidated statement of income and expenditure

3.1 Central government grants

M€ 325,8 - (2019: M€ 311,7)

	2020	2019
Central government grants from the Department for Education, Culture and Science	420,5	404,0
Less: income transfers from central government grants	-94,7	-92,3
	325,8	311,7

The central government grant granted by the Department for Education, Culture and Science was M€ 429,1 in 2020. An adjustment of the receivable from the Department for Education, Culture and Science under the Bama compensation of M€ 0,7, a cash reduction payment of M€ 0,2 and sector funds for university research in Social Sciences and Humanities (Platform Digital Infrastructure), in the amount of M€ 7,7, was deducted directly from this. The allocated central government grant for the workshop function AZ in the amount of M€ 94,7 was deducted from the central government grant.

3.2 Study, course, tuition and registration fees

M€ 66,7 - (2019: M€ 62,4)

	2020	2019
Tuition fees	66,7	62,4

Compared to 2019, the tuition fees show an increase of M€ 4,3, which is partly due to a combination of an increase in the tuition fee rate and more enrolments.

3.3 Income from work commissioned by third parties

M€ 190,4 - (2019: M€ 205,0) All revenue arising from the service projects is accounted for in income from work commissioned by third parties pro rata to the time spent.

	2020	2019
Contract education		41,0
Contract research		
Other non-profit organisations	36,1	29,2
Companies and other	33,2	46,8
National authorities	16,4	13,1
International organisations	28,8	29,7
NWO (excl ZonMw)	29,8	29,5
	144,3	148,3
Other	5,1	8,8
	190,4	205,0

3.4 Other income

M€ 103,3 - (2019: M€ 101,7) This revenue is divided as follows:

	2020	2019
Rental	2.5	3.8
Secondment of staff	23.1	19.9
Gifts	1.2	0.3
Sponsorships	0.3	0.7
Participants' contributions	0.6	0.7
Students' contributions	1.8	2.0
Catering	-	0.1
Other	73.8	74.2
	103,3	101,7

Specification of other income - other

Specification of other income - other	2020	2019
Pro Rata BTW	1.0	0.9
Contributions from third parties ¹	57.3	57.4
Revenue arising from services rendered	13.6	13.0
Other	1.9	2.9
	73,8	74,2

¹ Of the balance in the amount of M€ 57.3 (2019: M€ 57.4) stated below, M€ 52.5 (2019: M€ 51.2) relates to other Erasmus MC income. Based on the CAP Gemini model, Erasmus MC has allocated M€ 27.7 (2019: M€ 26.9) of the central government grant it received for the workshop function to the R&D activities and recognised this as other income in the annual accounts.

4.1 Staff costs

M€ 496,6 - (2019: M€ 467,7) Staff expenditure is as follows:

	2020	2019
Wages and salaries	346.3	317.8
Social charges	42.5	38.0
Pension costs	50.6	46.7
	439.4	402.5
Additions to staff provisions ¹	6.6	6.7
External employees	30.3	37.8
Other	23.1	23.3
Other staff costs	60.0	67.8
Less: payments	-2.8	-2.6
	496,6	467,7

¹ Additions to staff provisions, being the balance of the additions, releases and changes in/unwinding of the discount rate. An amount of M€ 1.1 from Erasmus MC is recognised here.

Staff structure

Average number of FTEs	2020	2019
EUR sec	2.677	2.474
EUR Holding B.V.	250	248
RSM B.V.	105	114
Erasmus Sport Centre	17	17
Erasmus Sportaccommodations	-	-
Erasmus MC (not employed by EUR)	2.510	2.387
Total	5.559	5.240

The reports regarding Erasmus MC employees, including the companies consolidated therein, are included in the Erasmus MC annual accounts

4.2 Depreciation

M€ 40,9 - (2019: M€ 37,2)

	2020	2019
Intangible fixed assets	1,5	1,0
Tangible fixed assets ¹	39,4	36,2
	40,9	37,2

¹ An amount of M€ 9,7 and M€ 10,1 for depreciation and equipment at Erasmus MC is recognised here.

4.3 Housing costs

M€ 36,1 - (2019: M€ 27,3)

	2020	2019
Rental	3,4	2,6
Insurance	0,4	0,3
Maintenance	8,8	10,6
Energy and water	6,9	6,2
Cleaning costs	4,1	4,0
Taxes and levies	3,4	3,4
Other	9,1	0,2
	36,1	27,3

Specification of housing costs - other

Specificatie huisvestingslasten - overige	2020	2019
Environmental obligations and risks ¹	6,3	0,1
Demolition provisions	-	-2,0
Security and safety	2,1	1,7
Other	0,7	0,4
	9,1	0,2

¹ An addition of M€ 6,2 from Erasmus MC is recognised here.

4.4 Other expenditure

M€ 139,2 - (2019: M€ 157,8)

	2020	2019
Administrative and management costs	1.2	0.9
Inventory and equipment ¹	23.3	25.6
Additions to other provisions ²	0.5	-
Other ³	114.2	131.3
	139,2	157,8

¹ An amount of M€ 13.0 from Erasmus MC is recognised here.

² This concerns an additional VAT levy

³ An amount of M€ 464 from Erasmus MC is recognised here.

Specification other expenditure - other	2020	2019
Products and consumables	18.1	24.3
Subsidies	20.6	19.4
Travel and accommodation expenses	7.5	17.6
Outsourced work	26.1	23.0
General costs	12.4	13.8
Books, journals, etc	8.4	7.7
Org and legal recommendations	1.5	1.3
Representation expenses	2.4	4.4
Other	17.1	19.8
	114,2	131,3

The following fees have been charged to the company, its subsidiaries and other companies that it consolidates, by audit firms, as referred to in Articles 2:382a(1) and (2) of the Dutch Civil Code.

Amounts in k€	External auditor fees in Deloitte (Basic activities)		External auditor fees in Deloitte (Netwerk 1*)	
Auditing of the annual accounts	533.5	-	30.5	564.0
Other audit engagements	151.6	-	2.4	154.0
Advisory services with regard to taxes	-	25.4	2.1	27.5
Other services	2.4	583.9	343.6	929.9
Total	687,5	609,3	378.6	1.675,4

* The above amounts were charged to the EUR result in 2020 on the basis of the financial year in which they were carried out.

Amount in k€	External auditor fees in Deloitte (Basic activities)		External auditor fees in Deloitte (Netwerk 1*)	
Auditing of the annual accounts	408,3	-	23,5	431,8
Other audit engagements	194,8	-	27,2	222,0
Advisory services with regard to taxes	-	31,5	2,5	34,0
Other services	-	300,5	155,0	455,5
Total	603,1	332,0	208,2	1.143,3

* The above amounts were charged to the EUR result in 2020 on the basis of the financial year in which they were carried out.

- EUR applies the Network-Plus approach in the overview above.
- Deloitte Network *1: included under network *1: Deloitte Consulting, Deloitte Belastingadviseurs and any foreign Deloitte organisations.

5 Financial income and expenditure

M€ -0,3 - (2019: M€ -0,3)

	2020	2019
Interest received	0,1	0,3
Value adjustments of financial fixed assets and marketable securities*	-0,3	-0,5
Interest paid	-0,1	-0,1
	-0,3	-0,3

*An amount of M€ 0,2 from Erasmus MC is recognised here.

6 Taxes

M€ -0,1 - (2019: M€ 0,1)

	2020	2019
Taxes	-0,1	0,1

This amount relates for M€ -0,1 to RSM BV

7 Share of third parties in group result

M€ -6,6 - (2019: M€ 18,5)

	2020	2019
Erasmus MC	-6,6	18,5

Events after the balance sheet date

As of 2 July 2020, Erasmus Enterprise B.V. was established and the shares of the operating companies Erasmus Centre for Entrepreneurship (ECE) B.V. and Erasmus University Centre for Contract Research and Business Support (ERBS) B.V. were transferred from EUR Holding B.V. to Erasmus Enterprise B.V. for €1. The share transfer took place on 14 January 2021, with retroactive effect to 1 January 2021.

Geconsolideerde partijen

Name	Legal form	Registered office	Participation percentage	Code * Activities	Equity on 31 Dec 2020	Result in 2020	Turnover in 2020	Sec. 2:403 Dutch Civil Code	Consolidation
EUR Holding B.V.	BV	Rotterdam	100	3	22,5	-1,8	30,1	No	Yes
Consolidated acquisitions of EUR Holding B.V.:									
Corporate Communication Centre (CCC) B.V.	BV	Rotterdam	100	1,2	0,9	-	0,6	No	Yes
Erasmus Marketing Institute (EMI) B.V.	BV	Rotterdam	100	1	-	-0,1	-	No	Yes
Instituut SMO B.V.	BV	The Hague	100	2	0,1	-	-	No	Yes
Fiscaal Economisch Instituut (FEI) B.V.	BV	Rotterdam	100	1	1,1	-	1,0	No	Yes
Erasmus Academie B.V.	BV	Rotterdam	100	1,2	0,7	-0,5	1,9	No	Yes
Erasmus University Centre for Contract Research and Business Support (ERBS) B.V.	BV	Rotterdam	100	2	0,1	-0,1	1,4	No	Yes
Erasmus Universiteit Rotterdam Accountancy, Auditing en Controlling (EURAC) B.V.	BV	Rotterdam	100	1,2	4,8	0,1	9,3	No	Yes
RISBO Contractresearch B.V.	BV	Rotterdam	100	2	1,9	0,1	2,7	No	Yes
Sociaal-Economisch Onderzoek Rotterdam (SEOR) B.V.	BV	Rotterdam	100	2	0,5	-0,2	0,9	No	Yes
Institute for Housing and Urban Development Studies (IHS) B.V.	BV	Rotterdam	100	1,2	5,2	-0,5	6,4	No	Yes
Erasmus Centre for Urban, Port and Transport Economics (EUPT) B.V.	BV	Rotterdam	100	1,2	1,0	0,1	2,1	No	Yes
Erasmus SmartPort Rotterdam (ESPR) B.V.	BV	Rotterdam	100	1,2	0,7	-	1,0	No	Yes
Erasmus Centre for Entrepreneurship B.V. (ECE)	BV	Rotterdam	100	1,2	-	-0,1	1,2	No	Yes
Erasmus Centrum voor Zorgbestuur B.V. (ECZ B.V.)	BV	Rotterdam	100	1	2,0	-	2,2	No	Yes
Institute for Medical Technology Assessment (IMTA) B.V.	BV	Rotterdam	100	2	1,5	-	2,1	No	Yes
Dutch Research Institute for Transitions (DRIFT) B.V.	BV	Rotterdam	100	1,2	0,4	-0,1	2,5	No	Yes
Erasmus Institute for Business Economics (EIBE) B.V.	BV	Rotterdam	100	2	1,1	-0,8	0,2	No	Yes
EURFlex B.V.	BV	Rotterdam	100	3	0,6	-	5,7	No	Yes
EQI B.V.	BV	Rotterdam	100	2	-	-0,1	1,2	No	Yes
ESL ExEd B.V.	BV	Rotterdam	100	1	-0,1	0,5	0,8	No	Yes
RSM B.V.	BV	Rotterdam	100	1,2	11,0	-0,3	18,0	No	Yes
Consolidated acquisitions of RSM BV:									
RSM Executive Education B.V.	BV	Rotterdam	100	1	0,4	-	0,4	No	Yes
Erasmus MCO&O Holding B.V.	BV	Rotterdam	100	2	16,7	0,4	0,1	No	Yes
Consolidated acquisitions of Erasmus MCO&O Holding B.V.:									
Sophia Research B.V.	BV	Rotterdam	100	2	-	0,3	4,7	No	Yes
Thoraxcentrum Research B.V.	BV	Rotterdam	100	2	4,2	-	3,6	No	Yes
ViroNovative B.V.	BV	Rotterdam	100	2	1,6	0,1	1,4	No	Yes
Eurza Arbo B.V.	BV	Rotterdam	100	2	-	-	-	No	Yes
Neurasmus B.V.	BV	Rotterdam	100	2	0,2	0,2	0,7	No	Yes
Erasmus MC Diabetesstation B.V.	BV	Rotterdam	78	2	-	-	-	No	Yes
MI&EUR Implementation and Exploitation B.V.	BV	Rotterdam	100	2	1,2	-	0,2	No	Yes
Erasmus Sport Centre	Stichting	Rotterdam	-	3	0,9	-	2,5	No	Yes
Erasmus Sportaccommodations	Stichting	Rotterdam	-	3	-	-	0,1	No	Yes
Heritage Foundation of the Erasmus University	Stichting	Rotterdam	-	3	-	-	-	No	Yes

*Code activiteiten: 1 = Contractonderwijs, 2 = Contractonderzoek, 3 = Overig

Company balance sheet on 31 December 2020 after profit appropriation

in M€		2020	2019
1.	ASSETS		
	Fixed assets		
1.1	Intangible fixed assets	6.2	4.7
1.2	Tangible fixed assets	248.2	255.5
1.3	Financial fixed assets	37.3	37.9
	Total fixed assets	291.7	298.1
	Current assets		
1.4	Inventories	-	0.1
1.5	Receivables	26.1	28.5
1.6	Cash at bank and in hand	58.5	71.9
	Total current assets	84.6	100.5
	Total assets	376.3	398.6
2.	LIABILITIES		
2.1	Equity	221.0	241.5
2.2	Provisions	21.0	21.2
2.3	Long-term liabilities	8.2	8.6
2.4	Current liabilities	126.1	127.3
	Total liabilities	376.3	398.6

Company statement of income and expenditure over 2020

in M€	2020 Statement	2020 Budget	2019 Statement
3. INCOME			
3.1 Central government grant	325.8	319.8	311.7
3.2 Study, course, tuition and registration fees	66.7	70.5	62.4
3.3 Income from work commissioned by third parties	31.0	29.9	29.4
3.4 Other income	23.8	27.4	26.4
Total income	447.3	447.6	429.9
4. EXPENDITURE			
4.1 Staff costs	256.2	244.1	238.6
4.2 Depreciation	20.1	21.0	18.6
4.3 Housing costs	19.2	20.5	17.5
4.4 Other expenditure	170.0	187.0	183.2
Total expenditure	465.5	472.6	457.9
Balance of income and expenditure	-18.2	-25.0	-28.0
5. Financial income and expenditure	-0.1	-0.2	-0.1
6. Results of participating interests	-2.1	-0.1	-
Results	-20.4	-25.3	-28.1

Company cash flow statement for 2020

in M€	2020	2019
Cash flows from operational activities		
Result on ordinary business operations	-18,2	-28,0
Adjustments before reconciliation of operating result		
Adjustments before depreciation	20,1	18,6
Increase (decrease) in provisions	-0,2	-2,1
	19,9	16,5
Changes in working capital		
Increase (decrease) in inventories	0,1	-
Increase (decrease) in current receivables	2,4	-3,0
Increase (decrease) in current liabilities	-1,3	37,5
	1,2	34,5
Cash flow from business operations	2,9	23,0
Interest paid	0,1	0,1
Total cash flow from operational activities	2,8	22,9
Cash flow from investment activities		
Acquisition of intangible fixed assets	2,9	1,8
Acquisition of tangible fixed assets	11,4	9,3
Investments in participating interests and cooperative arrangements	-0,4	-0,4
Increase (decrease) in loans to the Department for Education, Culture and Science and the Ministry of Economic Affairs	-0,6	-0,6
Increase (decrease) in other financial fixed assets	2,5	-
Total cash flow from investment activities	-15,8	-10,1
Cash flow from financing activities		
Increase (decrease) in long-term liabilities	-0,4	0,1
Total cash flow from financing activities	-0,4	0,1
Other balance sheet movements		
Increase (decrease) in cash and banks	-13,4	12,9
Cash and banks position on 1 January	71,9	59,0
Cash and banks position on 31 December	58,5	71,9
Movements in cash and banks	-13,4	12,9

Accounting principles for the company annual accounts

General

Accounting principles for preparing the annual accounts

The company annual accounts have been prepared in accordance with the legal provisions set out in Title 9 Book 2 of the Dutch Civil Code and the authoritative statements in the Guidelines for Annual Reporting, which have been issued by the Council for Annual Reporting. These provisions apply on grounds of the Education Annual Reporting Regulations. In the annual accounts, the amounts are stated in millions of euros (unless stated otherwise).

Accounting principles for valuation and establishing the result

Accounting principles for valuation and establishing the result for the company annual accounts are the same as those applied for the consolidated annual accounts. For the accounting principles for valuing assets and liabilities and for establishing the result we refer you to the explanatory notes to the consolidated balance sheet and the statement of income and expenditure. Where items in the company balance sheet and the company statement of income and expenditure are not further explained below, reference is made to the accounting principles on the consolidated balance sheet and statement of income and expenditure.

Participating interests

Participating interests in group companies and other participating interests in which significant influence can be exercised are valued according to the net asset value method. In any case, significant influence is presumed to be present when 20% or more of the voting rights can be cast.

Accounting principles for the WNT

The Top Income Standardization Act (WNT) rules that both the remuneration and any compensation upon termination of employment are subject to maximums.

The statutory maximum remuneration in 2020 is €201,000. This maximum consists of the components of remuneration, taxable fixed and variable expense allowances and provisions for remuneration payable in the long term. The WNT stipulates that as a severance payment for a director, a maximum amount of €75,000 gross may be agreed.

Explanatory note to the company balance sheet

1.1 Intangible fixed assets

M€ 6,2 - (2019: M€ 4,7)

	Development costs	Conc Compensation & rights for Intellectual Property	Prepayments	Total
Purchase price	-	10,2	-	10,2
Cumulative depreciation and impairment	-	-5,5	-	-5,5
Carrying amount on 1 January 2020	-	4,7	-	4,7
Investments	-	-	2,9	2,9
Disinvestments	-	-	-	-
Movements	-	2,5	-2,5	-
Depreciation	-	-1,4	-	-1,4
Depreciation on disinvestments	-	-	-	-
Purchase price	-	12,7	0,4	13,1
Cumulative depreciation and impairment	-	-6,9	-	-6,9
Carrying amount on 31 December 2020	-	5,8	0,4	6,2

1.2 Tangible fixed assets

M€ 248,2 - (2019: M€ 255,5)

	Buildings and land	Inventory and app (incl initial setting up)	Work in progress and advance payments	Total
Purchase price	399,3	33,2	8,5	441,0
Cumulative depreciation and impairment	-167,5	-18,0	-	-185,5
Carrying amount on 1 January 2020	231,8	15,2	8,5	255,5
Investments	-	2,7	8,7	11,4
Disinvestments	-1,0	-1,3	-	-2,3
Movements	4,5	2,0	-6,5	-
Depreciation	-14,1	-4,6	-	-18,7
Depreciation on disinvestments	1,0	1,3	-	2,3
Purchase price	402,8	36,6	10,7	450,1
Cumulative depreciation and impairment	-180,6	-21,3	-	-201,9
Carrying amount on 31 December 2020	222,2	15,3	10,7	248,2

In 2014, EUR entered into a financial lease with the Municipality of Rotterdam for an educational building with a term of 40 years. The net investment as accounted for in the Buildings and lands item in 2014 amounted to M €9.5. This property does not legally belong to EUR.

The WOZ value (the value under the Valuation of Immovable Property Act) and insured value of buildings/land, operating equipment/inventory and books/media collection (in M€):

	WOZ value	Reference date	Insured value	Reference date
Buildings and land	340.2	2018/2019	562.9	2020
Operating equipment and inventory			159,6	2020
Books and media collection			20,2	2020

1.3 Financial fixed assets

M€ 37,3 - (2019: M€ 37,9)

	Position on 1 Jan 2020	Investments and loans provided	Disinvestments and repayments	Share in the result of participating interests	Position on 31 Dec 2020
Participating interests in group companies	36.0	-	-0.4	-2.1	33.5
Receivables from group companies	0.8	2.8	-0.3	-	3.3
Receivables from the Department for Education, Culture and Science 1	1.0	-	-0.6	-	0.4
Other receivables ²	0.1	-	-	-	0.1
Total	37.9	2.8	-1.3	-2.1	37.3

1 A receivable from the Department for Education, Culture and Science is recognised here on account of BAMA compensation.

2 Loans to ISS PhD students.

Name	Legal form	Registered office	Code activities ¹	Equity on 31 Dec 2020	Operating balance in 2020	Turnover in 2020	Statement Sec. 2:403 Dutch Civil Code yes/no	Consolidation percentage	Participation percentage
EUR Holding B.V.	BV	Rotterdam	1/2/3	22.5	-1.8	30.1	No	100%	100%
RSM B.V.	BV	Rotterdam	1/2	11.0	-0.3	18.0	No	100%	100%
Total				33.5	-2.1	48.1			

Name of associated party	Description of object
EUR Holding B.V.	■ Prof. dr. C.W.A.M. van Paridon / Statutair Directeur
Rotterdam School of Management B.V.	■ Mrs. Prof. Dr. N.S. Kleyn / Statutair Directeur
	■ Mr R.S. Hageman MSc / Statutair Directeur

Current assets

1.4 Inventories

M€ - (2019: M€ 0,1)

	2020	2019
Consumer goods	-	0,1

1.5 Receivables

M€ 26,1 - (2019: M€ 28,5)

	2020	2019
Debtors	4,2	4,5
Department for Education, Culture and Science ¹	0,7	0,9
Municipalities and GRs (outsourcing in accordance with the Intermunicipal Statutory Regulations Act)	-	0,1
Group companies	2,8	4,5
Students/participants/course participants	1,1	1,1
Valuation of projects in progress	4,4	4,2
Provision for bad debts	-0,9	-1,1
	12,3	14,2
Prepaid expenses	6,0	4,6
Advances granted	0,1	0,4
Other current assets	7,7	9,3
Current assets	13,8	14,3
	26,1	28,5

All receivables have maturities of less than one year.

¹ The receivable from the Department for Education, Culture and Science consists of the cash reduction balance M€ 0,0 (2019: M€ 0,2) and BAMA compensation M€ 0,7 (2019: M€ 0,7)

Valuation of projects in progress:

Project expenses still to be claimed	2020	2019
Project expenses incurred	24,1	26,5
Charged instalments	-19,7	-22,3
	4,4	4,2

The movements in the provisions due to bad debts:

	2020	2019
Position on 1 January	-1,1	-1,1
Other movements	0,2	-
Position on 31 December	-0,9	-1,1

1.6 Cash and banks

M€ 58.5 - (2019: M€ 71.9) The cash and banks balance includes the following:

	2020	2019
Assets in bank accounts	1.8	3.5
Treasury banking	56.7	68.4
	58.5	71.9

The cash and banks are freely available.

2.1 Equity

Equity consists of the general reserve and the special-purpose reserves and funds (divided into public or private).

M€ 221.0 - (2019: M€ 241.5) Equity movements:

	Position on 1 Jan 2020	Movements	Results	Position on 31 Dec 2020
General reserve	92,2	2,5	-16,4	78,3
Special-purpose reserve (public)				
Strategic Innovation Budget ¹	15,8	-2,8	-	13,0
Funds arising from sector deliberations	2,3	0,6	-0,8	2,1
Reserve from capital represented by immovable property ²	72,9	-	-	72,9
Investment reserve	1,8	-	-	1,8
Dividend RSM B.V.	0,8	-	-0,8	-
Other ³	19,2	-0,2	-	19,0
	112,8	-2,4	-1,6	108,8
Special-purpose reserve (private)				
EUR Holding B.V.	24,7	-	-2,1	22,6
Rotterdam School of Management B.V.	11,2	-	-0,3	10,9
	35,9	-	-2,4	33,5
Special-purpose fund (private)				
Tinbergen Institute	0,5	-0,2	0,1	0,4
Other statutory reserves				
EUR Holding B.V.	0,1	-	-0,1	-
	241,5	-0,1	-20,4	221,0

¹ The special-purpose reserve for the strategic innovation budget is intended to finance initiatives related to EUR's strategy. These initiatives have started, but have been delayed. The budget that has not yet been spent is reserved on the balance sheet. The largest reservations (reservations > M€1.0 are explained):

▣ Research Excellence Initiatives. Several research projects have been started to strengthen the university's research profile. The remaining budget that will be spent in the coming years has been reserved (M€ 24);

▣ In the partnership between Leiden University, TU Delft and Erasmus University Rotterdam, it has been agreed that each participating university will reserve an amount to absorb fluctuations in the operation (M€ 1.5);

▣ To support research in general, an amount of M€ 7.8 has been reserved on the balance sheet.

² The special-purpose reserve of capital from immovable property arose when the properties were transferred from the Department for Education, Culture and Science. The amount represents the value that was then assigned to the properties.

³ The largest reservations (reservations > M€ 1.0 are explained):

▣ Prefinancing for Erasmus University College (EUC). The EUC has start-up costs. To cover these, a reservation is made on the balance sheet (M€ 3.9);

▣ IT depreciation. These are investments in the following systems: timetabling systems M€ 0.4, PAM M€ 0.5, MFA M€ 0.4, target architecture in IT M€ 0.2 and M€ 0.5 for deferred maintenance in IT;

▣ IT Master Plan depreciation O365. This concerns an earmarked part from the Digitisation Master Plan, intended for the depreciation of the investment for Office 365 capitalised in 2020 (M€ 2.3);

▣ IT Master Plan Strategy. These are funds allocated from the strategy to the following projects: IGA M€ 0.5, SOC M€ 0.1, Target systems M€ 0.2, timetabling systems M€ 0.4 and DIM M€ 0.3.

The guarantee capital is equal to the equity capital.

The amounts in the movements column largely relate to:

- Adjustment of special-purpose reserves for the strategic innovation budget M€ 2.8;
- Adjustment of special-purpose reserves for the funds arising from sector deliberations M€ 0.6.

Proposal for profit appropriation

The net results over 2020 are divided as follows:

General reserve	-16,4
Special-purpose reserve (public)	-1,6
Special-purpose reserve (private)	-2,4
Special-purpose fund (private)	0,1
Other statutory reserves	-0,1
Total	-20,4

This net result is exclusive the net result of Erasmus MC.

2.2 Provisions

M€ 21,0 - (2019: M€ 21,2)

	Staff provisions	Environmental provision	Other provisions	Total
Position on 1 January 2020	13,2	8,0	-	21,2
Additions	6,8	-	0,5	7,3
Changes to/unwinding of the discount rate	-	-	-	-
Releases	-1,8	-	-	-1,8
Withdrawals	-5,7	-	-	-5,7
Position on 31 December 2020	12,5	8,0	0,5	21,0
Current part <1 years	4,8	-	0,5	5,3
Long-term part >1 year	7,7	8,0	-	15,7

No discount rate/unwinding has been applied to the environmental provision, because the rates are negligible up to 5 years.

The other provisions include an amount of M€ 0.5 for the additional VAT levy.

Staff provisions

The staff provisions are further divided as follows:

	Position on 1 Jan 2020	Additions	Changes to/unwinding of the discount rate	Releases	Withdrawals	Position on 31 Dec 2020	Current part < 1 year	Long-term part > 1 year
Unemployment contributions	2,1	1,3	-	-	-1,8	1,6	0,9	0,7
Social policy, reorganisation and consequences	1,9	1,2	-	-1,1	-1,1	0,9	0,5	0,4
Accumulate leave and sabbatical leave	3,8	1,7	-	-0,2	-0,6	4,7	1,8	2,9
Provision for anniversaries	3,1	0,5	-	-	-0,2	3,4	0,3	3,1
Transition fee	1,1	0,7	-	-0,2	-0,4	1,2	0,6	0,6
Long-term sick	1,2	1,4	-	-0,3	-1,6	0,7	0,7	-
	13,2	6,8	-	-1,8	-5,7	12,5	4,8	7,7

A discount rate of 0.1% is recognised for long-term (15 years) staff obligations (2019: 0.2%).

2.3 Long-term liabilities

M€ 8,2 - (2019: M€ 8,6)

	Legal obligations to municipalities	Other	Total
Position on 1 January 2020	8,0	0,6	8,6
Movements	-0,3	-0,1	-0,4
Long term on 31 December 2020	7,7	0,5	8,2
Term > 5 years	6,9	0,5	7,4

Repayment obligations within 12 months after the end of the financial year in the amount of M€0.2 are not included in the aforementioned amounts, but are recognised under current liabilities.

Legal obligations

In 2014, EUR entered into a financial lease contract with the Municipality of Rotterdam for a property, with a term of 40 years.

Other long-term liabilities

Tinbergen Institute

At the end of 2020, the long-term obligation with regard to the Tinbergen Institute is M€ 0.5. The cooperation agreement between the participating parties (EUR, VU, UVA) includes the distribution of surpluses and/or shortages.

2.4 Current liabilities

M€ 126,1 - (2019: M€ 127,3)

	2020	2019
Creditors	7,4	14,5
Municipalities and GRs (outsourcing in accordance with the Intermunicipal Statutory Regulations Act)	0,3	0,3
Debts to group companies	3,1	2,7
Instalments for projects invoiced in advance and received ¹	28,7	23,2
Taxes and social insurance contributions	11,8	15,7
Liabilities relating to pensions	3,0	2,8
	54,3	59,2
Tuition and study fees received in advance	38,1	30,2
Income received in advance	2,0	2,6
Sector funds received in advance ²	7,2	1,6
Holiday pay and days	16,8	13,5
Costs still payable ³	7,7	20,2
	71,8	68,1
	126,1	127,3

The balance for project costs claimed in advance is recognised under instalments for projects invoiced in advance and received.

On behalf of the SSH Platform Digital Infrastructure Foundation, EUR has paid out a total amount of M€ 2.1 to universities in 2020 on the basis of the awarded spending proposals.

A balance for housing costs of M€ 0.4 (2019 M€ 0.9) is recognised under costs still payable.

Instalments for projects invoiced in advance and received

Project expenses claimed in advance	2020	2019
Project expenses incurred	-27,2	-23,6
Provisional results	0,3	0,3
Charged instalments	55,6	46,5
	28,7	23,2

Rights and obligations not included in the balance sheet

Rights

- EUR has various rental agreements with related parties. In total this regards M€ 9.2.
- EUR has entered into a credit facility of M€ 25.0 with its associated party Stichting Erasmus Sportaccommodaties. M€ 2.9 thereof is recognised on the balance sheet date.

Guarantees

- The cooperation agreement with Samenwerking Short Stay (SSH) Utrecht stipulates that until 01 September 2027, EUR guarantees an average of M€ 0.2 per year for the costs of vacant housing for international students.

Obligations

Other obligations not recognised in the balance sheet

- EUR has an agreement with ENGIE Energie B.V. regarding performance-oriented technical maintenance and management. The annual costs are M€ 2.6.
- EUR has concluded a contract with Asito B.V. for cleaning work. The annual costs are M€ 4.0.

	Shorter than 1 year	Between 1 and 5 years	Longer than 5 years	Total on 31 Dec
Rights	4,4	7,9	-	2.020,0
Guarantees	0,4	1,0	0,2	1,6
<i>Obligations not recognised</i>				
Housing rental	0,8	2,5	1,3	4,6
Software licences	1,8	1,2	-	3,0
Publishers' licences	1,0	3,0	-	4,0
Investments	16,0	16,1	-	32,1
Claims	6,5	-	-	6,5
Other obligations not recognised in the balance sheet	19,7	7,7	-	27,4
Total obligations	45,8	30,5	1,3	77,6

Explanatory note to the company statement of income and expenditure

3.1 Central government grants

M€ 325,8 - (2019: M€ 311,7)

	2020	2019
Central government grants from the Department for Education, Culture and Science	420.5	404.0
Less: Income transfers from central government grants	-94.7	-92.3
	325,8	311,7

The central government grant granted by the Department for Education, Culture and Science was M€ 429.1 in 2020. An adjustment of the receivable from the Department for Education, Culture and Science under the Bama compensation of M€ 0.7, a cash reduction payment of M€ 0.2 and sector funds for university research in Social Sciences and Humanities (Platform Digital Infrastructure), in the amount of M€ 7.7, was deducted directly from this. The allocated central government grant for the workshop function AZ in the amount of M€ 94.7 was deducted from the central government grant.

3.2 Study, course, tuition and examination fees

M€ 66,7 - (2019: M€ 62,4)

	2020	2019
Tuition fees	66.7	62.4

Compared to 2019, the tuition fees show an increase of M€ 4.3, which is partly due to a combination of an increase in the tuition fee rate and more enrolments.

3.3 Income from work commissioned by third parties

M€ 31,0 - (2019: M€ 29,4) All revenue arising from the service projects is accounted for in income from work commissioned by third parties pro rata to the time spent.

	2020	2019
Contract education		5.1
Contract research		
Other non-profit organisations	4.8	5.1
Companies and other	1.2	1.2
National authorities	3.6	2.1
International organisations	6.9	8.0
NWO (excl ZonMw)	6.5	5.7
	23.0	22.1
Other	2.9	3.9
	31,0	29,4

3.4 Other income

M€ 23,8 - (2019: M€ 26,4)

	2020	2019
Rental	5,2	6,8
Secondment of staff	4,7	5,2
Gifts	0,5	0,3
Sponsorships	0,2	0,7
Participants' contributions	0,1	0,4
Students' contributions	0,7	0,7
Other	12,4	12,3
	23,8	26,4

Specification of other income - Other	2020	2019
Pro Rata VAT	0,9	0,9
Contributions from third parties	5,7	5,3
Revenue arising from services rendered	4,1	4,3
Other	1,7	1,8
	12,4	12,3

4.1 Staff costs

M€ 256,2 - (2019: M€ 238,6)

	2020	2019
Wages and salaries	168,1	152,1
Social charges	20,7	17,6
Pension costs	25,7	23,6
	214,5	193,3
Additions to staff provisions ¹	5,0	6,0
External employees	22,6	28,1
Other	15,5	12,4
Other staff costs	43,1	46,5
Less: payments	-1,4	-1,2
	256,2	238,6

¹ Additions to staff provisions, being the balance of the additions, releases and changes in/unwinding of the discount rate.

Staff structure

Average number of FTEs	2020	2019
Academic Staff	1.608	1.504
Supporting and management staff	1.069	970
Total	2.677	2.474

Standardization of Top Income Act overview

Pursuant to the Standardization of Top Income Act (WNT), an overview of the remuneration (and position) of employees who are employed by the legal entity EUR, including the members of the Executive Board, is included below. The reports regarding Erasmus MC employees, including the companies consolidated therein, are included in the Erasmus MC annual accounts.

As of 2016, the classification of education for the application of the WNT is no longer based on sub-sectors, but on a system of 'complexity points'. Under the new rules each institution assigns itself complexity points in the financial reporting document according to a specific system (laid down in the Regulations for the Remuneration of Top Officers for Education Sectors), and from this deduces the class to which they must be classified for the application of the WNT. The following complexity points apply to EUR:

Department for Education, Culture and Science sector	Number of complexity points
Average total income	10
Average number of funded pupils, participants or students	5
The weighted number of education types or sectors	5
Total number of complexity points	20

The maximum score (class G) applies based on 20 complexity points. The statutory maximum remuneration on 1 January 2020 is €201,000. The remuneration granted corresponds to this.

WNT Top Managers

Senior top managers with or without an employment contract from the 13th month of the job performance or former senior top managers.

Table 1a: Remuneration of top managers

	Mr. H. Brinksma	Mr. R.C.M.E. Engels	Ms. R.M. Ritsema van Eck
Employment contract	Yes	Yes	Yes
Position(s)	President of the Executive Board	Rector Magnificus	Member of the Executive Board
Start of position	01-09	01-01	01-01
End of position	31-12	31-12	14-10
Scope of position (FTE)	1.0	1.0	1.0
Remuneration plus taxable expense allowances	59.281	178.400	141.099
Remuneration payable at a future date	7.359	21.414	17.064
Total remuneration	66.640	199.814	158.163
Individual remuneration maximum applying	67.000	201.000	158.164
-/- Undue payments, not yet recovered	n/a	n/a	n/a
The exceeding amount and the reason why the exceeding of the maximum is or is not permitted	n/a	n/a	n/a
Remuneration	66.640	199.814	158.163
Explanatory note to the receivable due to undue payment	n/a	n/a	n/a
Start of position in previous reporting year	n/a	01-01	01-01
End of position in previous reporting year	n/a	31-12	31-12
Scope of position (FTE) in previous reporting year	n/a	1.0	1.0
Remuneration plus taxable expense allowances in previous reporting year	n/a	172.308	172.347
Remuneration payable at a future date in previous reporting year	n/a	21.200	21.147
Total remuneration in previous reporting year	n/a	193.508	193.494
Individual remuneration maximum applying in previous reporting year	n/a	194.000	194.000

Table 1b. Senior top managers with no employment contract

	Mr. H.N.J. Smits	Mr. H.N.J. Smits
Calendar year	2020	2019
Position(s)	Interim President of the Executive Board	Interim President of the Executive Board
Start of position	01-01	01-12
End of position	17-07	31-12
Number of calendar months during which the job was performed in the calendar year	7	1
Scope of employment in hours per calendar year	824	n/a
Maximum hourly rate in the calendar year	193	187
Maximums based on the standard amounts per month	174.600	25.900
Individual maximum applying in the whole calendar month period 1 through 12	179.976	179.976
Is the actual hourly rate lower than the (average) maximum hourly rate?	yes	yes
Fee in the period in question	159.032	20.944
Total fee in the whole calendar month period 1 through 12	179.976	179.976
-/- Undue payments, not yet recovered	n/a	n/a
The exceeding amount and the reason why the exceeding of the maximum is or is not permitted	n/a	n/a
Explanatory note to the receivable due to undue payment	n/a	n/a
Remuneration	179.976	179.976
Reason why the exceeding of the maximum is or is not permitted	n/a	n/a
Explanatory note to the receivable due to undue payment	n/a	n/a

Table 1c. Supervisory top managers

	Mr. J. Winter	Ms. J.E.J. Prins	Ms. L.B.J. van Geest	Mr. C.J. van Duijn	Mr. P.H.J.M. Visée	Ms. E. Giebels
Position(s)	Chair of the Supervisory Board	Chair of the Supervisory Board	Member of the governance committee	Member of the governance committee	Member of the governance committee	Member of the governance committee
Start of position	01-06	01-01	01-06	01-01	01-01	01-06
End of position	31-12	31-05	31-12	31-12	31-12	31-12
Remuneration plus taxable expense allowances	17,587	12,521	-	20,100	20,100	11,725
Individual remuneration maximum applying	17,628	12,521	11,752	20,100	20,100	11,752
-/- Undue payments, not yet recovered	n/a	n/a	n/a	n/a	n/a	n/a
Remuneration	17,587	12,521	-	20,100	20,100	11,725
The exceeding amount and the reason why the exceeding of the maximum is or is not permitted	n/a	n/a	n/a	n/a	n/a	n/a
Explanatory note to the receivable due to undue payment	n/a	n/a	n/a	n/a	n/a	n/a
Details 2019						
Start of position in previous reporting year	n/a	01-01	n/a	01-01	01-01	n/a
End of position in previous reporting year	n/a	31-12	n/a	31-12	31-12	n/a
Position(s) in previous reporting year	n/a	Chair of the Supervisory Board	n/a	Member of the governance committee	Member of the governance committee	n/a
Remuneration in previous reporting year	n/a	28,350	n/a	19,400	19,400	n/a
Individual remuneration maximum applying in previous reporting year	n/a	29,100	n/a	19,400	19,400	n/a

Table 2. Termination of employment payments for top managers

Ms. K.F.B. Baele	
Position(s) upon termination of employment	President of the Executive Board
Scope of employment (as part-time factor in FTE)	1
Year in which employment ended	2019
Termination of employment payment	
Agreed termination of employment payment	75,000
Individual applicable maximum	75,000
Total payments for termination of employment	75,000
Of which paid in 2020	75,000
Undue payments, not yet recovered	n/a
The exceeding amount and the reason why the exceeding of the maximum is or is not permitted	n/a
Explanatory note to the receivable due to undue payment	n/a

Tabel 3a. Bezoldiging niet-topfunctionarissen

Functie(s)	Aanvang functie	Einde functie	Taakomvang (fte)	Beloning plus belastbare onkostenvergoedingen	Beloning betaalbaar op termijn	Totale bezoldiging	Individueel toepasselijk bezoldigingsmaximum	Toelichting overschrijding bezoldiging	Aanvang functie vorig verslagjaar	Einde functie vorig verslagjaar	Taakomvang (fte) vorig verslagjaar	Beloning plus belastbare onkostenvergoeding in vorig verslagjaar	Beloning betaalbaar op termijn in vorig verslagjaar	Totale bezoldiging in vorig verslagjaar
Hoogleraar	01-01	31-12	0,8	149.164	17.694	166.858	160.800	1, 2, 4	01-01	31-12	0,8	144.154	17.006	161.160
Hoogleraar	01-01	31-12	1,0	182.655	21.513	204.168	201.000	2, 5, 6	01-01	31-12	1,0	214.685	20.842	235.527
Hoogleraar	01-01	31-12	0,9	178.281	18.602	196.883	184.920	1, 2, 4	01-01	31-12	1,0	184.633	21.376	206.009
Hoogleraar	01-01	31-12	1,0	180.457	21.418	201.875	201.000	1, 2, 6	01-01	31-12	1,0	189.775	20.447	210.222
Hoogleraar	01-01	31-12	1,0	200.439	22.400	222.839	201.000	1, 2	01-01	31-12	1,0	194.604	21.675	216.279
Hoogleraar	01-01	31-12	1,0	180.677	21.888	202.565	201.000	1, 2, 4	01-01	31-12	1,0	177.326	21.246	198.572
Decaan	01-01	31-12	1,0	204.236	21.856	226.092	201.000	1, 2, 4	01-11	31-12	1,0	30.050	3.537	33.587
Hoogleraar	01-01	31-12	1,0	216.089	22.908	238.997	201.000	1, 2	01-01	31-12	1,0	211.386	21.776	233.162
Hoogleraar	01-01	31-12	1,0	202.131	22.297	224.428	201.000	1, 2, 4, 6	01-01	31-12	1,0	202.355	21.162	223.517
Hoogleraar/ Decaan	01-01	31-12	1,0	185.491	21.859	207.350	201.000	1, 2, 4	01-01	31-12	1,0	182.336	21.255	203.591
Decaan	01-01	31-12	1,0	186.687	21.803	208.490	201.000	1, 2, 4	01-01	31-12	1,0	174.404	21.183	195.587
Hoogleraar	01-01	31-12	1,0	184.160	22.166	206.326	201.000	1, 2, 4	01-01	31-12	1,0	190.548	21.222	211.770
Hoogleraar	01-01	31-12	1,0	228.156	23.193	251.349	201.000	1, 2, 4	01-01	31-12	1,0	221.441	22.406	243.847
Hoogleraar	01-01	31-12	0,5	104.561	10.954	115.515	100.500	1, 2, 5	01-01	31-12	0,5	89.049	10.870	99.919
Hoogleraar	01-01	31-12	1,0	187.713	22.204	209.917	201.000	1, 2, 4	01-01	31-12	1,0	193.565	21.419	214.984
Hoogleraar/ Decaan	01-01	31-12	1,0	193.061	21.407	214.468	201.000	1, 2, 4, 5	01-01	31-12	1,0	168.634	20.881	189.515
Hoogleraar	01-01	31-12	1,0	185.342	21.273	206.615	201.000	1, 2, 4, 6	01-01	31-12	1,0	164.658	20.727	185.385
Hoogleraar	01-01	31-12	1,0	182.455	21.928	204.383	201.000	1, 2, 4	01-01	31-12	1,0	178.678	21.504	200.182

1 = Toelage; 2 = Compensatie pensioen; 3 = Diverse toelagen; 4 = Verkoop verlof; 5 = Gratificatie; 6 = Werk voor derden

4.2 Depreciation

M€ 20,1 - (2019: M€ 18,6)

	2020	2019
Intangible fixed assets	1.4	0.9
Tangible fixed assets	18.7	17.7
	20,1	18,6

4.3 Housing costs

M€ 19,2 - (2019: M€ 17,5)

	2020	2019
Rental	2.2	1.8
Insurance	0.4	0.3
Maintenance	4.7	6.0
Energy and water	3.0	2.8
Cleaning costs	4.0	3.9
Taxes and levies	2.3	2.2
Other	2.6	0.5
	19,2	17,5

Specification of housing costs - other	2020	2019
Environmental obligations and risks	-	0.6
Demolition provisions	-	-2.0
Security and safety	2.1	1.7
Other	0.5	0.2
	2.6	0.5

4.4 Other expenditure

M€ 170,0 - (2019: M€ 183,2)

	2020	2019
Administrative and management costs	0.9	0.4
Inventory and equipment	9.9	11.0
Additions to other provisions ¹	0.5	-
Other	158.7	171.8
	170,0	183,2

¹ This concerns an additional VAT levy

Specification other expenditure - other	2020	2019
Products and consumables	0.1	0.2
Subsidies ¹	120.0	126.3
Travel and accommodation expenses	1.5	6.2
Outsourced work	18.2	18.3
General costs	3.7	3.5
Books, journals, etc	6.5	6.1
Org and legal recommendations	0.6	0.7
Representation expenses	1.0	2.2
Other	7.1	8.3
	158,7	171,8

¹ The subsidies include the (additional) transferred subsidy of M€ 108.4 (2019 M€ 113.6) to Erasmus MC for the Faculty of Medicine.

5 Financial income and expenditure

M€ -0,1 - (2019: M€ -0,1)

	2020	2019
Interest paid	-0.1	-0.1
	-0.1	-0.1

6 Results of participating interests

M€ -2,1 - (2019: M€ -)

	2020	2019
EUR Holding B.V.	-1.8	-0.2
Rotterdam School of Management B.V.	-0.3	0.2
	-2,1	-

Events after the balance sheet date

For a description of the events after the balance sheet date relevant to EUR, reference is made to the events after the balance sheet date in the notes to the consolidated annual accounts.

Rotterdam, ... June 2021
Executive Board
Prof. H. Brinksma, president
Prof. F. van der Duijn Schouten, Interim Rector Magnificus
a.i.
Dr Ellen van Schoten

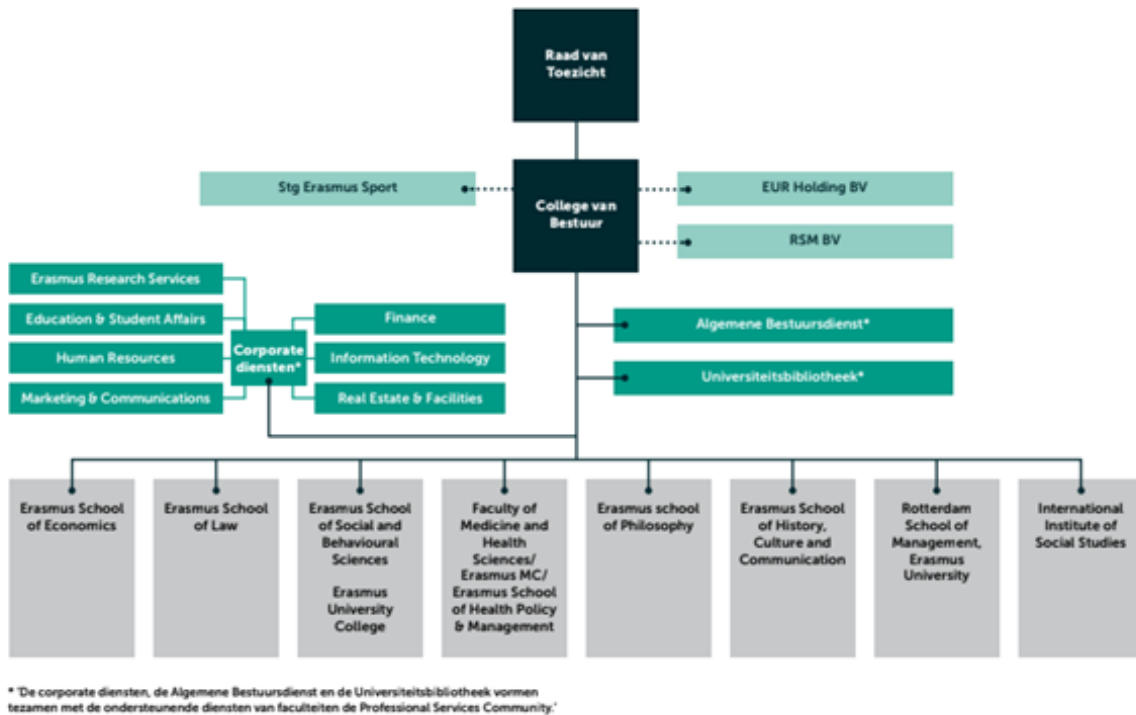
Rotterdam, ... June 2021
Supervisory Board
Prof. J. Winter, President
Mr P.H.J.M. Visée
Prof. C.J. van Duijn
Ms L.B.J. van Geest
Prof. E. Giebels

A high-angle, vertical view of a modern office building's atrium. The structure is composed of multiple levels of glass and dark metal frames. The glass reflects the sky and the interior of the building. On the right side, a meeting room is visible through the glass, featuring a long wooden table, several office chairs, and a large potted plant. Below the meeting room, another level shows a common area with tables and chairs. The overall atmosphere is clean, bright, and professional.

Appendix 1: Governance and participation bodies

Governance and participation bodies

Organogram



Erasmus University Rotterdam (EUR) has been a legal entity under public law since 1 February 1973 and is located in Rotterdam.

Supervisory Board

The Supervisory Board (SB) is the body of the EUR as prescribed by law ((Dutch) Higher Education and Research Act Section 9, subsections 6-9) that supervises the university's administration and management. The Supervisory Board is entrusted with tasks such as reviewing and approving the institutional plan, the annual report, the budget and the management and administration regulations. The Minister of Education, Culture and Science appoints its members. The SB is accountable to the Minister of Education, Culture and Science.

Members of the Supervisory Board

- Prof. Jaap Winter - chair, partner Phyleon Leadership & Governance Appointment term 1 June 2020 to 31 May 2024
- Prof. Hans van Duijn - vice-chair and chair of the Quality Committee, Emeritus Professor/Rector Magnificus TU Eindhoven and management consultant
- Appointment term 1 August 2015 to 31 July 2023
- Mr Pascal Visée - Member of the Supervisory Board and Chair of the Audit Committee, management consultant and various supervisory directorships
- Appointment term 1 March 2014 to 28 February 2022
- Ms Laura van Geest, Director of the Netherlands Bureau for Economic Policy Analysis (CPB) Appointment term 1 June 2020 to 31 May 2024

- Prof. Ellen Giebels, vice-dean and Professor at the University of Twente Appointment term 1 June 2020 to 31 may 2024.

Overview of the ancillary positions of the members of the Supervisory Board

Name	Ancillary positions
Prof.dr. Jaap Winter	<ul style="list-style-type: none"> • Professor of Corporate Law, Governance and Behaviour VU Amsterdam • Board member of the Golschmeding Foundation • INSEAD visiting professor of Corporate Governance • Professor of International Company Law, University of Amsterdam • Chair of Stichting Van Gogh Museum • Member of the Supervisory Board of Randstad Holding
Prof.dr.ir. Hans van Duijn	<ul style="list-style-type: none"> • Chair of the Permanent Committee for Large-Scale Scientific Infrastructures (NWO) • Chair of the Sector Plan Committee Beta Techniek • Chair of the Board JMBC (Dutch research school for fluid mechanics) • Member of the Mathematics Council (NWO) • Dutch delegate to ESFRI (European Strategy Forum for Research Infrastructure) • Member of the Royal Holland Society of Sciences and Humanities • NU appointed at Utrecht University, Faculty of Geosciences
Mr.drs. Pascal Visée RA	<ul style="list-style-type: none"> • Member of the Supervisory Board of Rabobank Group • Supervisory Director and Chair of the Audit Committee of Royal FloraHolland • Board member of Stichting Albron • Senior Advisor Genpact (external) • Senior Advisor McKinsey & Company Inc. (external) • Supervisory Director and Chair of the Audit Committee of Mediq • Supervisory Director and Chair of the Audit Committee of Plus Retail • Board member/Treasurer Prince Claus Fonds • Chair of the Supervisory Board of the Stedelijk Museum Schiedam • Member of the Advisory Board of the Nolet Group
Drs. Laura van Geest	<ul style="list-style-type: none"> • Member of the National Growth Fund Independent Committee • Chair of the FEC Council • Chair of the Study Group Effects of the Green Deal
Prof.dr. Ellen Giebels	<ul style="list-style-type: none"> • Member of the Board of the Groningen Mining Damage Institute • Member of the Advisory Board of LOWI • Member of the Board of the Kurt Lewin Institute

Executive Board

The Executive Board (EB) is the highest administrative body of the EUR. The three members are appointed by the Supervisory Board, after a hearing with the University Council. The Executive Board is accountable to the Supervisory Board.



Members of the Executive Board

Interim President - Mr H.N.J. (Hans) Smits / President - Prof. H. (Ed) Brinksmma

The president is responsible for general administrative matters, such as the relationship with the Supervisory Board and the University Council. His tasks include strategic policy, international affairs and external contacts, such as with government bodies and businesses in the Rotterdam region, other knowledge institutions and ministries.

Smits fulfilled the role of president on an ad interim basis from 1 December 2019 to 17 July 2020. On 1 September, Prof. Brinksmma was appointed president for a period of four years.

Rector magnificus - Prof. R.C.M.E. (Rutger) Engels

The rector magnificus is responsible for education, research and impact, as well as for academic staff policy, students and science education. Prof. Engels has made his position available as of 1 January 2021. As of the same date, Prof. F.A. (Frank) van der Duijn Schouten will fill the position on an interim basis.

Member of the Executive Board - R.M. (Roelien) Ritsema van Eck

The member of the Executive Board manages the business administration portfolio, which includes finance, economic policy, land and buildings and information provision. The member is also responsible for the further development of the digital environment and its security, the further improvement of business operations in connection with the (strategic) objectives for education, research and valorisation.

Ms Ritsema resigned her position as of 15 October 2020. On 1 January 2021, Dr E.M.A. (Ellen) van Schoten RA was appointed to this position for a period of four years.

Code of Good Governance and the Higher Education and Research Act

In 2018, the VSNU established the Code of Good Governance for Universities committee (<https://www.vsnunl/code-goed-bestuur.html>). This committee was given the task of thoroughly renewing the code that existed at the time.

This resulted in the new 'Code of Good Governance for Universities', which aims to contribute to good governance by stimulating constructive dialogue on the governance of universities. The current 'Code of Good Governance for Universities' has been in force since 1 January 2020. The EUR has implemented the code where necessary. On 15 December 2020, for example, a dispute resolution system was put into place that regulates the relationship between the Supervisory Board and the Executive Board.

Furthermore, amendments to the Dutch Higher Education and Research Act (WHW) and the rules based on it are implemented and the institutional rules are adjusted where necessary.

Deans

- Prof. P.J.F. (Patrick) Groenen, dean of Erasmus School of Economics
- Prof. W.S.R. (Suzan) Stoter, dean of Erasmus School of Law
- Prof. V.J.J.M. (Victor) Bekkers, dean of Erasmus School of Social and Behavioural Sciences
- Prof. M. (Martine) van Selm, dean of Erasmus School of History, Culture and Communication
- Prof. H.A.E. (Hub) Zwart, dean of Erasmus School of Philosophy
- Prof. J.P.T.M. (Hans) van Leeuwen, dean of Erasmus MC - Faculty of Medicine and Health Sciences
- Prof. A. (Ansgar) Richter, dean of Rotterdam School of Management
- Prof. I. (Inge) Hutter, rector of International Institute of Social Studies
- Prof. W.B.F. (Werner) Brouwer, vice-dean of Erasmus School of Health Policy and Management

Participation bodies

University Council

The University Council (UC) is the participation body of the EUR at the university level. The council consists of twelve students and twelve staff members, all elected by the university community. Hans van den Berg MSc is chair and is an employee of EUR. The UC maintains contact with the representatives of EUROPA (Erasmus University Rotterdam Consultation for Personnel Affairs), the Faculty Advisory Boards and the Advisory Boards.

Staff representatives

Members until September 2020

Ferry Blom (ESL), Ben Bode (RSM), Frieda Franke (RSM)/Helen Grubby (RSM)*, Yogi Hendlin (ESPhil), Bianca Jadoenath (ISS), Sebastiaan Kamp (PS), Natascha Kraal (Erasmus MC), John Piarelal (ESHPM), Ana Uribe Sandoval (ESHCC), John van Wel (PS), Marjan Gorgievski-Duijvestein (ESSB).

* Changes during the academic year

Members as of September 2020

Ferry Blom (ESL), Ben Bode (RSM), Marjan Gorgievski-Duijvestein (ESSB), Hellen Gubby (RSM), Yogi Hendlin (ESPhil), Bianca Jadoenath (ISS), Sebastiaan Kamp (PS), Natascha Kraal (Erasmus MC), John Piarelal (ESHPM), Ana Uribe Sandoval (ESHCC), Albert Wagelmans (ESE), John van Wel (PS).

Student representatives

Members until September 2020

Teun van den Akker, Emma Albertone, Younes Assou, Jordi van der Burgt, Olaf Hornes, Jasper Klasen, Elora Sen, Yveline Shang, Dolly Vellanki, Florian Wijker, Rebecca van Wouwe, Zohra Zayat.

Members as of September 2020

Younes Assou, Wouter van Dam, Afrodita Dobрева, Armand Gozé, Bram Heesen, Olaf Hornes, Jasper Klasen, Luca Kriese, Philip van Moll, Diederik Mosch, Joep Schoenmakers, Dian van Toor.

Consultation meetings between the Executive Board and the University Council

The Executive Board held monthly meetings with the University Council in 2020 on the basis of a jointly prepared agenda. The subjects of discussion at these meetings included not only the compulsory topics but also topics the Executive Board wished to inform the UC about or topics on which the UC requested additional information from the Executive Board. Of course, the opinion of the other participation bodies was also taken into consideration, even when there was no formal obligation to do so. Working groups have been set up by the University Council and the policy makers involved for the joint realisation of the national Higher Education Quality Agreements (HoKa) and for the purpose of staying informed of and involved in the university's strategy. The presidium of the UC is represented at all academic ceremonies.

Advisory Boards

Since 1 November 2016, the support services, Professional Services, General Management Directorate and the University Library have each been represented in their own Advisory Board. The Advisory Boards hold regular consultations with the heads of the respective organisational units. Representatives of the Advisory Boards maintain contacts with representatives of the UC and EUROPA.

EUROPA

In the Local Consultative Body EUROPA, the Executive Board makes further agreements with the representatives of the trade unions, united at the EUR in EUROPA. The trade unions represented in this forum are the General Education Union, FNV Government and CNV.

In the year under review, EUROPA met seven times with the Executive Board member and the HR Director.

Central Electoral Committee

EUR has a Central Electoral Committee that organises elections for the UC and the Advisory Boards of the central support services. The Central Electoral Committee also coordinates the work of the faculty electoral committees, which organise the elections to the Faculty Advisory Boards.

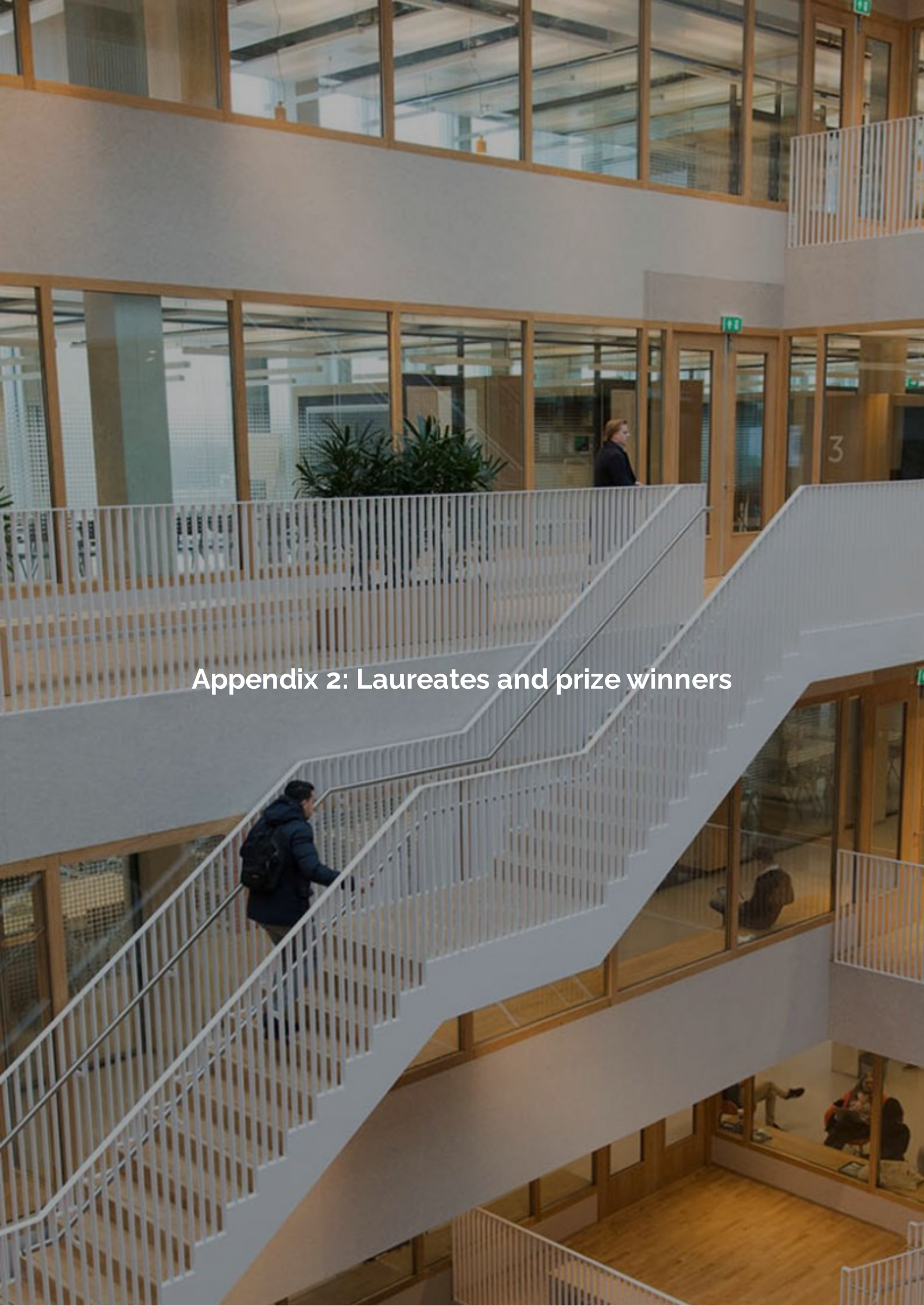
In 2018, it was decided in collaboration with the members of the UC to organise EUR-wide elections for the student representatives. Rather than faculty constituencies, a new constituency (no. 10) was created in addition to Article 22 of the University Council Electoral Regulations, consisting of all students enrolled at EUR. This concerns a two-year pilot. After the elections in the academic year 2020-2021, the Committee will report to the UC on the functioning and effects of the separate constituency for the students.

Complaints policy

EUR has introduced the regulations and procedures prescribed by law for handling complaints and objections. This concerns not only formal appeals and objections under the General Administrative Law Act and the Higher Education and Research Act but also other types of complaints. If there are reasons to do so, such as amended laws and regulations, the rules applicable within the university will be amended accordingly. EUR has a special website listing all regulations, guidelines and rules for staff and students.

In 2020, 212 appeals were submitted by students to the Board of Appeal for Examinations of the EUR (compared to 191 in 2019). These mainly comprised appeals against the decisions of the Examination Boards concerning (unfavourable) binding study advice, admission to a degree programme and interim and final exams. An appeal was lodged with the Appeals Tribunal for Higher Education (CBHO) on five occasions (compared to four in 2019).

Furthermore, a total of 74 objections were handled in 2020 (compared to 35 in 2019). These mainly concerned decisions taken by or on behalf of the Executive Board. In addition to appeals and objections, 277 complaints, reports and requests were submitted to the Legal Protection Facility (compared to 396 in 2019). These complaints were handled by or on behalf of the managers (deans).



Appendix 2: Laureates and prize winners

Laureates and prize winners

This annex lists only the grants and prizes awarded in the year 2020. This overview does not include the personal laureates and the laureates of Erasmus MC collaborative grants (an overview of these laureates can be found in the Erasmus MC Annual Report 2020).

Honorary Doctorates Dies Natalis

Professor Jane Dutton (University of Michigan) received an honorary doctorate from supervisor Professor Joep Cornelissen (RSM). Jane Dutton's research and expertise lie at the interface of strategy, management and organisations, and psychology. Her research focuses on processes that build capabilities and strengths of employees in organisations. She is a world-renowned expert on Positive Organisational Scholarship and co-founded the Center for Positive Organizations at the Ross School of Business in 2002.

[\[https://www.youtube.com/watch?v=5-waC22hykY&t=845s\]](https://www.youtube.com/watch?v=5-waC22hykY&t=845s)

Professor Katharina Pistor (Columbia University) received an honorary doctorate from honorary supervisors Professor Fabian Amtenbrink (ESL) and Professor H el ene Vletter-van Dort (ESL). Katharina Pistor is a leading scholar and writer on corporate governance, money and finance, property rights, and comparative law and legislation. With her ongoing research into the relationship and interaction between finance, financial markets and law, she is making a demonstrably important contribution to understanding the causes of global economic and financial crises, and - more broadly - the role that law can (and should) play in the creation and distribution of wealth. [\[https://www.youtube.com/watch?v=Gnyycl8KmKM\]](https://www.youtube.com/watch?v=Gnyycl8KmKM)

Education Award

The 2020 Education Prize was awarded to all EUR lecturers. This is in recognition of the commitment and flexibility they have shown during this eventful year. The Education Prize is made possible with the support of the Erasmus Trust Fund.

Research Award

The Research Award is granted to a promising member of EUR's academic staff who has made an outstanding achievement in the field of research. In 2020, the Research Prize was awarded to two researchers: Dr Simone Dalm (Erasmus MC) and Dr Julian Schaap (ESHCC). The Research Award is made possible with the support of the Erasmus Trust Fund.

Student Awards

Nikki Spekl e (ESE & ESL) graduated summa cum laude with two masters in law and economics, for which she received the Lambers Student Excellence Award. Esmee Tanis (ESE) is the first winner of the Student Societal Impact Award for her project with great social impact. Marieke Buijs (ESL) is the first winner of the Hermes Kring London Thesis Prize for her master thesis 'Nudging in tax law: a push in the right direction?'. These three awards are made possible with the support of the Erasmus Trust Fund.

The Rotterdam Thesis Award went to Mareen Bastiaans (ESE) for her thesis 'Labour market and health effects of an activation programme for the long-term inactive'.

FAME Athena Award

Professor Antoinette de Bont, Professor of Sociology of Innovations in Healthcare (ESHPM), received the FAME Athena Award 2020. She receives this recognition for her many concrete contributions to promoting diversity and inclusion at Erasmus University Rotterdam (EUR). The jury was very impressed by the way in which Antoinette de Bont, in her role as diversity officer, has strengthened the position of women within ESPHM, with an eye for intersectional differences. This is done in many different ways, such as in-house training, stimulating the 25/25 programme, focusing on the position of women within the faculty and supporting young fathers who combine their academic career with a full contribution to family life, in such a way that it normalises (and reinforces) a more gender-equal approach and thus ensures a healthy and productive balance between work and family life, also for women.

Personal laureates and Veni prize winners

Veni is a funding instrument in the NWO Talent Programme. It is a grant for researchers who have recently obtained their PhD. In 2020, one EUR researcher was awarded a Veni grant:

Dr Jonathan Mijs (ESSB)

Vidi

Vidi is a funding instrument in the NWO Talent Programme. This grant enables researchers who have been conducting research at postdoctoral level for several years to develop their own innovative line of research and to appoint one or more researchers for this purpose. In 2020, four EUR researchers were awarded a Vidi grant:

Dr Esther de Bekker-Grob (ESHPM)

Prof. Peter Koudijs (ESE)

Dr Frederik van de Putte (ESPhil)

Dr Esther Rozendaal (ESSB)

Vici

Vici is a funding instrument in the NWO Talent Programme. This grant offers senior researchers the opportunity to build up their own research group, often in anticipation of a tenured professorship. The research group must then be structurally integrated within the research institute. In 2020, two EUR researchers were awarded a Vici grant:

Prof. Xandra Kramer (ESL)

Prof. Tine De Moor (RSM); who originally obtained the grant at Utrecht University.

ERC Starting Grant

The ERC Starting Grant supports talented early-career researchers in establishing their own research groups. In 2020, four EUR researchers were awarded an ERC Starting Grant:

Dr Janna Cousijn (RSM); who originally obtained the grant at the University of Amsterdam.

Dr Rianne Kok (ESSB)

Dr Niels Rietveld (ESE)

Dr Jojo Nem Singh (ISS)

ERC Consolidator Grant

The ERC Consolidator Grant is awarded to scientists who wish to consolidate their independence by assembling a research team and building a successful career in Europe. Scientists who have recently established an independent, excellent research team and wish to strengthen it are also eligible for the Consolidator Grant. In 2020, four EUR researchers were awarded an ERC Consolidator Grant:

Prof. Claartje ter Hoeven (ESSB)

Prof. Peter Koudijs (ESE)

ERC Advanced Grant

The ERC awards Advanced Grants to established, distinguished academics who need a long-term grant to carry out cutting-edge research. In 2020, one EUR researcher was awarded an ERC Advanced Grant:

Prof. Thea Hilhorst (ISS)

The Jonge Akademie

The Jonge Akademie is a platform for young top academics from various disciplines. An appointment is for five years. Ten members leave and enter the programme every year. The Jonge Akademie organises activities in the fields of interdisciplinarity, science policy and science and society. Several young EUR researchers are members of the Jonge Akademie. In 2020, Dr Maryam Kavousi (Erasmus MC) was elected among the new members.

KNAW

Membership of the KNAW (Netherlands Academy of Arts and Sciences) is a great token of appreciation for a member's scientific career. Members are chosen based on high-quality academic achievements. Sixteen new members are elected each year. In 2020, Prof. Vincent Jaddoe (Erasmus MC) was elected among the new members.

Marie Skłodowska Curie Actions - Fellowships

The Marie Skłodowska Curie Actions - Individual Fellowships were established to encourage the international mobility of experienced researchers with at least four years of full-time research experience. In 2020, the Marie Skłodowska Curie Actions - Individual Fellowships were awarded to four EUR scientists:

Dr Jonathan Mijs (ESSB)

Dr Laura Ripoll Gonzalez (ESSB)

Dr Paolo Rossini (ESPhil)

Dr Sarah Sippel (ISS)

CLI Fellows

In collaboration with the faculties, the Community for Learning & Innovation (CLI) organises projects for the professional development of lecturers, innovation in online and offline education, educational research and student projects. By appointing CLI Fellows, the CLI aims to stimulate educational innovation. In 2020, CLI Fellowships were awarded to:

Dr Lidia Arends (ESSB)

Dr Tim Benning (ESE)

Dr Max Coveney (ESE)

Dr Jurgen Damen (Erasmus MC)

Dr Marloes Nederhand (ESSB)

Dr Léonie Ridderstap (ESHCC)

Dr Koen Swinnen (ESL)

Collaborative Grants

The Erasmus Trust Fund is the basis for the growth and prosperity of Erasmus University Rotterdam (EUR). The fund has an annual budget to stimulate the university's high-impact research and support its outstanding students and academic staff. Since 1913, the Erasmus Trust Fund has supported the objectives of the EUR with financial assistance. The projects supported by the Erasmus Trust Fund fall into the following categories: Research, Research visits, Prizes, Student counselling, Student life and Other. An overview of the research projects supported in 2020 is shown below.

Academic Leadership: Mining the Research Gap

Daphne van Helden MSc (ESSB)

Attitudes towards policy measures to fight the coronavirus

Merel van Hulsen MSc (ESE)

Beliefs and information about inequality A comparative survey experiment in The Netherlands and the United States

Dr Jonathan Mijs (ESSB)

Caring Ruralities: The Co-production of Elderly Care and Sustainable Living at the Countryside

Dr Iris Wallenburg (ESHPM)

Chair of Race, Inclusion and Communication

Dr Jacco Sterkenburg (ESHCC)

Diversity Governance Inc.: the economic rationale in policymaking on diversity and living together

Dr Maria Schiller (ESSB)

Futuring the music industry: towards scenarios of resilience in a post-COVID-19 society

Dr Pauwke Berkers (ESHCC)

How does the implementation of government waste management plans affect existing business model for municipal household waste management?

Prof. Martin de Jong (ESL)

How Legal Institutions Shape Morality and Affect Social Conflicts

Prof. Michael Faure (ESL)

Izbe

Dr Anne Wijtzes (EUR)

Impact of the COVID-19 pandemic on well-being of health care professionals in nursing homes

Dr Renée Scheepers (ESHPM)

Inclusive Smart City

Dr Negar Noori (ESL)

Maintaining Equal Economic Opportunities in the Wake of the Covid-19 Pandemic

Dr René Bakker (RSM)

Op-Eth Community

Joris Krijger MSc Ma (ESPhi)

Refugee settlement, place-making and digital technologies in the cities of Rotterdam and Amsterdam

Dr Amanda Alencar (ESHCC)

Social and organisational resilience in Rotterdam at the time of COVID-19

Dr Beitske Boonstra (ESSB)

The impact of COVID19 on the mental health and socioeconomic status of EUR students

Prof. Matthias Wieser (ESSB)

Turkish migrants' views on quality of life and successful ageing

Dr Thijs van den Broek (ESHPM)

Using consumer online click stream data for dynamic pricing strategies

Prof. Ting Li (RSM)

NWO Collaborative Grants

The Netherlands Organisation for Scientific Research (NWO) is the national research council of the Netherlands. NWO funds thousands of top researchers at universities and institutes and gives direction to Dutch science through grants and research programmes.

Corona Fast-Track Data

Acquiring, Comprehending, and Using Information Related to COVID-19

Prof. Rolf Zwaan (ESSB)

Employee self-regulation as a way to deal with the corona crisis at work

Dr Paraskevas Petrou (ESSB)

Managing a just transition out of the COVID-19 crisis

Prof. Darren McCauley (ESSB)

Managing Corona. An ethnographic study of crisis decision-making

Prof. Roland Bal (ESHPM)

Self-nudging to foster employee physical activity while working from home

Prof. Arnold Bakker (ESSB)

The effect of the Corona-crisis response measures on institutional trust

Prof. Jeroen van der Waal (ESSB)

Other NWO grants

Blockchain - BlockEcon: A Law-compliant Trustworthy Blockchain Economy

Coordinated by: TU Delft

EUR research leader: Dr Dion Bongaerts (RSM)

Small projects for NWA routes 2020 - Knowledge Roundabout Youth

Coordinated by: EUR

EUR research leader: Prof. Sabine Severiens (ESSB)

NWA Idea generator - **Influence of juvenile offenders on professionals' practice**

Coordinated by: EUR

EUR research leader: Prof. Annemiek Harder (ESSB)

NWA Living Labs - **Living Lab Alblasserwaard: towards a biodiverse, productive and liveable polder**

Coordinated by: Naturalis

EUR research leader: Prof. Arwin van Buuren (ESSB)

ZonMw

ZonMw subsidises research in the field of health and stimulates the use of knowledge to improve care and health.

Coordinated by EUR:

The effectiveness of Transcranial Direct Current Stimulation (tDCS) as a treatment to increase empathy skills and reduce violent behaviour in addicted individuals.

EUR research leader: Carmen Sergiou MSc (ESSB)

The societal impact of COVID-19

EUR research leader: Dr Erik Snel (ESSB)

Effects of COVID-19 on GP visits of patients in deprived neighbourhoods

EUR research leader: Dr Paul Kocken (ESSB)

Impact of COVID-19 on children and young people with autism spectrum disorder (ASD) and their families

EUR Research leader: Dr Linda Dekker (ESSB)

Is COVID-19 a threat to banks and financial stability in Europe?

EUR research leader: Prof. Mathijs van Dijk (RSM)

Learning to dance. Guiding care during a pandemic

EUR research leader: Prof. Roland Bal (ESHPM)

Social coalitions in Corona time: from spontaneous initiative to sustainable partnership

EUR research leader: Prof. Godfried Engbersen (ESSB)

Marie Skłodowska Curie Actions - doctoral networks

European Joint Doctorates encourage international cooperation that covers various business and research fields. These consist of at least three academic organisations that together form a network for the supervision of joint, double or multiple degrees for fifteen PhD positions.

ADAPTED: Eradicating Poverty, Pathways towards Achieving the SDGs

Coordinated by: Ruhr ä Bochum EUR research leader: Prof. Wil Hout (ISS)

Horizon 2020

Horizon 2020 is the financial instrument for implanting the Innovation Union, a major initiative of Europe 2020, aimed at strengthening Europe's global competitiveness. Horizon 2020 helps to achieve this by linking research and innovation, focusing on excellence in science, industrial leadership and tackling societal challenges.

Coordinated by EUR:

UNIC4ER (The European University of Post-Industrial Cities; Towards a collaborative approach and structure towards engaged research)

Coordinated by: EUR

EUR research leader: Prof. Peter Scholten (ESSB)

Coordinated by other institutes:

AICCELERATE (AI Accelerator - A Smart Hospital Care Pathway Engine)

Coordinated by: Helsingin Ja Uudenmaan Sairaanhoidopiirin Kuntayhtymä

EUR research leader: Dr Ken Redekop (ESHPM)

Ashvin (Assistants for Healthy, Safe, and Productive Virtual Construction Design, Operation & Maintenance using a Digital Twin)

Coordinated by: Technische Universität Berlin

EUR research leader: Dr Jason Pridmore (ESHCC)

DEMOTEC (Democratising Territorial Cohesion: Experimenting with deliberative citizen engagement and participatory budgeting in European regional and urban policies)

Coordinated by: Cyprus University of Technology

EUR research leader: Prof. Arwin van Buuren (ESSB)

IcARUS (Innovative AppRoach to Urban Security)

Coordinated by: Forum Européen Pour La Sécurité Urbaine

EUR research leader: Dr Daniel Trottier (ESHCC)

IHMCSA (International Human Microbiome Coordination and Support Action)

Coordinated by: INRAE

EUR research leader: Prof. Hub Zwart (ESPhil)

JoinUs4Health (Join Us to Optimize Health Through Cohort Research)

Coordinated by: UMG

EUR research leader: Prof. Hub Zwart (ESPhil)

JUSTNORTH (Toward Just, Ethical and Sustainable Arctic Economies, Environments and Societies)

Coordinated by: Uppsala Universitet

EUR research leader: Prof. Darren McCauley (ESSB)

OPPORTUNITIES (Crises as Opportunities: towards a Level Telling Field on Migration and a New Narrative of Successful Integration)

Coordinated by: Beweging

EUR research leader: Dr Mahmoud Messkoub (ISS)

PLANET: Progress towards Federated Logistics Through The Integration Of TEN-T into A Global Trade Network

Coordinated by: Inlecom Group

EUR research leader: Prof. Rob Zuidwijk (RSM)

SPRING

Coordinated by: Fondazione ISMU EUR research leader: Prof. Peter Scholten (ESSB)

T2EVOLVE (Accelerating Development and Improving Access to CAR and TCR-engineered T cell therapy)

Coordinated by: Klinikum Der Bayerischen Julius-Maximilians-Universitat

EUR research leader: Prof. Carin Uyl-de Groot (ESHPM)

Whole-COMM (Exploring the Integration of Post-2014 Migrants in Small and Medium-sized Towns and Rural Areas from a Whole of Community Perspective)

Coordinated by: COLLEGIO CARLO ALBERTO - CENTRO DI RICERCA E ALTA FORMAZIONE

EUR research leader: Prof. Peter Scholten (ESSB)

Erasmus+

Erasmus+ is the EU programme supporting education, vocational training, youth and sports in Europe.

Coordinated by EUR:

CULTSENSE (Sensitizing Young Travellers to Local Cultures)

EUR research leader: Dr Lenia Carvalho Marques (ESHCC)

Exchange programme with the University of Witwatersrand in South Africa

EUR research leader: Dr Jeff Handmaker (ISS)

UNIC (The European University of Post-Industrial Cities)

EUR research leader: Prof. Peter Scholten (EUR)

Coordinated by other institutes:

CitizenHeritage (Citizen Science Practices in Cultural Heritage: towards a Sustainable Model in Higher Education)

Coordinated by: KU Leuven

EUR research leader: Dr Trilce Navarette Hernandez (ESHCC)

IFI: Innovative Finance Inclusion in Academia and Field

Coordinated by: The Academic College of Tel-Aviv-Yaffo, Israel

EUR research leader: Prof. Dirk Schoenmaker (RSM)

iFLIPP (Innovating Football Leadership: Inclusion through Policy and Practice)

Coordinated by: Fare Network Stichting

EUR research leader: Dr Jacco Sterkenburg (ESHCC)

Other Collaborative Grants Awarded

Coordinated by EUR:

Euroqol - Conceptual challenges in the valuation of health in children and adolescents

EUR research leader: Dr Stefan Lipman (ESHPM)

NETSPAR Theme Grant - Individual Pension Choices in Uncertain Times: Advancing Digital Support for Risky Pension Decisions

EUR lead researchers: Prof. Benedict Dellaert and Prof. Bas Donkers

NETSPAR Theme Grant - Climate risks in investment portfolios

EUR research leader: Prof. Mathijs van Dijk (RSM)

NETSPAR Topicality Grant - Climate Change and Long-Horizon Portfolio Choice: Combining Theory and Empirics

EUR research leader: Dr Mathijs Cosemans (RSM)

NETSPAR Topicality Grant - **Do more sustainable companies perform better during the corona crisis?**

EUR research leader: Prof. Mathijs van Dijk (RSM)

Nuffic - **Building Capacity of Education Institutions in Sexual and Reproductive Health and Rights for Youth Inclusion in Benin**

EUR research leader: Dr Auma Okwany (ISS)

Strategy Research Foundation - **Strategic Adaptations to Climate Change: A Strategy-As-Practice Perspective**

EUR research leader: Dr Mirko Benischke (RSM)

Coordinated by other institutes:

Euroqol - **The role of time and lexicographic preference in valuation of EQ-5D-Y for health states better and worse than dead.**

Coordinated by: PHMR

EUR research leader: Dr Stefan Lipman (ESHPM)

Euroqol - **Valuation of the EQ-5D-3L-Y in the Netherlands and an investigation on different proxy perspectives**

Coordinated by: UMC

EUR research leader: Dr Stefan Lipman (ESHPM)

Evaluations Ministry of Foreign Affairs (BUZA) - Preventing Sexual Exploitation and Harassment

Coordinated by: CHS Alliance, Switzerland

EUR research leader: Prof. Thea Hilhorst (ISS)

National Institute of Health (US) - **Identifying gene-by-environment interplay in health behavior**

Coordinated by: University of Southern California

EUR research leader: Prof. Hans van Kippersluis (ESE)

NRO - **Accessible higher education before, through and after the gate - an integral perspective on the accessibility of higher education in the Netherlands**

Coordinated by: RISBO

EUR research leader: Prof. Sabine Severiens (ESSB)

Research Council Norway - **Kulmedia: Rapids and backwaters. Adapting fast and slow to a digital cultural turn**

Coordinated by: Stiftelsen Telemarksforskning (Ole Marius Hylland)

EUR research leader: Dr Christian Handke (ESHCC)

SURF - Incentive Scheme for Open and Online Education

Coordinated by: VU

EUR research leader: Prof. Lidia Arends (ESSB)

VWS - Value Based Healthcare

Coordinated by: NFU

EUR research leader: Prof. Kees Ahaus (ESHPM)

A young man with brown hair, wearing a blue and white striped long-sleeved shirt and blue jeans, is sitting on a concrete ledge. He is smiling and gesturing with both hands as if in conversation. To his left, the arm and shoulder of another person wearing glasses and a white t-shirt are visible. To his right, the leg of a person in a pink shirt is partially seen. In the foreground, a black backpack with blue and yellow accents sits on the ledge. A small blue and white coffee cup is also on the ledge to the right. The background features a modern building with blue-tinted windows and lush green trees under a clear sky.

Appendix 3: Overview of the degree programmes

Initial and non-initial programmes

The current initial degree programmes comprise 22 bachelor programmes, 41 master programmes and 11 research master programmes. These programmes are offered by 7 faculties, 1 university college and 2 institutes. Furthermore, there are 15 post-initial, accredited master programmes for professionals.

Bachelor's degree programmes

Humanities

Business Administration

Public Administration

Criminology

Econometrics and Operational Research Economics and Business Economics Philosophy

Philosophy of a Specific Area of Science

Tax Law

Financial Economics

Medicine

History

Health Sciences

International Bachelor's Programme in Communication and Media International Business Administration

Clinical Technology (joint degree with TU Delft and Leiden University)

Liberal Arts and Sciences Nanobiology (joint degree met TU Delft)

Pedagogical Sciences Psychology Law Sociology

Master's degree programmes

Liability and Insurance

Accounting, Auditing and Control

Labour Law

Business Administration

Business Information Management

Commercial Law

Criminology

Econometrics and Management Science

Economics and Business

Philosophy

Finance & Investments Financial Law Tax Law Financial Economics Medicine History

Global Business & Sustainability

Health Economics and Management (international joint degree)

Health Economics, Policy and Law

Human Resource Management

International Management

International Public Management and Public Policy

Arts and Culture Studies

Management of Innovation

Marketing Management

Media Studies

Nanobiology (joint degree met TU Delft)

Company Law

Organisational Change & Consulting

Pedagogy and Education

Psychology

Public Administration

Health Law

Law

Sociology

Strategic Entrepreneurship Strategic Management Supply Chain Management

Technical Medicine (joint degree with TU Delft and Leiden University)

A programme for those who wish to work as lawyers, judges or prosecutors

Health Care Management

Research Master Programmes

Clinical Research

Philosophy

Health Sciences

Infection and Immunity

Media Studies

Molecular Medicine

Neuroscience

Research in Public Administration and Organizational Science

Research Master Business Data Science (joint degree)

Research Master in Business and Management

Tinbergen Institute Master of Philosophy in Economics

Initial Master Programmes

Private Commercial Law

Corporate Communication

Customs and Supply Chain

Compliance Development Studies

Erasmus Mundus Master's Programme in Public Policy

European Master in Law and Economics

Executive MBA

Finance & Control

Global Executive OneMBA

Health Sciences

International MBA

Maritime Economics and Logistics

Master City Developer

Master of Public Information Management

Urban Management and Development

The image features several light-colored wooden figures, resembling stylized human forms, arranged on a dark, textured background. The figures are scattered across the frame, with some in the foreground and others in the background. The central focus is the text 'Appendix 4: Staff composition' overlaid on the image.

Appendix 4: Staff composition

Male-female ratio by position (not including Erasmus MC)

Number	Male	Female	Total	% Male	% Female
Professor	192	60	252	76%	24%
Supporting and Management Staff	443	869	1312	34%	66%
Other Academic Staff	252	372	624	40%	60%
PhD Candidates	184	219	403	46%	54%
Student-Assistant	263	254	517	51%	49%
Assistant Professor	180	184	364	49%	51%
Associate Professor	144	71	215	67%	33%
Total	1658	2029	3687	45%	55%

Reference date 31 December 2020

Professors

Number of Professors (in persons) by gender, by faculty, salaried and non-salaried

Faculty	Professor			Endowed Professor			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ESE	54	5	59	5	1	6	59	6	65
ESL	45	12	57	7	2	9	52	14	66
ESSB	32	21	53	6	4	10	38	25	63
Erasmus MC	136	26	162	43	11	54	179	37	216
- ESHPM	12	5	17	1	3	4	13	8	21
ESPhil	8	3	11	4	0	4	12	3	15
ESHCC	8	3	11	7	2	9	15	5	20
RSM	41	9	50	8	2	10	49	11	60
ISS	7	5	12	1	0	1	8	5	13
Subtotal EUR	207	63	270	39	14	53	246	77	323
Erasmus MC	136	26	162	43	11	54	179	37	216
Total'	343	89	432	82	25	107	425	114	539
% EUR	76,67%	23,33%		73,58%	26,42%		76,16%	23,84%	
% Erasmus MC	83,95%	16,05%		79,62%	20,38%		82,87%	17,13%	
% Total	79,40%	20,60%		76,64%	23,36%		78,85%	21,15%	

Reference date 31 December 2020

Sickness absence in 2020 compared to 2019

Percentage of sickness absence			
Staff category	2019	2020	Difference
Academic Staff	2.44	2.42	-0.02
Supporting and management staff	5.24	4.35	-0.89
Academic staff and Supporting and management staff	3.62	3.26	-0.36

Average duration of illness in days			
Staff category	2019	2020	Difference
Academic Staff	21.89	37.03	15.14
Supporting and management staff	17.37	19.87	2.5
Academic staff and Supporting and management staff	18.85	25.54	6.69

Sickness notification frequency			
(Average number of notifications per person)			
Staff category	2019	2020	Difference
Academic Staff	0.36	0.29	-0.07
Supporting and management staff	0.63	0.62	-0.01
Academic staff and Supporting and management staff	0.51	0.45	-0.06

Percentage of staff not on sick leave			
Staff category	2019	2020	Difference
Academic Staff	74.63	81.02	6.39
Supporting and management staff	62.8	72.33	9.53
Academic staff and Supporting and management staff	68.3	76.35	8.05

Total number of salaried persons at EUR, excluding Erasmus MC

Total number of persons at EUR		Professor	Associate Professor	Assistant Professor	Other Academic Staff	PhD Students	Student Assistant	Supporting and Management Staff	Total
ESE	Male	52	28	52	13	42	153	25	365
	Female	4	9	29	8	24	98	72	244
	Total	56	37	81	21	66	251	97	609
ESL	Male	36	19	21	61	20	25	27	209
	Female	12	14	25	114	29	42	64	300
	Total	48	33	46	175	49	67	91	509
	Male	29	17	24	90	22	1	33	216

Total number of persons at EUR		Professor	Associate Professor	Assistant Professor	Other Academic Staff	PhD Students	Student Assistant	Supporting and Management Staff	Total
ESSB	Female	20	14	48	147	49	8	108	394
	Total	49	31	72	237	71	9	141	610
ESPhil	Male	8	8	5	13	12	4	6	56
	Total	11	9	7	18	19	13	11	88
ESHCC	Female	3	1	2	5	7	9	5	32
	Total	11	16	26	78	35	16	41	223
RSM	Male	40	41	44	29	52	68	45	319
	Total	49	54	72	56	88	139	178	636
ESHPM	Female	9	13	28	27	36	71	133	317
	Total	12	11	17	10	22	0	9	81
ISS	Female	4	8	24	18	44	4	22	124
	Total	16	19	41	28	66	4	31	205
ABD & CvB	Male	7	10	6	4	2	0	10	39
	Total	12	16	19	10	7	0	56	120
UB	Female	5	6	13	6	5	0	46	81
	Total	0	0	0	1	0	1	44	46
PS	Female	0	0	0	0	2	2	76	80
	Total	0	0	0	0	0	0	33	33
Totaal	Male	0	0	0	0	0	0	47	47
	Total	0	0	0	0	0	0	80	80
Male	Female	0	0	0	0	0	7	205	212
	Total	0	0	0	0	0	15	466	481
Female	Male	192	144	180	252	184	263	443	1658
	Total	60	71	184	372	219	254	869	2029
		76.19%	66.98%	49.45%	40.38%	45.66%	50.87%	33.77%	44.97%
		23.81%	33.02%	50.55%	59.62%	54.34%	49.13%	66.23%	55.03%

Reference date 31 December 2020

Total number of FTEs salaried staff excl. Erasmus MC

Total number of persons at EUR		Professor	Associate Professor	Assistant Professor	Other Academic Staff	PhD Students	Student Assistant	Supporting and Management Staff	Total
ESE	Male	39,88	23,4	48,7	8,6	41,5	34,16	22,05	218,29
	Female	3,2	8,2	28,4	7	23,5	21,5	58,22	150,02
	Totaal	43,08	31,6	77,1	15,6	65	55,66	80,27	368,31
ESL	Male	20,85	12,7	16,4	36,5	20	7,45	22,6	136,5
	Female	7,6	11,7	20,4	77,74	27,5	14,14	50,65	209,73
	Totaal	28,45	24,4	36,8	114,24	47,5	21,59	73,25	346,23
ESSB	Male	24,55	15,05	22,4	70,56	21,4	0,4	29,6	183,96
	Female	17,6	10,5	42,25	107,3	45,8	2,88	88,11	314,44
	Totaal	42,15	25,55	64,65	177,86	67,2	3,28	117,71	498,4
ESPhil	Male	5,8	6,3	3,45	7,33	11,25	1	3,77	38,9
	Female	2,5	1	2	3,55	6,6	2	4,4	22,05
	Totaal	8,3	7,3	5,45	10,88	17,85	3	8,17	60,95

Total number of persons at EUR		Professor	Associate Professor	Assistant Professor	Other Academic Staff	PhD Students	Student Assistant	Supporting and Management Staff	Total
ESHCC	Male	7.3	9.3	10.4	19.44	11.3	1.4	5.5	64.64
	Female	1.35	5.9	14.1	34.33	21.25	3.5	27.7	108.13
	Totaal	8,65	15,2	24,5	53,77	32,55	4,9	33,2	172,77
RSM	Male	34.2	38	41.8	21.8	51.3	18.14	41.75	246.99
	Female	8.1	12.8	27.6	18.7	36	17.07	110.99	231.26
	Totaal	42,3	50,8	69,4	40,5	87,3	35,21	152,74	478,25
ESHPM	Male	7.94	9.4	13.4	7.36	21.8	0	8.2	68.1
	Female	4	7	20	15.7	43.1	1.2	17.8	108.8
	Totaal	11,94	16,4	33,4	23,06	64,9	1,2	26	176,9
ISS	Male	6.7	9.2	6	3.8	2	0	8.94	36.64
	Female	5	5.2	12.8	5.1	5	0	36.7	69.8
	Totaal	11,7	14,4	18,8	8,9	7	0	45,64	106,44
General Management Directorate Advisory Board & Executive Board	Male	0	0	0	1	0	0.3	40.99	42.29
	Female	0	0	0	0	2	0.8	66.89	69.69
	Totaal	0	0	0	1	2	1,1	107,88	111,98
UB	Male	0	0	0	0	0	0	30.54	30.54
	Female	0	0	0	0	0	0	38.45	38.45
	Totaal	0	0	0	0	0	0	68,99	68,99
PS	Male	0	0	0	0	0	2.34	188.21	190.55
	Female	0	0	0	0	0	2.11	212.55	214.66
	Totaal	0	0	0	0	0	4,45	400,76	405,21
Total	Male	147.22	123.35	162.55	176.39	180.55	65.19	402.15	1257.40
	Female	49.35	62.30	167.55	269.42	210.75	65.20	712.46	1537.03
	Total	196,57	185,65	330,10	445,81	391,30	130,39	1114,61	2794,43
Male	74.89%	66.44%	49.24%	39.57%	46.14%	50.00%	36.08%	45.00%	
Female	25.11%	33.56%	50.76%	60.43%	53.86%	50.00%	63.92%	55.00%	

Reference date 31 December 2020

A group of diverse young people, including a young woman with long blonde hair and braces, a young man with short brown hair, and a young woman with dark hair in braids, are gathered around a globe. They are all smiling and looking at the globe with interest. The globe is held by a person whose hand is visible at the bottom. The background is a soft-focus outdoor setting with trees and sunlight. The text "Appendix 5: Exchange agreements" is overlaid in white on the image.

Appendix 5: Exchange agreements

Exchange agreements

ESSB

Name partner university	Country	Number incoming	Number outgoing	Agreement
University of Technology Sydney	Australia	1		Yes
University of New South Wales	Australia	1		Yes
Swinburne University of Technology	Australia	1		Yes
University of Salzburg	Austria		3	Yes
University of Ottawa	Canada	1		Yes
Carleton University	Canada	1		Yes
University of Fraser Valley	Canada		1 (Online)	Yes
University of Waterloo	Canada		1 (Online)	Yes
Roskilde Universitet	Denmark		2	Yes
University of Eastern Finland	Finland	1		Yes
Sciences Po Lille	France	1		Yes
SciencesPo Paris	France	1	2	Yes
Institut D'etudes Politiques De Grenoble	France		1	Yes
University of Konstanz	Germany	1	1	Yes
Lingnan University	Hong Kong	1		Yes
The Chinese University of Hong Kong	Hong Kong	2		Yes
City University of Hong Kong	Hong Kong	1		Yes
Budapesti Corvinus Egyetem	Hungary		1	Yes
Universita Ca Foscari	Italy	1		Yes
Università Commerciale 'Luigi Bocconi'	Italy		1 (Online)	Yes
Keio University	Japan	2		Yes
Universitetet I Bergen	Norway		2	Yes
National University of Singapore	Singapore	2		Yes
Seoul National University	South Korea	1	1	Yes
Chung-Ang University	South Korea	2		Yes
Universitat Autònoma de Barcelona	Spain	1		Yes
Universidad Complutense de Madrid	Spain		1	Yes
Lund University	Sweden	2		Yes
Koc University	Turkey	2		Yes
Sabanci University	Turkey	2		Yes
Florida State University	US	1		Yes
George Mason University	US	1		Yes
San Francisco State University	US		3 (Online)	Yes
Totaal		30	14	

ESL

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Aix-Marseille	1		yes
Aristotle University of Thessaloniki	1		yes
Bologna University	2		yes
East China University of Policial Science and Law			1 yes
Friedrich-Schiller-Universitat Jena			2 yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Helsinki University	1		yes
Istanbul Bilgi	3		yes
Jagiellonian University			1 yes
Kutafin Moscow State Law University			2 yes
Luis Guido Carli University	2		yes
Masaryk University			1 yes
Paris Pantheon-Assas	1		yes
Renmin University			1 yes
Shanghai Maritime University			2 yes
Sofia University "St. Kliment Ohridski"			1 yes
Ukraine Catholic University			7 yes
University of Bologna			2 yes
University of Copenhagen			1 yes
University of Essex	1		yes
University of Helsinki			1 yes
University of Lissabon			2 yes
University of New South Wales	1		yes
University of Tartu			1 yes
University of Trento			2 yes
University of Warwick			3 yes
University of Zurich			1 yes
Wuhan University			2 yes
Total	13	33	

ESHCC

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Torcuato Di Tella University			yes
James Cook University			yes
Swinburne University of Technology		2	yes
University of New South Wales		2	yes
University of Sydney		2	yes
University of Technology Sydney		3	yes
Western Sydney University		1	yes
University of Vienna			yes
Free University of Brussels			yes
University of Antwerp			yes
PUC-Rio			yes
Carleton University		3	yes
University of Calgary	1 (online)		yes
University of Ottawa		2	yes
University of Waterloo		1	yes
University of Western Ontario			yes
York University			yes
Major University			yes
PUC-Chile			yes
Chinese University of Hong Kong		1	yes
City University of Hong Kong			yes
Communication University of China		1	yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Hong Kong Baptist University		1	yes
Hong Kong University of Science and Technology		1	yes
Jinan University			yes
Renmin University of China			yes
Shanghai International Studies University			yes
Anglo-American University		1	yes
Charles University	2 (blended)	1	yes
Aarhus University	1	4	yes
Copenhagen Business School	2		yes
University of Copenhagen			yes
Tallinn University		1	yes
University of Helsinki			yes
Audencia Nantes	2		yes
Sciences Po Paris	1 (online)	1	yes
Free University Berlin	1		yes
Humboldt University Berlin	1 (blended)	1	yes
University of Mannheim		1	yes
University of Münster		2	yes
Central European University			yes
Corvinus University of Budapest			yes
University of Iceland			yes
University College Dublin			yes
University of Limerick			yes
Bocconi University	2 (online)	3	yes
LUISS Guido Carli University	1 (blended)	10	yes
Sapienza University of Rome	1 (online)	2	yes
Keio University	1 (online)	2	yes
Rikkyo University		2	yes
Waseda University			yes
University of Monterrey			yes
University of the Americas Puebla			yes
Victoria University of Wellington		2	yes
University of Bergen		2	yes
University of Oslo			yes
University Institute Lisbon			yes
Nanyang Technological University		1	yes
National University of Singapore	1 (online)	4	yes
Singapore Management University		2	yes
University of Ljubljana		1	yes
Rhodes University			yes
Chung-Ang University		2	yes
Korea University	1 (blended)	2	yes
Seoul National University	1 (blended)	2	yes
Yonsei University			yes
CEU San Pablo University			yes
ESERP Barcelona		1	yes
Ramon Llull University		2	yes
University Carlos III of Madrid	1		yes
University of Navarra		2	yes
Linköping University			yes
Lund University			yes
Stockholm University			yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
University of Lugano			yes
University of Zurich		2	yes
National Chengchi University			yes
National Taiwan University	1 (online)	1	yes
Istanbul Bilgi University			yes
Koç University		1	yes
Brunel University		1	yes
Cardiff University		1	yes
Goldsmiths University of London			yes
Loughborough University			yes
Newcastle University	1 (online)		yes
Nottingham Trent University		2	yes
Queen's University Belfast			yes
University of Birmingham		1	yes
University of Essex		1	yes
University of Exeter		1	yes
University of Leeds		2	yes
University of Leicester		1	yes
University of Sheffield			yes
University of Stirling		1	yes
University of Manchester		1	yes
Florida State University			yes
George Mason University			yes
Hawai'i Pacific University			yes
Indiana University Bloomington		2	yes
Purdue University Northwest			yes
San Diego State University		4	yes
San Francisco State University		1	yes
Stony Brook University		1	yes
University of Illinois at Chicago			yes
University of North Carolina		1	yes
Western Washington University			yes
Al Akhawayn University in Ifrane Morocco		1	no; free mover
St. Pölten University of Applied Sciences		1	no; free mover
<hr/>			
Total	9	101	

ESE

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Argentina, University of Buenos Aires		1	yes
Australia, Swinburne University of Technology			yes
Australia, University of Technology, Sydney			yes
Australia, Western Sydney University			yes
Australia, Australian National University			yes
Australia, Monash University		2	yes
Austria, WU Vienna University of Economics and Business	2	2	yes
Belgium, Ghent university			yes
Belgium, Katholieke Universiteit Leuven			yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Belgium, University of Antwerp			yes
Brazil, University of São Paulo		1	yes
Canada, Carleton University		1	yes
Canada, Queen's University		3	yes
Canada, Western University			yes
Canada, York University		2	yes
Chile, University of Chile			yes
China, Central University of Finance and Economics, Beijing		4	yes
China, Fudan University, School of Economics, Shanghai			yes
China, City University of Hong Kong		4	yes
China, Shanghai University of Finance and Economics		4	yes
China, Renmin University, School of Economics, Beijing			yes
China, Peking University, School of Economics, Beijing		2	yes
China, University of Hong Kong		1	yes
China, Wuhan University			yes
Colombia, Universidad de los Andes		4	yes
Croatia, University of Zagreb, Faculty of Economics and Business			yes
Czech Republic, University of Economics, Prague	3	1	yes
Denmark, Aarhus University, School of Business and Social Sciences		1	yes
Denmark, Aarhus University, Faculty of Science and Technology		1	yes
Denmark, University of Copenhagen	1		yes
Finland, University of Helsinki		2	yes
Finland, University of Turku	2	2	yes
France, Audencia Business School		1	yes
France, Ecole de Management de Normandie	1		yes
France, EM Lyon Business School		2	yes
France, ESSEC Business School, Cergy	4	2	yes
France, Université Paris 1 Panthéon-Sorbonne		1	yes
France, Toulouse 1 Capitole University			yes
France, ENSAI - National School for Statistics and Information Analysis	1	1	yes
Germany, Goethe University Frankfurt am Main	3	2	yes
Germany, Humboldt's School of Business and Economics		2	yes
Germany, Ludwig Maximilians Universität München	3	4	yes
Germany, University of Mannheim	1		yes
Greece, Athens University of Economics and Business	3	2	yes
Hungary, Corvinus University of Budapest	1	2	yes
Indonesia, Universitas Gadjah Mada, Yogyakarta		1	yes
Ireland, Trinity College Dublin		4	yes
Italy, Bocconi University, Milan	4	1	yes
Italy, University of Milano-Bicocca			yes
Italy, University of Pisa		2	yes
Italy, University of Bologna	5	3	yes
Italy, University of Bologna		2	yes
Japan, Hitotsubashi University, Tokyo			yes
Japan, Keio University, Tokyo		2	yes
Japan, Keio University, School of Economics, Tokyo		2	yes
Japan, Kyoto University			yes
Japan, Waseda University		1	yes
Mexico, ITAM			yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
New Zealand, The AUT Business School, Auckland University of Technology		1	yes
Norway, BI Norwegian Business School, Oslo			yes
Norway, Norwegian University of Science and Technology, Trondheim		2	yes
Norway, University of Bergen		1	yes
Norway, University of Oslo			yes
Peru, Universidad del Pacifico		1	yes
Poland, Warsaw School of Economics	1	2	yes
Portugal, ISEG - Universidade de Lisboa			yes
Portugal, Nova School of Business and Economics, Lisbon		2	yes
Portugal, University of Coimbra	1		yes
Russia, National Research University Higher School of Economics, Moscow	2	3	yes
Russia, Lomonosov Moscow State University			yes
Singapore, Nanyang Technological University		1	yes
Singapore, Singapore Management University			yes
Slovenia, University of Maribor		1	yes
South Africa, University of Pretoria			yes
South Korea, Korea University		1	yes
South Korea, Sung Kyun Kwan University (SKKU), Seoul		6	yes
South Korea, Yonsei University, Seoul		3	yes
Spain, Universidad Autònoma de Barcelona		1	yes
Spain, Universidad Autònoma de Madrid		1	yes
Spain, Carlos III University of Madrid			yes
Spain, Universitat de Barcelona			yes
Spain, Pompeu Fabra University, Barcelona			yes
Sweden, University of Gothenburg		1	yes
Sweden, Örebro University			yes
Sweden, Stockholm University			yes
Sweden, Lund University			yes
Switzerland, University of Zurich	3	1	yes
Turkey, Bogaziçi University		2	yes
Turkey, Middle East Technical University, Ankara	1	1	yes
United Kingdom, City University London			yes
United Kingdom, University of Essex	1	1	yes
United Kingdom, University of Glasgow		1	yes
Uruguay, Universidad de Montevideo		1	yes
USA, George Mason University			yes
USA, Texas A&M University		3	yes
USA, UNC at Chapel Hill		1	yes
TOTAL	43	113	156

EMC

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
Peking University Health Science Center, Peking, China		1	yes
Hong Kong University		3	yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
University of the Philippines College of Medicine, Philippine General Hospital	1	2	yes
Academisch Ziekenhuis Paramaribo	10		yes
Aleris Specialist Sjukvard Axesshuset	1		yes
Göteborg			
Zweden			
Boston Children's Hospital / Boston / United States	5		yes
Centro de salud San Jeronimo	1		yes
Charité-Universitätsmedizin Berlin	1		yes
Berlijn, Duitsland			
Diakonessenhuis in Paramaribo te Suriname	6		yes
Donkorkrom Hospital	1		yes
Afram Plains			
Ghana			
Donkorkrom Hospital, Presbyterian Church of Ghana	3		yes
Ghana			
Dr. Horacio E. Oduber Hospitaal	4		yes
Ege University Medical Faculty Hospital, Izmir, Turkije	2		yes
Elective Ghana	1		yes
Donkorkrom Presbyterian Hospital			
Donkorkrom,			
Foundation University of Health Sciences (FUCS)	2		yes
General Massachusetts Hospital / Boston / VS	1		yes
Great North Children's Hospital, Newcastle upon Tyne, Engela	3		yes
Great Ormond Street Hospital	4		yes
Hammersmith Hospital - London - Great-Brittain	1		yes
Ho Chi Minh University of Medicine and Pharmacy, at Vietnam	1		yes
Holy Family Hospital Techiman	1		yes
Techiman			
Ghana			
Hospital Quirónsalud Sagrado Corazón	1		yes
Sevilla			
Spanje			
Institut National de Chirurgie Cardiaque et de Cardiologie	1		yes
L			
Istanbul University Cerrahpasa Faculty of Medicine	1		yes
Johns Hopkins University School of Medicine, Baltimore, US	1		yes
Keio University	1		yes
Keta Municipal Hospital	1		yes
Ghana			
Kiwoko hospital	1		yes
Uganda			
Komfo Anokye Teaching Hospital / Kumasi / Ghana	4		yes
Kumi Hospital	3		yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
La Sonrisa Naranja	1		yes
Littlefield Practice,Freshney Green Health Centre in Grimsby	1		yes
Kaapstad, Zuid Afrika	1		yes
Macha Mission Hospital Zambia	4		yes
MOI university, Eldoret, Kenia	2		yes
Mulanje Mission Hospital	4		yes
Murdoch Children's Research Institute	1		yes
Melbourne, Australië			
National University Hospital Singapore	1		yes
Ndala Mission Hospital	2		yes
Patan Hospital / PAHS	1		yes
Pontificia Universidad Católica de Chile	2		yes
Santiago, Chili			
Psychiatrisch Centrum Suriname (PCS)	1		yes
Suriname			
Regina Coeli Mission Hospital	1		yes
Regina Coeli Mission Hospital	1		yes
Zimbabwe			
Regionshospitalet Viborg - Hospitalsenhed Midt	1		yes
Viborg, Denem			
Royal Adelaide Hospital / Adelaide / Australië	1		yes
Royal women's hospital	1		yes
Melbourne			
Australië			
Saint Francis Hospital	1		yes
Sint-Elisabeth Hositaal, Willemstad in Curacao	3		yes
Sint-Elisabeth Hositaal Curacao			yes
Sri Sathya Sai Institute of Higher Medical Sciences	1		yes
India			
St. Francis Mission Hospital Katete Zambia	1		yes
Sultan Qaboos University Hospital Oman	1		yes
Tehran University of Medical Sciences Iran	1		yes
Tel Aviv Sourasky Medical Center	1		yes
Tel Aviv, Israël			
The holy family hospital, Berekum, Ghana	1		yes
The Hospital for Sick Children - Toronto - Canada	1		yes
The University of Queensland Brisbane, Australië	1		yes
Uniklinikum Aachen	1		yes
Universidade Federal de Minas Gerais Belo Horizonte,Brazilië	1		yes
Universitair Psychiatrisch Centrum KU Leuven	1		yes
Universitas Gadjah Mada	1		yes
Universitätsklinikum Mannheim GmbH Mannheim, Duitsland	1		yes
UniversitätsSpital Zürich, Zwitserland	1		yes
Universitetet i Oslo, Noorwegen	1		yes
University Medical Centre / Emergency Department & Internal	1		yes
University of Auckland, Nieuw-Zeeland	1		yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
University of British Columbia, Vancouver, Canada	2		yes
University of Cambridge, Engeland	1		yes
University of Malaya / Kuala Lumpur / Maleisie	2		yes
University of Medicine and Pharmacy Ho Chi Minh City, Vietna	1		yes
University of Pittsburgh, Pittsburgh, USA	1		yes
Japan: Kyoto University	2		yes
Australia: Monash University and Alfred Hospital (Melbourne)	2		yes
China: Hong Kong University Pasteur Research Pole	1		yes
Denmark: Staten Serum Institute Copenhagen	2		yes
Germany: University Medical Center Hamburg-Eppendorf	1		yes
Sweden: Stockholm University	2		yes
UK: Manchester University	2		yes
Spain: Universitat Autònoma de Barcelona	1		yes
Portugal: University of Lisboa	2		yes
Catholic University of Rome	2		yes
Guy's Hospital, Londen, Verenigd Koninkrijk	2		yes
Hammersmith Hospital, Londen, Verenigd Koninkrijk (minor)	2		yes
Institute for Clinical and Experimental Medicine, Praag, Polen	2		yes
Manchester Royal Infirmary	2		yes
Medical University of Warsaw	2		yes
Medizinische Universität Innsbruck	2		yes
Queen Elizabeth Hospital Birmingham	2		yes
Royal Infirmary, Edinburgh	2		yes
Sahlgrenska University Hospital	2		yes
Tor Vergata University, Rome	2		yes
Universitätsklinikum Freiburg	2		yes
University Hospital Leuven	2		yes
University of Bologna	2		yes
University of Padua	2		yes
Federal University of Minas Gerais, Brazil - Belo Horizonte	5		yes
Faculdade Pernambucana de Saúde; Instituto de Medicina Integral Professor Fernando Figueira - Brazil, Recife	5		yes
FUCS Bogota, Colombia	4		yes
Medical University of Havana - Salvador Allende Medical School - Cuba	6		yes
Universidad Central de Ecuador	6		yes
New Abirem Government Hospital, Kwahu Government Hospital & Greater Accra Regional Hospital (Ridge) - Ghana	6		yes
FKUI - Jakarta, Indonesia	8		yes
FK-UNAIR - Surabaya, Indonesia	4		yes
FK-UGM - Yogyakarta, Indonesia	4		yes
Moi University - Kenia	8		yes
Sultan Qaboos University - COLLEGE OF MEDICINE AND HEALTH SCIENCES - Oman	5		yes
University of Cape Town - Faculty of Health Sciences - Zuid-Afrika	6		yes
Faculty of Health Sciences - University of Limpopo & Polokwane Provincial Hospital - Zuid-Afrika	5		yes
Diakonessenhuis & Medische Zending - Suriname	6		yes
Kilimanjaro Christian Medical Centre - Tanzania	4		yes
Makerere University School of Medicine & Kumi Hospital - Uganda	4		yes
University of Medicine and Pharmacy, HCMC - Vietnam	6		yes

Name partner university	Number outgoing	Number incoming	Exch. Agreement yes/no
University Teaching Hospital & Macha Mission Hospital - Zambia	6		yes
College of Health Sciences - University of Zimbabwe & Chikombedzi Mission Hospital	4		yes
Totaal	265	5	



Appendix 6: Information about EUR as a legal entity

Information about EUR as a legal entity

General

Competent authority number	00010 – 21PE
Registered name	Erasmus University Rotterdam
Legal form	Legal entity governed by public law
CoC number	24495550
Sector	Academic education

Registered address

Street name	Burgemeester Oudlaan 50
Postal code	3062 PA
Place of establishment	Rotterdam

Correspondentieadres

Correspondence address	1738
Postal code	3000 DR
Place	Rotterdam
Phone number	+31 (0)10 408 1111
Website	www.eur.nl

Contactperson

Name	Dr. P.J. Jellema CPC
Position	Corporate Planning & Control Director
Phone number	+31 (0)10 408 1692
E-mail address	pieterjellema@eur.nl

Accountant

Name of the accounting firm	Deloitte
Name of the accountant	G. Straatman RA



Appendix 7: List of abbreviations

List of abbreviations

List of abbreviations

ABD	General Management Directorate
ACE	Academic Center of Excellence
AOU	Administration Organisational Unit
ATLAS	Association of Transnational Law Schools
GDPR	General Data Protection Regulation
GA	General Affairs
bama	bachelor-master
BUTQ	Basic University Teaching Qualification
BSA	Binding Study Advice
Bsik	Investments in Knowledge Infrastructure (Subsidies) Decree
CDHO	Commission on the Development of Higher Education
CEPHIR	Centre for Effective Public Health In the larger Rotterdam area
CIP	Career in Progress
CLI	Community for Learning & Innovation
CPC	Corporate Planning and Control
CROHO	Central Register of Higher Education Study Programmes
Executive Board	Executive Board
CWI	Committee for Scientific Integrity
DRIFT	Dutch Research Institute for Transitions
ECE	Erasmus Centre for Entrepreneurship

ECLC	Erasmus China Law Center
ECSP	Erasmus Centre for Strategic Philanthropy
ECTS	European Credit Transfer System
ECV	Erasmus Centre for Valorisation
EDLE	European Doctorate in Law and Economics
EDSC	Erasmus Data Service Centre
EEPI	Erasmus Electronic Publishing Initiative
EEA	Erasmus Education Research
EGSH	Erasmus Graduate School of Social Sciences and Humanities
EGSL	Erasmus Graduate School of Law
EHA	Erasmus Honours Academy
EHP	Erasmus Honours Programme
El VCC	Erasmus Initiative Vital Cities and Citizens
EMDI	Erasmus Migration and Diversity Institute
ENVH	Erasmus Network of Female Professors
Erasmus MC	Erasmus University Medical Centre Rotterdam
EREAD	Erasmus MC Research & Education Accommodation Development
ERC	European Research Council
ERIM	Erasmus Research Institute of Management
ERSB	Erasmus Research and Business Support
ESE	Erasmus School of Economics

ESHCC	Erasmus School of History, Culture and Communication
ESHPM	Erasmus School of Health Policy & Management

ESL	Erasmus School of Law
ESNR	European Student Network Rotterdam
ESPhil	Erasmus School of Philosophy
ESSB	Erasmus School of Social and Behavioural Sciences
ESSC	Erasmus Student Service Centre
EUC	Erasmus University College
EU-HEM	European Master in Health Economics and Management
EUR	Erasmus University Rotterdam
FGG	Faculty of Medicine and Health Sciences
FTE	Full-Time Equivalent
GITC	General IT Controls
GUO	Joint Implementing Body
HL	Professor
HO	Higher Education
HOKA	Higher Education Quality Agreements
HST	Health Science & Technology Institute
IBA	International Business Administration
IHS	Institute for Housing and Urban Development Studies
IPRC	International Peer Review Committee

ISS	International Institute of Social Studies
ITK	Institutional Quality Assurance Assessment
KNAW	The Royal Netherlands Academy of Arts and Sciences

KWP	Knowledge Workplace
LDE	Leiden-Delft-Erasmus: cooperative arrangement between three universities
LEI	Leiden University
LEC	Leadership in Education Course
LSH	Life Science & Health
LTC	Language & Training Centre
MMAPP	Mundus Master programme in Public Policy
MO	Staff Survey
MOOC	Massive Open Online Course
NIHES	Netherlands Institute For Health Sciences
NEA	National Education Agreement
NRO	Netherlands Initiative for Education Research
NVAO	Dutch-Flemish Accreditation Organisation
NWA	National Science Agenda
NWO	The Netherlands Organisation for Scientific Research
Supporting and management staff	Supporting and management staff
OCW	Ministry of Education, Culture and Science

OEER	Educational Expertise Centre Rotterdam
OECD	Organisation for Economic Cooperation and Development
PoR	Port of Rotterdam
QANU	Quality Assurance Netherlands Universities
P&D	Performance and Development Cycle

RDO	Research Development Office
REI	Research Excellence Initiative
Risbo	Rotterdam Institute for Social Science Policy Research
RSM	Rotterdam School of Management, Erasmus University
RSO	Research Support Office
Supervisory Committee	Supervisory Board
SDG	Sustainable Development Goals
SEP	Standard Evaluation Protocol
STQ	Senior Teaching Qualification
SPP	Strategic Personnel Planning
SSC	Shared Service Centre
SSH	Student Housing Foundation
TOP	Training and Development Platform
TTO	Technology Transfer Office
TUD	Delft University of Technology
UL	University Library

UD	Assistant Professor
AP	Associate Professor
UNSDG	United Nations Sustainable Development Goals
UC	University Council
USC	University Support Centre
VJE	Preparatory Year Erasmus

Association of Universities in the Netherlands (VSNU)	Association of Universities in the Netherlands
VWO	Pre-University Education
WFHW	Higher Education Funding Act
WHOO	Higher Education and Research Act
WNT	Standardisation of Top Income Act
WO	Academic Education
Academic Staff	Academic staff
ZonMw	Netherlands Organisation for Health Research and Development