



Annual Report 2025

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University of Amsterdam

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Foreword by the Executive Board

New knowledge and insights, across disciplines and in close collaboration with our partners, are indispensable for tackling the major issues of our time. At the University of Amsterdam (UvA), we work to develop such knowledge and insights every day. Our research and teaching not only produce new knowledge, they also contribute to finding solutions for issues around sustainability, digitalisation, health and a resilient society.

It is at times like these, with rapid change and major societal challenges, that universities prove their worth. At the UvA, we produce new insights by bringing together people, perspectives and disciplines. In a world of geopolitical tensions and technological developments, that role is more urgent than ever. It requires academic quality combined with social engagement; in this combination lies our strength.

We see that strength reflected in our community. Students, staff and partners actively seek to connect, across disciplines and from diverse perspectives. Initiatives such as the dialogue network and using students to strengthen open discussions show that we are not only developing knowledge, but also investing in how we live and work together. We are forging the UvA into a single community.

In doing so, we are building on a solid foundation. The positive opinion from the Accreditation Organisation of the Netherlands and Flanders (NVAO) in the Institutional Quality Assurance Audit underscores the quality of our education and the meticulous care with which we continue to develop it. At the same time, financial and social conditions demand focus and agility. This is not an easy task, but it is one that helps us make difficult choices and better utilise our collective strength. The energy, creativity and commitment within the UvA inspire confidence that we will continue to improve our quality and impact, even as circumstances change.

This collective movement gives direction to our future: a UvA that continues to innovate, remains connected and confidently contributes to solutions for the challenges of tomorrow.

Finally, we would like to express our appreciation and thanks for the dedication and commitment of all of our students, staff and partners. It is thanks to them that the UvA can continue to fulfil its academic and social role in a changing world.

Peter-Paul Verbeek & Richard Goldstein

Key figures

	2021	2022	2023	2024	2025
Number of students enrolled at the UvA					
Total	41,206	42,171	43,008	44,015	43,242

	2021	2022	2023	2024	2025
Intake of students enrolled in the first year of a degree programme at the institution (as at 1 October)					
Bachelor's intake	8,863	9,408	9,444	8,689	8,231
Pre-Master's intake	876	738	757	838	691
Master's intake	6,718	6,123	6,865	7,632	7,916

	2021	2022	2023	2024	2025
Credits obtained by government-funded students					
Exams taken per academic year					
Credits obtained by government-funded students	1,538,228	1,483,923	1,541,761	1,616,371	1,663,075
Bachelor's exams	5,556	5,433	6,024	6,715	7,144
Master's exams	6,753	7,061	6,954	7,444	8,264
Post-graduate Master's exams	481	504	504	410	434

	2021	2022	2023	2024	2025
Doctorates conferred per calendar year					
Doctorates conferred	568	568	590	636	676
Design engineering certificates	12	18	20	22	20

	2021	2022	2023	2024	2025
Publications per calendar year					
Academic publications	11,162	10,496	11,001	11,242	10,526
Professional journals	831	722	630	529	580

	2021	2022	2023	2024	2025
Staff (FTEs as at December, excl. FdG)					
Academic staff	3,239	3,408	3,630	3,774	3,713
<i>M/F ratio</i>	55/45%	54/46%	53/47%	52/48%	52/48%
Support and management staff	2,207	2,361	2,516	2,546	2,552
<i>M/F ratio</i>	40/60%	40/60%	40/60%	40/60%	40/60%
Individual UvA total	5,446	5,713	6,146	6,320	6,265

	2021	2022	2023	2024	2025
Absence due to illness (excl. FdG)					
Academic staff	2.4%	3.0%	2.8%	3.3%	3.2%
Support and management staff	5.0%	6.8%	5.6%	6.4%	6.6%

	2021	2022	2023	2024	2025
Energy consumption and CO₂ emissions*					
Gas consumption (million kWh)	21.2	16.7	14.6	14.1	14.8
Electricity consumption (million kWh)	32.7	34.2	34.2	34.3	34.3
Energy consumption in kWh per m ²	143	134	129	128	125

* Emissions were calculated with assistance from the website CO2emissiefactoren.nl. Emissions vary from year to year, partly due to the changing energy mix in the Dutch electricity grid.

	2021	2022	2023	2024	2025
CO₂e emissions from energy consumption (natural gas and electricity)					
Scope 1 emissions (tonnes of CO ₂ e)	3,908	3,074	2,698	2,595	2,721
Scope 2 emissions, location-based (tonnes of CO ₂ e)	13,251	12,604	9,906	9,248	7,539
Scope 3 emissions (tonnes of CO ₂ e)	2,507	2,492	2,054	2,054	2,188
Total (tonnes of CO₂e)	19,666	18,169	14,649	14,347	12,448

	2021	2022	2023	2024	2025
Renewable generation (figures from 2022 onwards)					
Energy generated from our own solar panels (MWh)	-	661	813	824	1,059
% of total electricity use	-	1.9%	2.4%	2.4%	3.1%

	2021	2022	2023	2024	2025
Quantity of waste					
(figures from 2023 onwards, following the change of supplier)					
Total quantity of waste (tonnes)	-	-	960	809	783
Proportion of residual waste (%)	-	-	61%	60%	57%

Message from the Supervisory Board

An eventful year

In 2025, as it does every year, the UvA worked hard to provide an academic education, conduct research and create an impact for society. Meanwhile, the University and its community could not avoid being affected by developments that unfolded at home and abroad. In the summer, the government fell, having previously announced severe cuts to higher education and research funding. Elections for the House of Representatives were held in late October, with a new government taking office in February 2026. It is encouraging that additional funds were allocated to education in the coalition agreement, but these funds will be shared among all institutions in the sector, and they do not entirely compensate for the previous government's cuts to university funding. The debate around internationalisation has not disappeared, and although trust in science among the Dutch population remains relatively high, universities and scientists are frequently targeted in public discourse. It is therefore essential that we continue to tirelessly promote the contributions that academic education and research make to society, and emphasise that the Netherlands can only maintain its prosperity and leading position if it succeeds in attracting and retaining international talent.

International developments also had an impact on the university community. War and humanitarian violence continue, including in Ukraine, Gaza and Sudan. A new war in the Middle East in the spring of 2026 is further straining international relations. Researchers elsewhere in the world are threatened or muzzled, while academic institutions are under pressure and seeing their funding cut, or worse. This also affects our own staff and students, and our research and collaboration projects. Many people feel personally affected by what is happening elsewhere in the world, and they make their feelings known. This can lead to dialogue and meetings, but also to unpleasant confrontations and people feeling unsafe. In 2025, the Executive Board, the deans and many other stakeholders once again faced a major challenge to provide space for freedom of expression while providing a safe work and study environment for all members of the university community.

Turbulent conditions in the world at large coincided with the formulation of a new strategy for the UvA. Under the leadership of the Executive Board, and in consultation with many stakeholders within the UvA, work is underway on a strategy that will be finalised in the spring of 2026 and should provide direction for the years ahead. Over the past year, we, as the Supervisory Board, have held regular discussions with the Executive Board on the principles underpinning the strategy, the core values of the UvA and the priorities to be set for the coming period. The contours of these endeavours are taking shape and we look forward to the final result.

In the spring of 2025, the Accreditation Organisation of the Netherlands and Flanders (NVAO) made a final decision to extend the Institutional Quality Assurance Audit (ITK) approval to 25 June 2031. The ITK is not about assessing individual degree programmes; rather, the NVAO looks at how the UvA monitors the quality of its education overall. The UvA completed the ITK in 2024, after which the committee that visited the UvA issued a positive opinion regarding educational quality assurance. Among other things, the committee was impressed by the quality culture, the design and implementation of the Teaching & Learning Centres and the management information system. The education provided is very student-centred, and the committee believes the UvA ought to be more proud of that. Areas for improvement include the coherence between the Vision on Teaching and Learning (Onderwijsvisie), the Strategic Plan and policies, and recording and following up on agreements for improvement. Participation in decision-making could also be made more attractive. A positive final assessment was in line with expectations following the opinion, and all those involved can rightly be proud of this excellent result.

The Netherlands Labour Inspectorate visited the UvA in 2025, with second and third visits following in the spring of 2026. These visits were prompted by an investigation being conducted by the Inspectorate into risks and measures concerning psychosocial occupational stress (PSA) at the UvA, including high workloads and undesirable behaviour. The purpose of the visit was to assess the extent to which improvements have been made to the PSA policy, to actively engage the Executive Board in inspection and improvement processes and to gain insight into how the working environment within the

University supports or hinders the prevention of work-related stress. We have asked the Inspectorate to engage with us as well, in our supervisory role. This request has been granted. The issue of psychosocial occupational stress rightly receives a lot of attention at the UvA and is a regular topic of discussion between us and the Executive Board.

Members of the Executive Board and Supervisory Board

There were significant changes in personnel last year. Edith Hooge, who took office as President of the Executive Board in 2024, decided to step down as President with effect from 1 September 2025 because the role was putting too much strain on her health. As a result, she did not much enjoy the role, which, as Edith herself said, 'is essential to endure in this tough job'. As the Supervisory Board, we were very sorry that Edith decided to step down as President. She has devoted her heart and soul to the UvA. We found Edith to be a particularly warm and unifying leader, and thank her for her great commitment and dedication. She continues to work at the University as a professor.

In the summer, Vice-President Jan Lintsen, holder of the Finance and Operational Management portfolio, retired from the UvA after two terms. Jan was a skilled and likeable executive member of the board, whose knowledge, skills and keen eye were invaluable to the UvA. He was energetic and collegial in his work for the University, and he left behind a stable foundation. For that, we are very grateful to Jan. Rector Magnificus Peter-Paul Verbeek has been the Acting President since Edith Hooge's departure. In the period between the departure of Jan Lintsen and the arrival of his successor, André Nollkaemper, University Professor of International Law and Sustainability and former dean of Amsterdam Law School, served on the Executive Board as a temporary member. On 1 September, Richard Goldstein took office as Vice-President of the Executive Board and holder of the Finance and Operational Management portfolio. We were delighted to welcome Richard to the UvA. He has significant expertise and practical knowledge, and is already familiar with the UvA from his previous role as an accountant. Richard is an enthusiastic, curious and sensitive board member who is open to different perspectives – a style that suits the UvA. As the Supervisory Board, we thank André Nollkaemper, who, despite his busy schedule as a University Professor, was willing to come and temporarily bolster the Executive Board. We are particularly grateful to Peter-Paul Verbeek for his willingness to serve as President until a new President of the Executive Board takes office. He is doing the UvA a great service. Performing this temporary dual role is challenging, but the way he is doing so commands respect and admiration. On 1 September 2026, Peter-Paul will take up the position of President of the Royal Netherlands Academy of Arts and Sciences (KNAW). We are sorry that he is stepping down as Rector Magnificus of our university, but are also proud that he has a wonderful new role in which he can represent knowledge and learning in a different way. In May 2026, Vinod Subramaniam will take up the role of President of the Executive Board. We are thrilled to have him join the UvA. He knows the university world extremely well and brings a wealth of experience and perspectives. With Vinod, the UvA is gaining a president who has solid governance experience and a strong ability to connect with people. The search for a new rector started in early 2026. The composition of the Supervisory Board remained unchanged in 2025. Willy Spaan was appointed by the Minister for a second four-year term, starting on 1 May.

Approach of the Supervisory Board

In our supervisory role, we believe it is important to have intimate knowledge of the organisation and its people. In addition to our formal meetings with the Executive Board, we also meet with deans and other staff members from a variety of institutes, units and departments, such as the Ombudsperson and Coordinating Confidential Adviser. Among other activities, the Supervisory Board visited a number of labs and spoke informally with staff and students. The Supervisory Board is always represented at important events such as the Opening of the Academic Year and the Dies Natalis.

In 2025, the Supervisory Board had six regular meetings with the Executive Board, which were attended by the secretaries of the University and the Supervisory Board, as well as the student assessor. These meetings are often held on campus, with a faculty providing a presentation or giving a tour. Prior to each meeting, the Supervisory Board has internal discussions on current issues, items on the agenda and coordination. In the autumn, the Supervisory Board conducted a self-assessment

and reflected, among other things, on the recruitment processes for the Vice-President and President of the Executive Board. The 2026 self-assessment will take place with external supervision. During the year, the Chairperson of the Supervisory Board met regularly with the President (or Acting President) of the Executive Board to discuss current events, recent developments and the progress made on various dossiers. The Chairperson of the Supervisory Board was also in regular contact with the Vice-President and the deans. Over the course of the year, each member of the Supervisory Board had an individual conversation with one or two deans. Twice a year, a member of the Supervisory Board of the UvA and a member of the Supervisory Board of VU Amsterdam, as portfolio holders, visit the Academic Centre for Dentistry in Amsterdam (ACTA), which is home to the Faculties of Dentistry of both the UvA and VU Amsterdam. The health care provided at ACTA is subject to the Healthcare and Care Providers (Accreditation) Act (Wtza). For the purposes of the Wtza, ACTA falls under the Supervisory Boards of VU Amsterdam and the UvA. During their visits, the portfolio holders – for the UvA, this is Willy Spaan – met with the Dean, the Director of Health Care and the Client Council. Partly because of the four service units shared by the UvA and Amsterdam University of Applied Sciences (AUAS), there is regular contact between the supervisory boards of both institutions. All of these conversations enable the Supervisory Board to keep in touch with developments in and around the UvA.

Representative advisory bodies

The Supervisory Board also has regular contact with the representative advisory bodies, meeting twice a year with the full Central Works Council (COR) and Central Student Council (CSR). The Chairperson of the Supervisory Board and the Board member nominated by the council concerned are normally present at these meetings. Other Supervisory Board members also attend once a year, if possible. In the past, members of the Executive Board have attended these meetings as observers. In 2025, it was agreed that meetings between the Supervisory Board and representative advisory bodies would henceforth be held without an Executive Board member present. Topics discussed with the COR included the house rules and code of conduct, the assessment framework for external collaborations, workloads and social safety, self-regulation (internationalisation), Recognition & Rewards and accommodation. The process for long-running dossiers and the involvement of the representative advisory bodies in them were also discussed.

Topics discussed with the CSR included internationalisation, collaboration with third parties, digitalisation and AI, study spaces, the Vision on Teaching and Learning, and the new strategy. The Supervisory Board also reflected with the CSR on the processes around and collaboration with the representative advisory bodies.

The agendas and preparation for these meetings are discussed with the governing boards of the COR and CSR. Representatives of each of these bodies have regular contact with the member of the Supervisory Board nominated by that body. In addition, the Chairperson of the Supervisory Board and the Board member nominated by the council concerned attend the annual respective consultative meeting between the COR or CSR and the Executive Board, as observers. A joint meeting of the CSR, COR, Executive Board and Supervisory Board took place at the beginning of the academic year.

Three Supervisory Board committees

The Supervisory Board has three committees. These committees discuss a selection of subjects in greater depth with the relevant portfolio holder from the Executive Board. The relevant heads of department attend committee meetings, as do other officials on an ad hoc basis. The committees prepare topics relevant to their field of expertise for discussion at full meetings of the Supervisory Board. In 2025, the Audit Committee comprised Willy Spaan (chairperson until 1 September) and Mohcine Ouass (chairperson from 1 September). The committee held five regular meetings with the Executive Board member holding the Finance and Operational Management portfolio. These meetings were attended by the head of the Audit Department and the director of Finance, Planning & Control. The external auditor and the Chairperson of the Supervisory Board were also present at most meetings. Topics discussed at the meetings included the annual report and financial statements, the framework letter and budget, progress reports on finances and campus developments, the audit

plan and the auditor's management letter, risk management, audit reports, treasury developments, the annual report of the Data Protection Officer and the evaluation of the process around the end of the financial year. During the year, much attention was given to accommodation developments, due to the completion and handover of the new University Library, the preparations for a new Accommodations Plan and other campus developments. In 2025, the Governance, Staffing and Organisation Committee, comprising Jolande Sap (chairperson) and Omar Ramadan, met twice with the President of the Executive Board, with the HRM director in attendance. Topics on the agenda included the HR annual plan, social safety and the setting up of a reporting point, the improvement plan for psychosocial occupational stress and the visit of the Labour Inspectorate, the vision on leadership and an in-depth analysis of effective leadership. As part of the Supervisory Board's role as an employer, members of the committee also conducted the annual consultations (performance reviews) with Executive Board members. The Education and Research Committee met four times with the Rector Magnificus. These meetings were attended by the director of Academic Affairs. In 2025, the committee comprised Zofia Lukszo (chairperson) and Willy Spaan. Topics discussed included the IT infrastructure for research and data science, AI policy, the UvA's technology profile, the framework for collaboration with third parties, internationalisation, the accreditation portrait and programme portfolio, the National Growth Fund programme and supervision of PhD candidates.

In conclusion

The Supervisory Board thanks the members of the Executive Board and the deans for their tremendous dedication and commitment to the University and the diligent way they manage the institution. In general, the Supervisory Board highly appreciates the diligent way in which staff and students went about their work and studies last year. In spite of all of the internal challenges and the developments in the outside world, they worked hard in order for the UvA to continue performing its core tasks well. That deserves high praise.

Amsterdam, April 2026

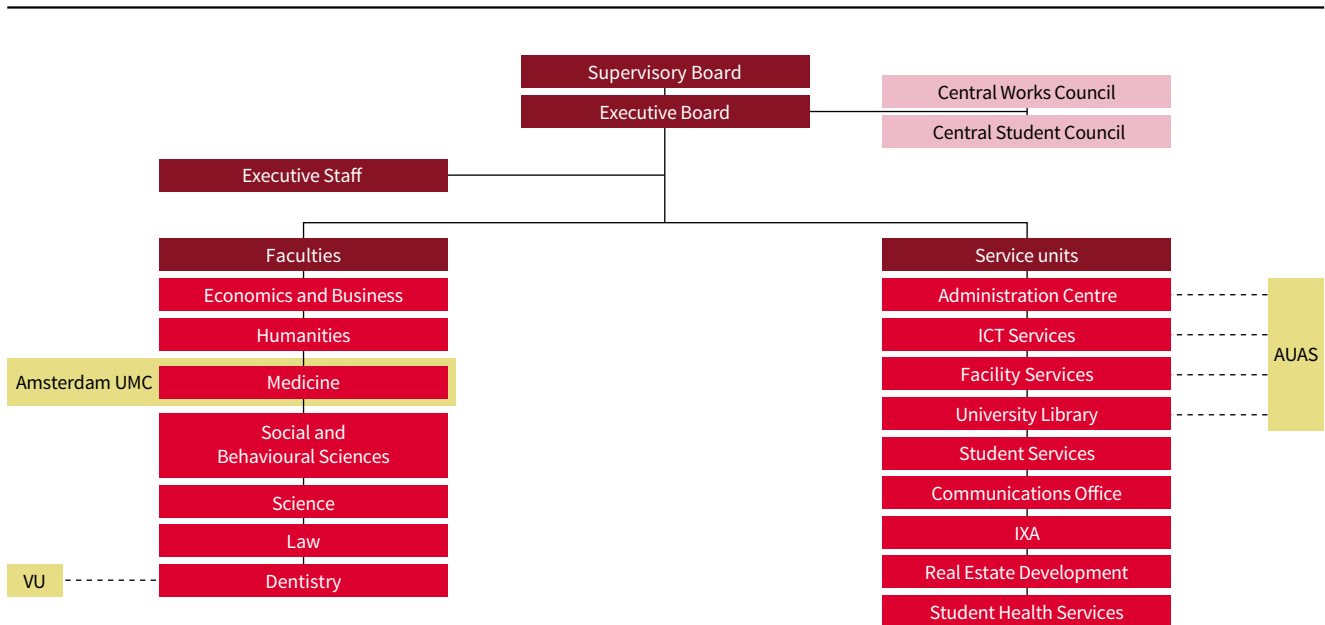
The Supervisory Board

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

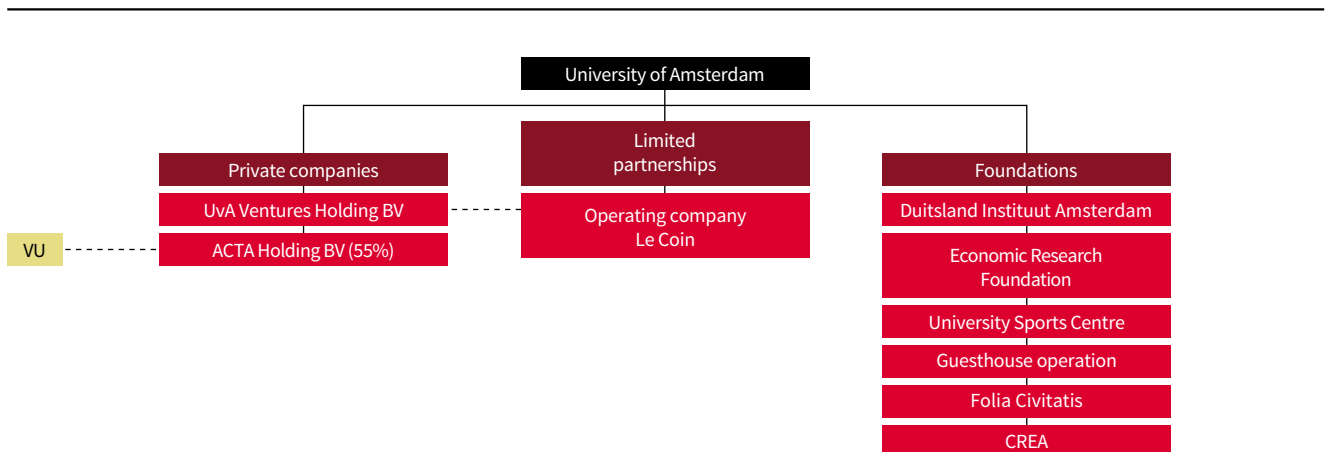
Organisational chart

UvA organisational chart

Internal structure



Group structure





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Sisters in Science are making science accessible to future generations. By breaking down popular but outdated stereotypes about scientists, they are inspiring young people by showcasing the diverse nature of the world of science.

1. Identity, strategy and direction

The University of Amsterdam (UvA) is a broad-based, international university offering arts and humanities, social sciences, natural sciences and medical sciences. The UvA comprises seven faculties. More than 43,000 students studied at our university in 2025: around 28,000 Bachelor's students and 15,000 Master's students.

This includes over 15,000 international students. In addition, the University has more than 2,000 PhD candidates and 6,500 employees, including 757 professors. They work and study on four open city campuses in Amsterdam.

We are an ambitious and creative public university: independent and engaged. Through their research, our students and researchers aim to understand and help the world. Political, religious and other interests play no part in this research.

We are working together towards a sustainable, prosperous future, with a focus on justice and equal opportunities. Everyone is given space to ask questions, be curious and debate with one another. This is how we strengthen the scientific foundations of society. By being the best we can be, we contribute to tackling complex global issues.

1. Mission and core values

In 2025, we started work on a new strategy, which will be finalised in 2026. Our mission and core values have been refined with the help of the entire academic community. The new strategy has been developed with wide-ranging input from staff members, students, deans, directors, representative advisory bodies (COR and CSR) and external partners.

Our updated mission is to bring curious people together and teach them to think independently and creatively. The three associated core values are:

- Engaged: we take responsibility for each other and for society.
- Curious: the driving force behind our teaching, research and collaboration is curiosity.
- Individual: we embrace Amsterdam's boldness to be critical, explore new perspectives and act in innovative ways.

Our scholars and scientists engage in innovative and fundamental research. Our lecturers aim to inspire students with high-quality education. Research and teaching reinforce each other. Together, they tackle complex and interdisciplinary issues such as climate change, inequality and the wide-ranging impact of technological developments.

2. Education and research

Education profile

At our university, we provide students with a research-intensive education centred around academic development, differentiation and specialisation. The focus is on producing intrinsically motivated and ambitious students. Expert and enthusiastic lecturers form the basis of our education. We support them, facilitate knowledge sharing and invest in their professional development.

In 2025, we started developing a new Vision on Teaching and Learning. The aim is to more explicitly link scientific curiosity and excellence with social engagement, with a clear role for academic citizenship.

Research profile

We conduct research in every academic field. This is exemplified by our four strategic themes around society:

1. Healthy Future.
2. Sustainable Prosperity.
3. Resilient and Just Society.
4. Responsible Digital Transformations.

These themes contribute to solutions for the urgent and complex issues facing society. On these themes, we encourage interdisciplinary research and long-term collaborations with external partners. The themes are also a catalyst for external funding. Through research priority areas, we encourage innovative research that transcends faculty boundaries.

3. Financial context and funding cuts

The Schoof government implemented the biggest cuts to higher education funding since the 1980s. We therefore took measures in 2025 to mitigate the expected decline in revenue resulting from this government policy and adjust our costs accordingly. This led to financial pressure on all faculties and service units, as well as the Executive Staff.

The main measures were:

- Stop the internal allocation of starter and incentive grants.
- Reduce the indexation adjustments to education funding and prices in the 2026 allocation model.
- Do not make indexation adjustments to research funding and prices until the deficit in the allocation model has been addressed.
- Introduce measures to limit the impact of the expected decline in student numbers on income.
- Reduce operating costs with the action plan to improve internal service provision (ViDi).
- Conduct a stress test for the Executive Staff and service units.

We expect that the passing of the Balanced Internationalisation Bill (WIB, still before the House) and proposals for university self-regulation would lead to a decline in the number of English-language programmes. The intake of international students would also be expected to decrease. The WIB is already casting a shadow: in 2025, the number of new international students fell slightly (-3.4%).

4. Academic community and restoring trust

In 2025, public debates led to tensions and a decline in mutual trust within the organisation. Developing a strategy to reduce conflicts and improve discussions therefore became a management priority. We hoped that such a strategy would restore cooperation and trust within our academic community.

We took the following actions:

- We worked on a coherent approach to community building and connection. In doing so, we took account of the differing opinions and positions within the University.
- We established an integrated project team, which identified how strategic communication and continuous dialogue can be used effectively.
- We set up an internal pool of facilitators to guide discussions.
- In several places in the organisation, we facilitated staff and student initiatives that contributed to dialogue and connection.

5. 2021-2026 Strategic Plan

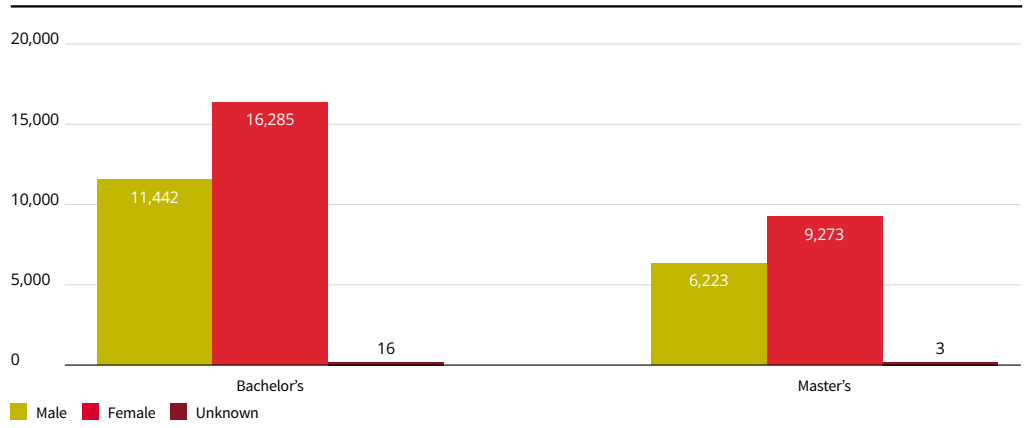
In late 2020, the Executive Board adopted the 2021-2026 Strategic Plan 'Inspiring Generations!' We hoped that this plan would strengthen the combination of academic excellence and social engagement. We aimed to maintain a strong position in education and research through talent, flexibility, responsibility and digitalisation.

The midterm review of the Strategic Plan in 2024 resulted in three ambitions for the remainder of the strategic plan period:

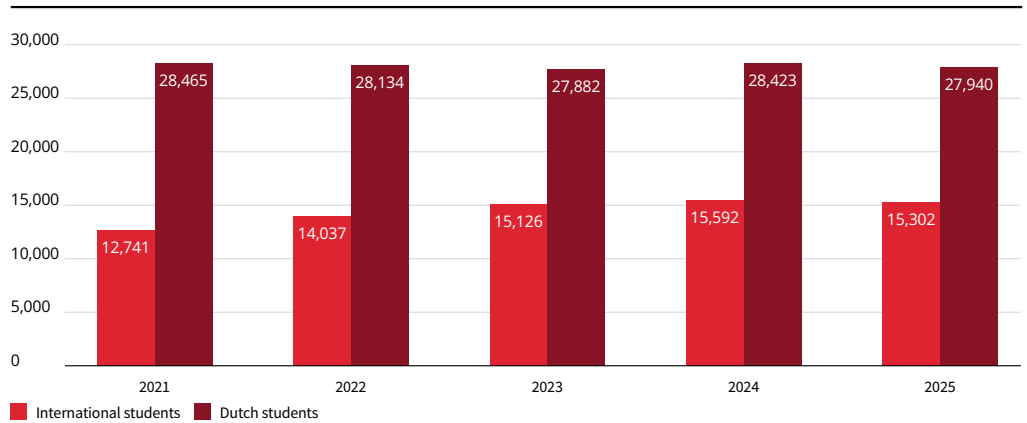
1. We will continue to work to create a challenging, enjoyable and safe study and work environment for all students and staff.
2. We will make a substantial social contribution through our teaching, research and valorisation.
3. We will collaborate with local, national and international partners to achieve our ambitions.

In the next few chapters, we will elaborate on the extent to which we have achieved these ambitions.

Male-to-female ratio of students by study phase

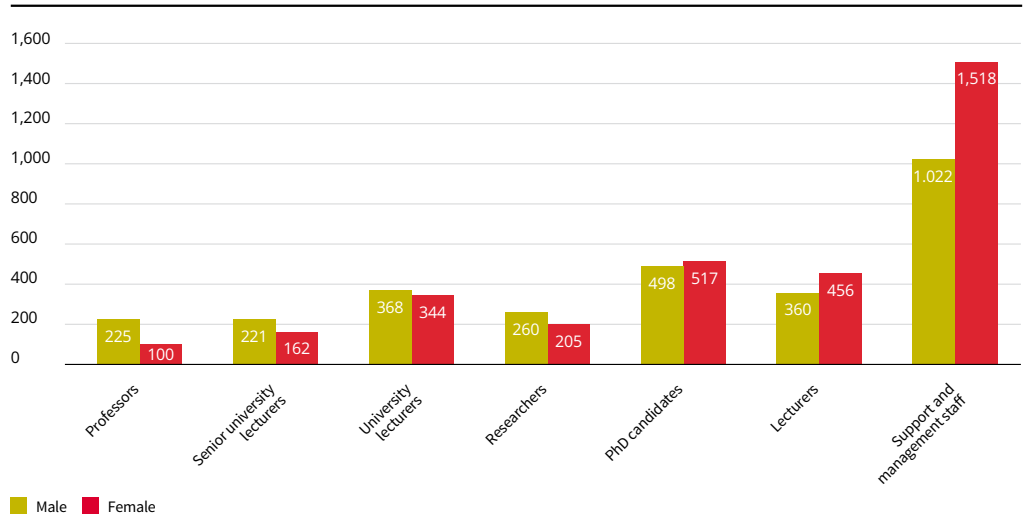


Trends in student numbers by origin



Male-to-female ratio

(average FTEs per year; the figure for professors excludes the AUMC and professors by special appointment)



2. People and the organisation

With more than 50,000 students and staff, the UvA has a strong community. Together, we are committed to good teaching and innovative research. Tackling the issues facing society is central to this commitment, in a learning and working environment that invites engagement, development, and enjoyment of work and study. Such an environment provides a safe space where staff and students can develop their talents and learn from each other. All students and staff deserve a challenging, enjoyable and safe study and work environment. For that reason, the following themes are important to us: leadership, diversity, equality and inclusion (DEI), social safety, a better balance between workloads and wellbeing, and the Recognition & Rewards programme. We also focus on career development and invest in participation in decision-making.

1. Agile leadership

Good leadership has a big impact on the extent to which people enjoy working and studying at our university. Supervisors make the difference, acting as role models through their behaviour and decisions. They influence how employees feel, how they behave and how much space they feel they have to develop. As our university is constantly changing, it is important that supervisors can adapt easily and act in different ways.

With our 'Agile leadership' vision, we teach supervisors to recognise areas of tension and gain insight into how apparent contradictions can strengthen each other. Last year, we organised several meetings and programmes for supervisors. They were introduced to agile leadership and further developed their skills in this area.

Complementing the vision, we performed an in-depth analysis into effective leadership. This showed that the more than 500 supervisors need additional support and guidance to perform better and enjoy their roles more. We are therefore giving greater priority to leadership and making the role of supervisor more attractive. To this end, we have initiated lines of action for improvement.

2. Diversity, equality and inclusion

At an inclusive university, everyone feels welcome. It is an environment where different backgrounds and opinions are valued and everyone is treated equally. We underscored our commitment to this goal by signing the Pride University Manifesto, which includes an undertaking to provide structural support to UvA Pride for the next five years.

We believe it is important for people who are disadvantaged on the labour market to be able to make a valuable contribution in the employment process. In 2025, we created 85.6 jobs for people in that target group. Most were placed through the social development company Pantar.

We have made a structural commitment to being an inclusive employer. For instance, we are exploring how more senior secondary vocational students – including those disadvantaged on the labour market – can be properly supervised during their internship.

Diversity and inclusion in teaching and research is also important to us.

We want to give all students an equal opportunity by minimising bias in admission and selection. Starting in 2025, we do this through a structured reflection document. In addition, the Rector and the College/Graduate School and programme directors hold meetings to discuss equal opportunities.

In 2025, we largely completed the 'Studying with a Disability' policy framework. We will start implementation and awareness-raising campaigns in 2026.

In 2025, we achieved the long-term target percentage of 30% female professors. We will continue on this path, because 30% is not yet sufficient: we have increased our ambition to 40% female professors by 2030. We will adopt a broader approach, focusing on equal opportunities at all career stages (from university lecturer (UD) to senior university lecturer (UHD) to professor).

Digital accessibility

Digital accessibility means that everyone can use our digital information and services, including people with disabilities. There is no single team responsible for this: the entire organisation has a part to play. In 2025, additional efforts were made to raise awareness around digital accessibility. We gave presentations to a number of groups including functional administrators, the purchasing and tendering team, teaching support staff and the representative advisory bodies. Over the next few years, digital accessibility will continue to be a recurring topic in our communications and consultations.

In the Studying with a disability expert group, students raise issues they have encountered and help to come up with solutions. We drew greater attention to the dyslexia-friendly fonts and read-aloud options in the Canvas learning environment. We examined how accessible our learning materials in Canvas are. We also looked at whether alternative file formats might better meet students' support needs.

Building accessibility

We want our university's buildings to be accessible to everyone. Almost all of our buildings meet the Universal Accessibility Standard (ITS), meaning they are accessible to wheelchair users. Risk assessments and evaluations (RI&Es) show that there is a need to make buildings more accessible to more people. Last year, we launched a guidance system for the visually impaired. We also look into accessibility for people with physical, auditory, intellectual and neurodivergent disorders. We are in discussion with the representative advisory bodies about improving building accessibility and setting up a service desk for reporting issues.

2025 Staff Satisfaction Survey

In late April 2025, our staff received an invitation for the updated 2025 Staff Satisfaction Survey (MTO). With a response rate of 43%, the survey provided a representative picture of job satisfaction. Staff members gave working at the UvA an average rating of 7.5. This was about the same as in 2023, the last time we ran the survey. As an employer, we got a score of 7.1 (in 2023 it was 7.2). Staff across the board were positive about their work-life balance, autonomy, work stress, collaboration with colleagues and their supervisor, and felt comfortable and at home.

High workloads and social safety continue to be clear priorities for the UvA, and we are aiming to tackle these issues more explicitly at the source. The lines of action set out in the improvement plan for psychosocial occupational stress (PSA) are being energetically pursued, and have been made more targeted based on data from the MTO and other monitoring sources. This is discussed in more detail in the next paragraph.

3. Social safety, high workloads and wellbeing

In 2024, the Netherlands Labour Inspectorate investigated risks and measures relating to psychosocial occupational stress. Based on this investigation, we drew up an improvement plan focusing on health and safety policy, workloads, undesirable behaviour, systems for recording working hours and leave, leadership and the PDCA (Plan-Do-Check-Act) cycle.

In 2025, we started working on these areas and have already seen improvements. The Netherlands Labour Inspectorate made follow-up visits in relation to this issue in late 2025 and early 2026. We aim to strike a healthy balance between workload and wellbeing. We do this through constructive consultation with unions and the representative advisory bodies regarding realistic task assignments and workload reduction. We are testing solutions such as a smarter academic year with visible pilot projects within faculties. We encourage employees to use their leave, so they can rest and reduce their work stress.

In the MTO, staff gave their perceived workloads a score of 7.0, where an acceptable workload was a 6.5. This relatively small difference suggests that workloads within our university are perceived as reasonable, to a certain extent. At the same time, there are clear differences between faculties and service units. The results showed a slight improvement, with staff working outside of their contracted hours less frequently.

In the area of social safety, the MTO results provided important starting points to improve policies and support. For example, 25% of staff had experienced undesirable behaviour, an increase of 4 percentage points from the previous MTO in 2023. The most common forms of undesirable behaviour were gossip (12%), abuse of power (11%), aggression/violence (7%), discrimination (including measurement of the various grounds, 6%) and bullying (6%). Sexual harassment was less common (1%).

The sixth edition of the Student Social Safety Monitor (2024-2025 academic year) showed an increase in most forms of undesirable behaviour, which fits within a long-standing upward trend. In particular, verbal aggression (+3 percentage points), discrimination (+2 percentage points), theft/vandalism (+2 percentage points) and stalking (+1 percentage point) were reported more often than in the previous measurement. Sexual harassment and gossip were the exception. International students experienced undesirable behaviour significantly more often than Dutch students. The emotional impact of undesirable behaviour also appears to be greater among international students. International students in many cases have a less robust social safety net, which can contribute to greater emotional strain.

Table 2.1 – Social safety of students and staff

SOCIAL SAFETY	
Percentage of students who feel safe at the institution	85.2%
Percentage of staff who feel safe at the institution	79.8%

Source: 2025 National Student Survey and 2025 Staff Satisfaction Survey

In 2025, we invested heavily in making study and work environments safer. The Reporting Point for Social Safety and Integrity was launched in October 2025. We have trained two confidential advisers to provide guidance to people who are the subject of a report. The regulations for the Ombudsperson and the confidential advisers for undesirable behaviour and academic integrity were also updated. For students, we established an Expertise Centre for Social Safety in 2025. This centre will increase knowledge and awareness at the central and faculty levels. It will encourage cooperation and help create policies to prevent and address undesirable behaviour.

Table 2.2 – Student satisfaction

STUDENT SATISFACTION (PERCENTAGE OF STUDENTS WHO ARE SATISFIED OR VERY SATISFIED)	2021	2022	2023	2024	2025
Content	82%	80%	80%	77%	79%
Career preparation	41%	41%	41%	42%	44%
Study facilities	47%	66%	68%	68%	68%

Source: National Student Survey

To prevent undesirable behaviour, we invest in awareness-raising and preventative measures. We took the following actions in 2025:

- More than 40% of supervisors attended Social Safety training.
- We are reaching increasing numbers of staff and students through the Social Safety e-learning module.
- We reached the entire academic community with the annual ‘Looking out for each other’ campaign.
- This year, student psychologists from Student Services developed pilot training sessions on Social and Psychological Safety for students from five Bachelor’s programmes in the Faculty of Science. These training sessions received positive evaluations.
- The Stichting Gelijkspel ran 10 training sessions on social and sexual safety for students.

Every year, the Executive Board discusses reports on social safety at the University. These include the reports of the Complaints Committee, the Ombudsperson, confidential advisers and the employee and student monitors. In addition, the Social Safety Steering Group prepares a management reflection report on behalf of the Executive Board. This report is discussed by the Supervisory Board. Together, these reports provide a basis for adjusting policies and setting priorities. In doing so, we explicitly look at the relationship between prevention, reports, support and structural improvements within the organisation.

4. Recognition and Rewards

We are working to find a new balance in the recognition and reward of academic staff. All aspects of academic work are given due acknowledgment. This will create more scope for broader career paths, allowing talents to be used for teaching, research and organisation.

The key priorities of the nationwide Recognition & Rewards programme serve as the starting point for the UvA's work. This programme is primarily aimed at academic staff. We intend to broaden it, including via a new career development policy for lecturers. We also regularly examine whether we can apply the results of the programme to support and management staff as well as academic staff.

In 2025, we worked with the faculties to identify how they implement Recognition & Rewards and which initiatives they are developing, including through design sessions. In collaboration with academics from various faculties, we organised seminars on themes that contribute to Recognition & Rewards, such as open science and team science.

We also apply Recognition & Rewards to central policy themes and to frameworks and procedures that are under development (including the new leadership vision, the Professors Policy and annual consultations (performance reviews)).

Since the summer of 2025, we have been working on Recognition & Rewards for open science. We are raising awareness and including open science in procedures and training for staff development, assessment, appointment and promotion. We have also started preparing to incorporate the CoARA (Coalition for Advancing Research Assessment) guidelines into our central policies and into the Framework for Requirements for Appointments and Promotions of UvA Academic Staff. This will improve and reform the assessment of research and researchers.

5. Career development and mobility

Our success depends greatly on the hard work and quality of the people who work in our organisation. We want to continue not only to attract talent, but also to retain it. We have therefore given employees more internal career and development opportunities, and we encourage them to take control of their own careers.

In 2025, we took concrete steps to strengthen the internal labour market. With the job vacancy newsletter (with a reach of 1,100 subscribers), the 'UvA Career' campaign and the new internal job vacancy website, we increased the visibility of career opportunities within the organisation. This makes it easier for those responsible for hiring to recruit internally to fill vacancies.

We also hired a career broker to encourage internal staff mobility. The broker helps employees explore both vertical and horizontal career opportunities. Initial evaluations show that there is significant need for this new position. Since mid-October, 42 employees have had intake interviews with the career broker. Most of these employees have since taken concrete steps that in some cases have led to a new position within the organisation.

Teaching and Learning Centre and lecturer development

In 2025, the Institutional Quality Assurance Audit (ITK) panel praised the way in which the Teaching and Learning Centres (TLC) are organised. With seven faculty teams and a central team, they are easily accessible for lecturers. Supporting lecturers with development, teaching innovation and knowledge sharing has firmly strengthened our quality culture. Artificial Intelligence (AI) is having a major impact on education. The TLCs gave this topic extra attention in 2025 through e-learning modules, courses and communities for lecturers.

Last year, more than 300 of our education professionals successfully completed a qualification pathway (247 obtained a University Teaching Qualification (UTQ), 40 obtained a Senior Teaching Qualification (SKO) and 14 completed the Educational Leadership Course (LOL)). The UTQ+ tracks were new options, enabling nearly 50 lecturers to immerse themselves for a year in topics such as AI and assessment.

With the Educational Research Fellow Programme, we encourage education professionals to conduct research on their own teaching practice. In 2025, the second group completed their two-year projects with a symposium. A new group of 15 fellows also started the programme.

Innovative lecturers were given an opportunity to innovate their teaching with three different teaching innovation grants. As a result, more than 60 lecturers worked on 30 projects in 2025. 200 staff members attended UvA Education Day.

6. Doctoral programme and supervision

We made improvements to our doctorate policy in 2025. The UvA's Central PhD Council and the national PhD Candidates Network of the Netherlands (PNN) had published research reports with key recommendations to strengthen policies for PhD candidates. The Executive Board, the deans and the research directors used these recommendations to improve the doctoral programme and the wellbeing and position of PhD candidates.

Faculties and service units continued to work on social safety, information provision, training and supervision of PhD candidates in 2025. Ensuring the doctoral programme is completed on time was a priority, as was strengthening the role and representation of PhD candidates in the policy-making process.

In 2025, the audit into the quality of doctoral supervision and the doctoral programme was completed. This resulted in an action plan to implement the recommendations from the audit. For example, an interfaculty working group launched a tendering procedure to create a central, workflow-supporting doctoral monitoring system.

In 2026, we will continue to work on the organisation and implementation of the doctoral monitoring system and on the other recommendations from the audit. Our ambition is greater transparency, but also greater control of the entire doctoral programme and better supervision of PhD candidates. We want to ensure that more doctorates are completed successfully and on time.

7. Student financial assistance

Students can apply for financial support in a number of ways. These include the Profiling Fund (used for things like board positions and exceptional circumstances beyond the student's control) and the emergency fund, which is used for emergency situations. Financial support is also available for students to gain experience abroad.

Through the Profiling Fund, we provided €1.9 million in support from general funds in 2025. Administrative body membership grants were paid from the Profiling Fund to 796 students because they were members of student councils, programme committees, or student or study association executive boards.

In addition, 125 students received an allowance because they had fallen behind in their studies due to special circumstances (force majeure), such as illness or a disability. Eleven students received an allowance enabling them to take a dual Master's programme with a workload greater than 60 ECTS. One student received an allowance for participation in high-level sport (see Table 1).

Table 2.3 – Allocation of financial support to students from the Profiling Fund

DESCRIPTION	NUMBER OF STUDENTS	TOTAL ALLOCATED AMOUNT	AVERAGE ALLOCATED AMOUNT IN €	AVERAGE DURATION OF ALLOCATIONS
Students in circumstances beyond their control: illness, disability, family circumstances, informal care responsibilities or infeasible study programmes	Applications: 125 Allocations: 125	231,480	1,852	4 months
Executive board members of student and study associations	Applications: 837 Allocations: 796	1,637,418	2,057	8 months
Other categories: Sporting or cultural performance or support for a dual Master's degree	High-level sport applications: 1	Breakdown:	Breakdown:	Breakdown:
	High-level sport allocations: 1	High-level sport: 981	High-level sport: 981	High-level sport: 3 months
	Cultural excellence applications: 0	Dual Master's: 20,580	Dual Master's: 1,871	Dual Master's: 6 months
	Cultural excellence applications: 0			
Emergency Fund	Applications: 0 Allocations: 0	0	N/A	N/A

In 2025, a committee evaluated the Profiling Fund regulations. The aim was to make the regulations more accessible and workable. The evaluation committee concluded that the regulations are broadly appreciated. The evaluation report with recommendations will be presented to the Executive Board in the spring of 2026.

Table 2.4 – Student financial assistance: outbound (mobility) and inbound exchange students

OUTBOUND		
SCHOLARSHIPS OR SHORT-TERM LEARNING OPPORTUNITY (SLO) PROGRAMME	NO. OF STUDENTS FUNDED	DETAILS
ERASMUS+ funded by the European Commission	721, of which 682 EEA 39 non-EEA	Includes 93 internships and 7 Blended Intensive Programmes (BIP)
Summer School U21 network	16	SLO programme; nationality was not requested, and is not a factor in the selection procedure
INCiTE	22	SLO programme; nationality was not requested, and is not a factor in the selection procedure
NICE	9	SLO programme; nationality was not requested, and is not a factor in the selection procedure
INBOUND		
SCHOLARSHIP PROGRAMME	NO. OF STUDENTS FUNDED	DETAILS
US Loans	1,126 non-EEA	Full-time students; provided to students from the USA
Canadian Student Loans	24 non-EEA	Full-time students; provided to students from Canada
Amsterdam Merit Scholarships (AMS)	75 non-EEA	Full-time students; provided to students from outside the European Economic Area (EEA)
Amsterdam Universiteitsfonds (AUF)	38 non-EEA	Full-time students
Global Changemaker Scholarships	12 non-EEA	Exchange students at two South African partner universities; provided by the Office of International Student Mobility (BIS)

8. Prizes

This year, the faculties once again nominated talented academics for important prizes and awards as recognition and reward for their hard work. In 2025, we congratulated the winners of the Google PhD Fellowships, the KHMW Van der Aa Oeuvre Prize for Philosophy and Religious Studies, the Dissertation Prizes of the Praemium Erasmianum Foundation and the KNAW Faces of Science, among other prizes.

Every year, we present teaching awards to exceptional lecturers, courses or projects that contribute to good and inspiring teaching. In 2025, awards were presented for student-activating teaching, inclusive teaching, collaborative teaching and innovative teaching.

Table 2.5 – Teaching Awards 2025

TYPE OF TEACHING AWARD	AWARDED TO
Student-activating teaching	University lecturer in Entertainment Communication
Inclusive teaching	University lecturer in Medical Informatics
Collaborative teaching	Education and Inclusive Development course (FMG)
Innovative teaching	Master's team in Medicine – <i>Koffie, Kruk en Kop Houden</i> project (A Coffee, A Stool and Shut the Hell Up)

9. Investing in participation in decision-making

The involvement of our students, academic staff and support and management staff is crucial. The same applies to the critical attitude and constructive feedback from advisory bodies, representative advisory bodies and the professional field.

In 2022, the Ministry of Education, Culture and Science (OCW) created temporary, additional funding to strengthen participation in decision-making. In 2025, the Ministry announced that that funding had been extended until the end of 2027. The position of Coordinator for Strengthening Participation in Decision-making was created using these funds. Based on discussions with the representative advisory bodies and Executive Staff (including the faculty board), the coordinator made recommendations for further strengthening this participation.

The extra (albeit temporary) funds enabled us to establish structural support and strengthen participation in decision-making. For example, the Programme Committee Dashboard was further developed to support programme committees in their work. We also recorded a series of short training videos on key topics for various representative advisory bodies. In addition, a job vacancy was posted to implement the recommendations for strengthening participation in decision-making.

The turnout for the student council elections was higher than in previous years (from 15.8% in 2024 to 21.5% in 2025). The ratio of Dutch students to international students among student representatives is not yet a balanced reflection of the student population. Dutch students are proportionately less represented in representative advisory bodies. This requires extra attention. The NVAO panel gave the same advice during the ITK in 2024.

Message from the Central Works Council

In 2025, a number of developments at the UvA made the national news. The ongoing protests around collaborations between the UvA and Israeli universities deeply affected staff and students on an emotional level. The Maagdenhuis occupation and the police action at the Binnengasthuis site on 14 April were distressing. After the summer, calm returned. In June, the UvA said farewell to Vice-President Jan Lintsen. On 15 June, André Nollkaemper stepped in as a temporary Executive Board member to bridge the gap until the arrival of the new Vice-President, Richard Goldstein, on 1 September. During the same period, Executive Board President Edith Hooge was absent due to illness. In August, she decided to step down as President. During her absence, the Rector assumed the role of Executive Board President alongside his role as Rector Magnificus. The Central Works Council (COR) appreciates the tremendous efforts of Peter-Paul Verbeek and Richard Goldstein, but remains of the view that, due to its size and complexity, the UvA should be governed by at least three Executive Board members.

The COR held extensive and repeated discussions with the Executive Board and the Supervisory Board in 2025 about the Executive Board's internal and external communications, which the COR felt were not always done well. Discussions about the House Rules and their enforcement, as well as the composition, duties and operation of an independent committee to assess collaboration with third parties were regular topics on the COR's agenda, which were once again unable to be resolved in 2025. The COR also did a lot of work on other long-running dossiers, such as recognition and rewards and social safety. Consent was granted in relation to several dossiers, including the information security policy, the regulations concerning confidential advisers and the extension of the contract with the occupational health and safety service. The COR issued unsolicited advice on a number of topics, including on the review of the structure of the academic year. The COR also expressed its views on both the added value and the issues around the use of artificial intelligence (AI). The impact of AI on education, research and the organisation is a major concern and focus of the COR. The COR has also kept the implementation and monitoring of the Lecturer Policy on its agenda. The COR is actively involved in the process of developing a new vision on teaching and learning and a new strategy. Advancing a well-founded vision on teaching and learning is a priority. Particularly in times of global turmoil, the COR believes it is important to be able to rely on clearly articulated core values. Other priorities for the COR included the central policies on occupational health and safety management and psychosocial occupational stress.

In terms of accommodation at the UvA, 2025 was special for two reasons. After many years, our beautiful University Library has reopened. Circumstances are changing rapidly: construction costs are exploding, funding cuts have been announced by The Hague and the student intake is declining. This year, the budget was not accompanied by an Accommodations Plan. The COR looks forward to the updated insights in the new Accommodations Plan, which will be adjusted to reflect the new reality and released in the spring of 2026.

The 2025 Budget was approved by the Joint Meeting, which is a combined meeting of the COR and the Central Student Council (CSR). The Joint Meeting also issued unsolicited advice on a number of topics, including on the review of the Model Teaching and Examination Regulations.

The policy items raised by the representative advisory bodies during consideration of the 2026 Framework Letter inspired the COR to devote an away day to the question of which topics should be inserted into the 2027 Framework Letter. Furthermore, the ACTA and Amsterdam UMC works councils had not received sufficient information about the 2026 Budget, and the COR raised this at the Joint Meeting as grounds for a negative recommendation on the entire budget until adequate supplementary information had been provided.

In 2025, there were 18 internal meetings, eight consultative meetings with the Executive Board, an 'away morning' with the Executive Board and two consultative meetings with the Supervisory Board. Joint Meetings were also held frequently: a total of nine Joint Meetings and two Joint Consultative Meetings (GOV) with the Executive Board.

On 27 March 2025, the COR helped organise the first Representative Advisory Bodies Day at the UvA, at the initiative of the Joint Works Council (GOR). The intention is to make this an annual event, to more effectively embed the representative advisory bodies within the organisation.

Message from the Central Student Council

The Central Student Council (CSR) looks back on 2025 as an important year for student representation at the UvA. Against the backdrop of financial pressures and national debates on internationalisation, the CSR worked to represent the interests of students and achieved tangible improvements for the university community. Through effective collaboration with the Executive Board, the CSR highlighted students' perspectives, raised areas of concern and provided valuable information to assist with policymaking.

The CSR is proud to have tackled several issues that directly affect students' everyday experiences on campus, making significant progress. After years of advocacy, the CSR has ensured that free menstrual products are available in every building for all students and staff members. We have also made ongoing efforts to expand and improve the contemplation rooms. The CSR is pleased to be able to make the campuses more liveable and welcoming, with attention to diverse needs.

Food affordability is another major area of concern for students on campus, and there were significant developments this year. After years of student lobbying and ongoing engagement, De Nieuwe Mensa (the new student restaurant) was launched as a pilot project, with the involvement of the CSR. This non-profit foundation, run by students, operates in the cafeteria of the Roeterseiland Campus (REC) and offers nutritious, plant-based meals at an affordable price. The project proved very successful and is in high demand among students. In addition, food provision at the UvA is going to switch to a new model, moving away from monopolistic arrangements and towards fairer, UvA-led contracts – an approach that student representatives have been advocating for a long time.

Throughout the year, the CSR worked intensively on the topic of collaboration with third parties, following protests on campus and wide-ranging debate within the university community. The CSR contributed to a policy that strengthens the University's approach to ethics, institutional responsibility and academic freedom. The sustained involvement of students, staff and the representative advisory bodies ultimately led to the University's decision to withdraw from collaborations with Israeli partners.

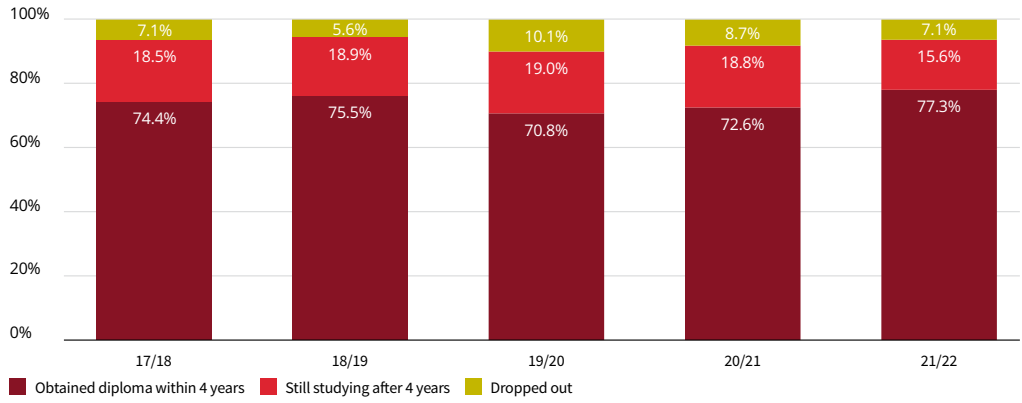
The past year was also a turbulent one for higher education, as the universities were facing cuts to their government funding. In the end, the well-attended student-led protests resulted in these damaging measures being repealed, allowing us to look forward to a promising future for universities in the Netherlands.

Finally, in May, the turnout for the student council elections rose to the highest level in recent years, although there is still a long way to go. The CSR continues to actively work to increase the visibility of the representative advisory bodies and strengthen student involvement in university decision-making. We look forward to 2026 with dedication and renewed energy.

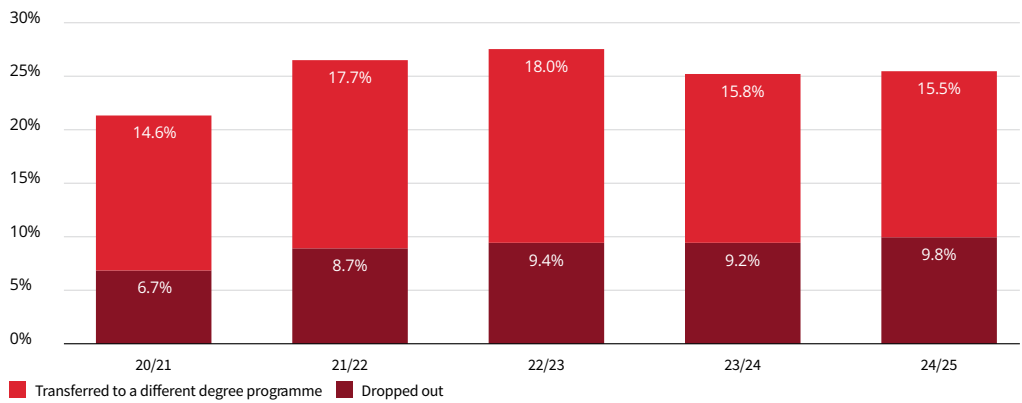


The UvA Teaching Awards are an important tool to reward lecturers and lecturer teams for their contribution to an inspiring learning environment. Each year, ambassadors in various categories are nominated by students and staff. An experienced and committed jury of UvA staff and students chooses the winners.

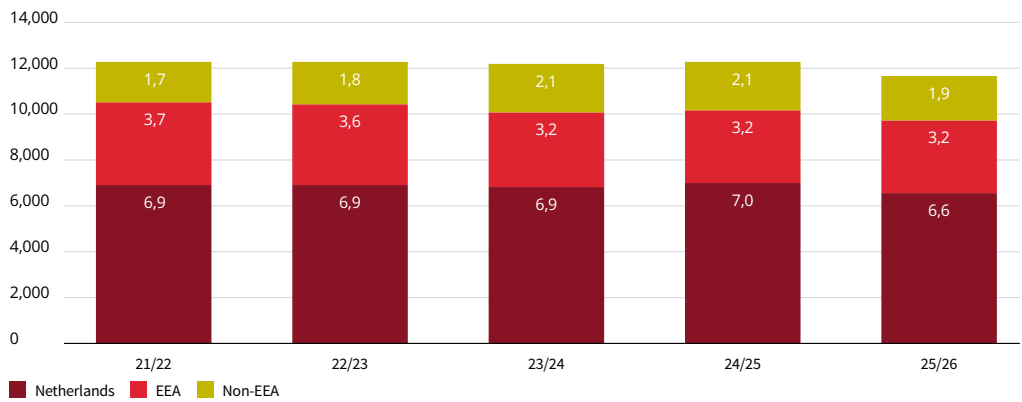
Study success rates in Bachelor's programmes after four years



First-year Bachelor's students dropping out and switching degrees



Trends in student intake numbers by origin (NL, EEA, non-EEA), First year at institution



3. Education, research and impact

In 2025, the UvA received a positive opinion from the NVAO for the Institutional Quality Assurance Audit (ITK). This was an important milestone that shows that strong quality assurance for our education is in place. It also marked the start of the development of a new vision on teaching and learning. The first contours of that vision are now in place. Academic citizenship is the common thread running through the new vision. We are also giving attention to ensuring a variety of student profiles to better match students' diverse interests.

Last year, we took important steps in the follow-up phase for our four strategic themes (see 3.2) for our research. These themes remain important in the new strategy as well, in which generative AI gets a lot of attention. We asked crucial questions about what this means for our education: not only for assessment, but also for curricula and for training students in AI.

Finally, important steps were taken in the review of the University-wide Framework for Collaboration with Third Parties, concerning collaboration with external partners in education and research.

1. Quality assurance and the institutional audit

The ITK takes place once every six years and assesses how we monitor the quality of our education. We received a positive final opinion in February 2025. Among other things, the committee found that our student-centred teaching was a strength. We have started working on the areas for improvement, including improving the coherence between the Vision on Teaching and Learning, the Strategic Plan and the University's policies. In this Management Report, we are reporting on our progress in addressing the recommendations.

RECOMMENDATION	SITUATION AT THE END OF 2025
<p>1. Policy processes – Pay attention to the sequencing and alignment of key policy documents. When implementing policies, ensure clear limits on the timelines for consultation processes.</p>	<p>In 2025, we launched a project to develop a new UvA strategy and a review of the UvA Vision on Teaching and Learning. The two projects will be pursued and developed in association with each other. We set out a timeline and sequence for establishing central and faculty policies (including education policies) in the Educational Quality Policy Framework, which was adopted in 2025.</p>
<p>2. PDCA cycle – Ensure a complete PDCA (Plan-Do-Check-Act) cycle by clearly recording agreed action points in all reports and indicating how these points were handled. Also give explicit attention to the action points arising from the periodic executive consultations.</p>	<p>To better record follow-up on action points, we have initiated various actions for each body. We have adjusted the formats of the annual reports of examinations boards and programme committees so that action points and their follow-up are clearly and uniformly recorded. The reporting from the periodic executive consultation cycle also gives explicit attention to follow-up on action points. The action points are displayed more clearly and are easier to identify. Based on our experiences, we will make further improvements to this process in 2026.</p>
<p>3. Explanation and context – Provide explanations, context and interpretation alongside information from UvA data so that it is more useful in consultation and decision-making cycles.</p>	<p>In 2025, we developed and started using a number of dashboards and reports. These dashboards make the relevant data more insightful and intuitive for different bodies, which in turn makes it easier to use the data in consultation and decision-making processes. The dashboard for the programme committees (Programme Committee Dashboard) is a good example of that. The same applies to the quality assurance dashboards. Degree programmes can easily download an annual report template with clear data tables from the dashboard. This saves time and promotes uniformity.</p>

RECOMMENDATION	SITUATION AT THE END OF 2025
<p>4. Connection – Monitor the balance between unity and diversity by ensuring that UvA-wide policies are incorporated into faculty policies and by maintaining a continuous connection between the central and decentralised organisational units.</p>	<p>By revising the UvA Strategy and the UvA Vision on Teaching and Learning alongside each other, we are taking the first step towards a clear connection. Once the UvA Vision on Teaching and Learning has been adopted, the underlying policy documents (including education policies) must be revised in line with the new vision. The faculties can then base their other policies and strategic plans on those revised policy documents. This cycle is also described in the Educational Quality Policy Framework, which was adopted in 2025.</p>
<p>5. Artificial Intelligence – Develop a central framework for AI policy that can be rolled out at the decentralised level and support this framework with adequate financial resources.</p>	<p>The central ‘Policy Framework and Guidelines on GenAI in Education’ document was adopted in April 2025. We held discussions with all faculties on translating the central policy frameworks into faculty policies. We organised knowledge-sharing sessions for the relevant parties (especially examinations boards).</p> <p>In addition, ‘GenAI in education’ was formulated in 2025 as a management priority for 2026:</p> <p><i>The follow-up programme ‘GenAI in education, research and operational management’ has been adopted and is being implemented.</i></p>
<p>6. Interfaculty collaboration – Ensure that interfaculty collaboration initiatives experience as few practical and organisational barriers as possible and free up structural funds in the budget for this purpose.</p>	<p>This issue was formulated in 2025 as a management priority for 2026:</p> <p><i>Recommendations have been issued on removing obstacles to interfaculty collaboration and implementation is underway.</i></p>
<p>7. Advisory councils from professional practice – Bring the tasks and responsibilities of the advisory councils from professional practice to the attention of the relevant stakeholders in a clear manner.</p>	<p>We included the tasks and responsibilities of the advisory councils from professional practice (WVARs) in the Educational Quality Policy Framework, which was adopted in 2025. During a tour of the faculties to explain this revised policy, the WVARs’ role was explicitly discussed. This included a discussion of how the WVARs can help degree programmes anticipate the impact of generative AI on the professional field of the future.</p>

2. Strategic themes

With the four strategic themes – responsible digital transformations, a healthy future, a resilient and just society, and sustainable prosperity – we want to contribute to solutions for the urgent and complex issues facing society. Academics from different disciplines and faculties come together to collaborate within those themes. We also have long-term collaborations with external organisations and partners. This increases the likelihood of attracting external funding.

In preparation for the new Strategic Plan, we completed the review of the strategic themes in 2025. Based on this review, a new governance structure was created. A programme council, theme coordinators and the Central Executive Council (as the steering committee) will jointly manage the strategic themes. In addition, we have made the tasks under each strategic theme clearer than in the old Strategic Plan. The focus is now more on the external environment.

Climate institute SEVEN

SEVEN is the UvA's climate institute. It draws together the knowledge of all seven faculties. In 2025, the research portfolio was expanded with new interdisciplinary projects. For example, Project SAIL is about encouraging meals with a smaller footprint during SAIL 2025. In the Just Art project, researchers are working on the role of art in climate awareness and options for action. The ABEL project focuses on converting low-value waste streams into sustainable materials. Health(ier) without PFAS aims to phase out PFAS in health care, using Amsterdam UMC as a living lab. In addition, new, externally funded SEVEN projects were announced at the end of 2025 that will start in 2026, such as Urban Climate–Health Nexus and From Beef to Bean (BETRUE).

3. Updating the Vision on Teaching and Learning

In 2025, we started developing a new Vision on Teaching and Learning. Academic citizenship is central to the new vision. The vision will set out how we will prepare our students for different opportunities in the future, whether in academia, in business or in the public sector. We will approach this using student profiles. The three core values in the new UvA strategy – curiosity, engagement and individuality – form the basis for the Vision on Teaching and Learning.

In April 2025, 200 lecturers, support staff, education management staff and students came together for the Vision on Teaching and Learning Forum. There, they worked on the principles for the new vision. In the autumn of 2025, we organised sessions for lecturers and students to discuss the Vision on Teaching and Learning and what it means in practice.

We collected feedback during the Education Day in November and from various bodies. We also discussed opportunities and obstacles for implementation. In 2026, we will finalise the vision and start implementation.

4. Lifelong learning

Learning doesn't stop once a student obtains a Master's degree. We therefore want to enable learning throughout a person's life. Under the name Education for Professionals, five faculties offer short courses for professionals on many themes, including multidisciplinary themes. In these courses, the faculties share the latest insights from research and professional practice with professionals. To support lifelong learning (LLO), we take part in the LLO Catalyst, a National Growth Fund project.

In 2025, we ran over 25 programmes under the banner of the UvA Academy. The number of participants grew by more than 30%. In total, nearly five hundred professionals participated in one of the courses or master classes.

5. Interfaculty collaboration

Interfaculty education

We want to strengthen collaboration between disciplines based on the strategic themes. We also want to further formalise interfaculty education, so that societal challenges can be better examined from the perspectives of different disciplines.

In 2025, we again allocated funds to support interfaculty degree programmes. We did so to establish partnership agreements, to give these degree programmes greater structural certainty. Several interfaculty degree programmes formalised their partnerships in 2025.

Research Priority Areas

Within the research policy, Research Priority Areas (RPAs) play an important role in promoting innovative interfaculty research initiatives. The aim of awarding RPA status is to develop highly innovative fields of research at the intersection of different disciplines. Since 2018, interdisciplinary collaboration for methodological and general academic innovation has been the central focus in the funding of the RPAs.

Two new RPAs started in August 2025:

- *'Shaping Interfaces between Science and the Public'*
Research in this area will focus on strengthening the relationship between science, citizen science, public debate and various professional practices.
- *'Building Interdisciplinary Team Science for Future Proof Higher Education'*
Research in this area will focus on data-driven fundamental and applied research, as well as research into policy and practice in higher education, with the aim of strengthening higher education.

In preparation for the 2026 review, the call for new RPAs has been temporarily halted. As a result, no new fields of research were selected in 2025.

Sustainability in education

In 2025, a great deal of work was done around integrating sustainability into education at the UvA. Examples include:

- **Visible Learning Paths Programme**
This programme helps degree programmes better align their curricula by making learning paths more transparent. For example, the Sustainability track in the programme supports degree programmes to structurally integrate sustainability competencies.
- **AUC – revision of learning objectives (2025 – 2026)**
The new learning objectives place a stronger emphasis on personal and social responsibility. One learning outcome explicitly focuses on recognising the impact of student actions on local, national and international communities, and on their responsibility to act ethically and with social awareness.
- **Amsterdam Green Campus / CROP XR Education**
This is a public-private partnership of the Faculty of Science that brings together education, research and practice in the field of sustainable agriculture and green innovation. This year, the Climate-Resilient Crops minor, covering climate-resilient and sustainable cultivation systems, was developed in collaboration with universities within the CROP XR Education work package.
- **Interfaculty Master's programme in Complex Systems and Policy (started in September 2025)**
This degree programme in the Faculty of Science focuses on complex societal issues, including major sustainability challenges, and their translation into concrete policies.
- **Faculty of Medicine – Professor of Sustainable Improvement of Healthcare Systems**
Through this professorship, we aim to make sustainability an integral part of healthcare policy, education and practice.

Sustainability in research

In 2025, we took important steps to embed sustainability more firmly in our research and its funding.

Impact agenda and interdisciplinary research

The Faculty of Humanities (FGw) is working on an impact agenda. Sustainability is the common thread, with themes such as relationships between humans and nature, technology, health and heritage. The faculty has also expanded its interdisciplinary collaboration with the new Environment & Society research group: Contestation & Governance. This group will focus on the historical and social dynamics around climate issues.

Sustainability-oriented research funding

The Sustainable Global Economic Law research group is a key component of sustainability research at Amsterdam Law School. The group is funded from the national Sector Plan for Law. The Law Hub launched the Impact Fund for Research in conjunction with the dean and the research director of the Amsterdam Research Institute for Legal Studies (ARILS). This fund will support researchers to achieve social impact. In the first round, four of the nine applications were approved. In 2024 and 2025, researchers from Amsterdam Law School and the Faculty of Economics and Business (FEB) were awarded multiple Veni grants with a strong sustainability focus.

Climate change and displacement

The Climate Change and Displacement project started in 2025. In this project, researchers from five faculties (Law, Science, Humanities, Economics and Business, Social and Behavioural Sciences) will work with international and civil society partners to study the relationship between climate change and forced migration. They will connect their academic knowledge to global issues concerning justice and mobility, thus contributing to a better understanding of the social consequences of climate change.

6. Technology profile

The Technology Profile Taskforce delivered its final report in the first half of 2025. In its report, the taskforce made recommendations on how to better include technology in both education and research, and on what is needed to do so. The taskforce outlined four main focus areas:

1. Embedding technology in all degree programmes.
2. Focusing on responsible technology through transdisciplinary degree programmes.
3. Establishing an Institute for Responsible Advanced Technology.
4. Setting up a number of Tech for Society Hubs.

The final report was discussed extensively within the academic community. The Executive Board is currently looking at how responsible technology can be properly embedded in the four strategic themes and the new UvA strategy. Indeed, national and global developments make it important for us to take a clear position and show what we can contribute.

7. Data Science Centre

The Data Science Centre was established to support interdisciplinary, data-driven and AI-related research. The centre is also building a university-wide expertise network. This goal was achieved during the first phase (from 2021 to 2025). In 2025, it was decided to continue the Data Science Centre for three more years (2026-2028). This will enable us to ensure that our data science and AI expertise and networks are structurally embedded.

The goals for this period are:

- Establish and support faculty and campus-wide hubs. These hubs will provide support for data-driven research across various subject areas and fields;
- Consolidate the expertise networks of affiliated researchers;
- Offer The Carpentries courses for digital research skills.

8. Open Science

Open Science is about principles and practices that make science as accessible as possible. Its core values are transparency and collaboration. We ensure that publications (open access), research data and other research outputs are made publicly available wherever possible. We also encourage collaborations with non-academics, including through Citizen Science. In addition, we recognise and reward open science. We have set these goals for a new Open Science programme for 2025-2029. A new Open Science Coordinator will implement this programme.

The percentage of articles by our researchers that are open access increased by 6% in 2024 to 93% (the figures for 2025 will not be known until 2026). This increase is due to the 'opt-out' system introduced in 2024. The library can also make closed-access articles available under the Taverne amendment (section 25fa of the Dutch Copyright Act).

Making data and other research information available is not possible without good Research Data Management (RDM). We therefore started revising the 2019 RDM guidelines in the second half of 2025. This is being done in close collaboration with the faculties, particularly data stewards and researchers.

9. AI in education

In January 2025, we launched the ‘Navigating the Ocean of Artificial Intelligence’ (NOKI) project. In Phase 1, the focus was on education and developing a common approach to using AI. We set up a project team to pursue this work. The output of the project team includes AI service provision (UvA AI Chat), a range of AI literacy training courses, and a policy framework and guidelines for the use of generative AI (GenAI) in education. The policy framework was adopted in May 2025 and was positively received. We then asked all faculties to identify areas of concern around the implementation of the framework. We also looked at what support would be needed for this implementation. We will continue this work in 2026 so that we can complete the PDCA cycle for this policy process.

The NOKI programme has also been included in the UvA budget for 2026-2028, to ensure continuity. By the end of 2025, we had laid the groundwork to broaden the activities around AI to include research, teaching logistics and operational management. Plans and decisions will be finalised in early 2026.

We collaborate intensively in the field of AI, including with Amsterdam University of Applied Sciences (AUAS), Npuls, SURF and Vrije Universiteit Amsterdam (VU Amsterdam). The UvA-VU taskforce advises the executive boards of both institutions on the use of AI in education. In 2025, the focus in the NOKI project was on implementing the three task force recommendations from 2024:

- Use a technical, legal and ethical AI checklist
- Encourage exploratory research into AI in education
- Encourage AI literacy among lecturers and students.

We also continued work on two new recommendations: one on the value of friction in teaching, especially in times of GenAI, and another on the need for targeted advice around research practice, since generative AI is profoundly transforming the entire research landscape and researchers need protection and support. These recommendations extended the collaboration within the taskforce to encompass the research domain.

10. Impact, valorisation and collaborations

We apply our knowledge to create social and economic value. We do this by working on impact and valorisation projects and by collaborating with civil society partners. For example, our scientists are helping cities prepare for increasingly frequent droughts due to climate change.

A number of long-term initiatives were started or continued in 2025. This includes the work of nine Impact or Business Developers and the Roeterseiland Campus Impact Programme (REC Impact). We also developed forms of collaboration – such as challenge-based learning, living labs and embedded research projects – to support partnerships in the Humanities.

We have set up projects to strengthen valorisation and impact within our university. These include the Amsterdam UMC sprint project ‘Inside-Out Valorisation’, the ‘Founders Space’ project for student entrepreneurship, the first Amsterdam UMC Valorisation Festival and the UvA-wide Impact Challenge. Three of our researchers were awarded a Faculty of Impact Fellowship by the Dutch Research Council in 2025.

At the European level, we collaborate on a number of research projects aimed at impact and valorisation. For example, as part of the ‘Allwaters’ consortium project, we are working with more than 50 partners in 24 countries to secure water as an essential resource.

At a regional level, the National Growth Fund project ‘Energy for Change’ is a great example of impact. In this project, we are working on the energy transition in industry. Our partners in this project include the Province of North Holland, Techport, the North Sea Canal Area Programme Office and the Amsterdam Economic Board.

At the municipal level, we collaborated regularly with the City of Amsterdam in 2025. In the ‘Multilingual Amsterdam’ project, we mapped the languages spoken in the city and developed an interactive language map. This map makes the value of this linguistic diversity visible and usable. We were involved in the new Canon of Amsterdam and in public activities such as the ToekomstTiendaagse (FutureFest) and the festival on the A10 ring road. We were also one of the

partners in the eXtreme Citizen Science Hub Amsterdam, which was set up to strengthen citizen science in the city and make it accessible.

11. Collaboration with third parties

A review of the Policy Framework on Collaboration with Third Parties 2022 was started in 2025. We wanted to broaden the framework to give staff more clarity around collaborating with external parties. Accordingly, the updated Guidelines on Collaboration with Third Parties were developed as a supplement and adopted in July 2025.

The framework and guidelines provide direction for formal partnerships in research, education, patient care and valorisation. These partnerships are recorded in signed agreements. The revised policy framework now also covers education, patient care and valorisation. The guiding principle is the connection between academic freedom and responsibility. We therefore assess collaborations individually, based on three dimensions:

1. Risk of contributing to armed conflict or gross and systematic human rights violations.
2. Risk to knowledge security or risk of misuse of knowledge for undesirable military or terrorist purposes.
3. Risk of contributing to an irreversible adverse impact on the environment, biodiversity, human health, cultural heritage or animal welfare.

Wherever possible, the guidelines place responsibility for identifying and evaluating the risks of both new and existing collaborations with deans, staff and relevant directors. Deans set policy at the faculty level and decide whether to enter into or continue a collaboration. The institution-wide Advisory Committee on External Collaborations (ACEC) provides support for complex or high-risk collaborations at the request of the Executive Board or the deans. The advisory committee issued advice in 16 cases in 2025. Five of these cases concerned the re-evaluation of an existing collaboration. The remaining eleven cases concerned new collaborations involving geopolitical risks (four cases), knowledge-security risks (four cases) and new collaborations involving partners from the fossil-fuel industry (three cases).

In 2025, this approach also led to a difficult decision on collaborations with Israeli partners. After careful consideration, the Executive Board decided not to enter into any new collaborations at this time. Risks relating to human rights, knowledge security and social responsibility were explicitly considered.

12. Internationalisation

Our teaching and research know no borders: academic content transcends disciplinary boundaries as well as national borders. Students and lecturers from different backgrounds are indispensable. They ensure that students develop into professionals who contribute to society with their academic knowledge and critical eye. By collaborating with fellow students and academic staff from different cultures, students learn to better understand each other's perspectives. This is especially important in a turbulent political (and geopolitical) context.

The same applies to research. We need expertise, complementary academic knowledge and infrastructure to develop our research on a global playing field. This is especially important for our interdisciplinary research themes on major societal challenges such as climate change, geopolitical instability, digitalisation and wellbeing. We therefore use internationalisation to improve the quality of teaching and research and strengthen the relationship between students and staff.

Balanced Internationalisation Bill and self-regulation

Following the introduction of the Balanced Internationalisation Bill (WIB) and the political debate around the proposed assessment of non-Dutch-language programmes (TAO), in 2025 the universities developed a proposal for self-regulation in conjunction with the umbrella organisation Universities of the Netherlands (UNL). In that context, all universities have committed to joint measures to control the intake of international students, including by limiting English-language tracks and implementing targeted capacity measures. The Minister subsequently decided to remove

the TAO for existing degree programmes from the bill and give universities space to implement these self-regulation arrangements.

The package of self-regulation measures includes an agreement to investigate whether the universities in the Randstad region can discontinue English-language Bachelor's tracks in Psychology, so that, in time, this degree programme will only be offered in Dutch in this region. In addition, new enrolment quotas and intake restrictions have been proposed for a number of degree programmes in the Faculty of Economics and Business, mainly targeting English-language tracks. With this package, the universities expect to achieve a marked decrease in the number of international students in the Bachelor's phase, on the basis of which the Minister removed the TAO for existing degree programmes from the WIB.

The provisional intake figures for 2025-2026 show that for Bachelor's programmes, the student intake from both EEA and non-EEA countries has fallen by over 6% compared with 2024-2025. The decrease is particularly evident for degree programmes in the faculties of Humanities, Social and Behavioural Sciences and Science.

Our participation in UNL's self-regulation approach posed a difficult management dilemma and provoked critical responses from some degree programmes. At the same time, this joint approach contributed to the Minister of Education, Culture and Science adding a Memorandum of Amendment to the WIB, recording the agreements made regarding greater scope for customisation in the existing range of Bachelor's programmes. This will allow us to largely continue our broad range of bilingual Bachelor's programmes, within the new legal framework and in line with our vision of internationalisation.

International partnerships

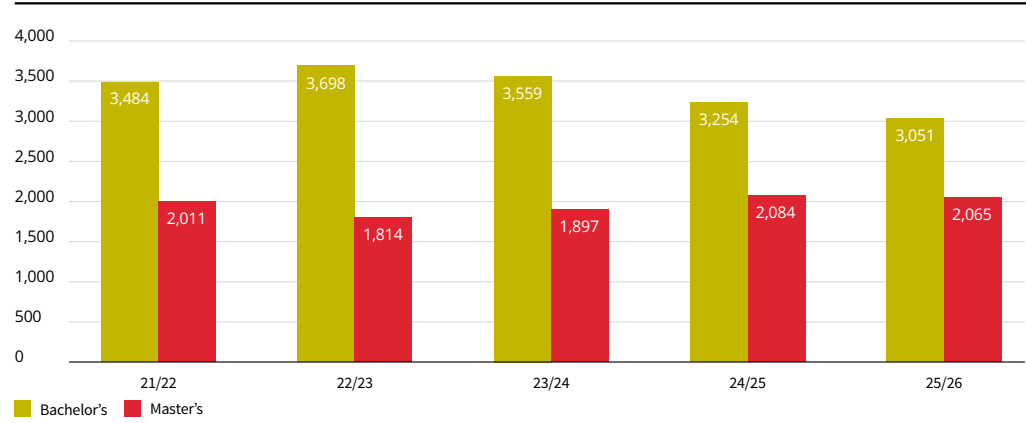
We consider international collaboration to be an essential part of the exchange of ideas and academic development. It is an indispensable resource for quality in teaching and research. We have long collaborated internationally at many different levels, from exchange agreements to European research projects. In international networks, we collaborate with other universities to promote our common interests.

In 2025, we strengthened our strategic commitment to the European network 'League of European Research Universities' (LERU) and the global Universitas21 (U21) network. In LERU, together with our partner universities, we played an important role in advocacy towards the European Commission. Among other things, this led to a draft for a new research framework programme within the Multiannual Financial Framework (MFF). In U21, a new strategy for the network was launched in 2025. We contributed to the position on knowledge diplomacy and the importance of global academic collaboration in a turbulent geopolitical context.

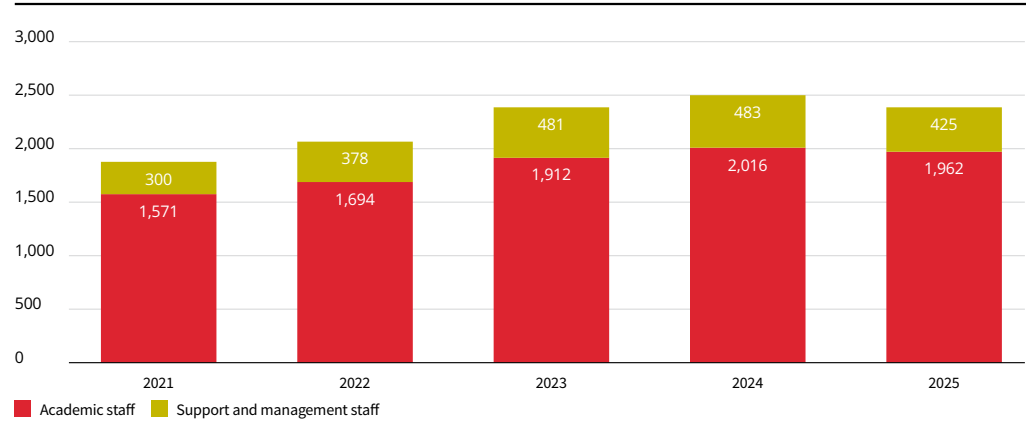
In addition to these university networks, in 2025 we chose to maintain and improve a new method of placing students with partner universities. Since the introduction of this method, we have been able to place more students with partner universities and faculties abroad.


Finally, we worked to raise awareness among our staff of the ethical and moral aspects of collaborations. This is especially important due to political and geopolitical developments and to ensure the academic freedom, responsibility and safety of all students and staff.

International student intake (general Bachelor's + Master's, first year at institution)



Number of international staff employed (academic staff and support and management staff)





The internship pact provides opportunities for senior secondary vocational (MBO) students and connects them with the city and the educational institutions. Several secondary vocational students are already doing internships at the UvA, including Sofie van Veen. 'There are lots of prejudices: people say vocational students are lazy and can't handle tasks at a higher level. At the UvA, my experience is the opposite. Everyone thinks I'm doing a great job.'

4. Operational management, accommodation and sustainability

Operational management at the UvA encompasses all the support processes that make education, research and valorisation possible. These include finance, HR, ICT, purchasing, facilities services and accommodation. Within these components, we spend money carefully, efficiently and transparently. We consider risks, costs and the provision of services to students, staff and partners.

To achieve this, management has prioritised a number of actions. These include the implementation of the Sustainability White Paper, the ViDi programme and the review of the Accommodations Plan. We have also been working on new house rules and a new code of conduct, a new vision for food and drink, a new enterprise service management system and better information security.

1. Programme to improve internal service provision (ViDi)

To respond effectively to changes in academia and society, we need to organise our internal service provision flexibly and efficiently. Accordingly, in 2025 we worked to reduce our operational management costs. We did so because our financial headroom is set to shrink over the coming years. At the same time, office space needs to be used more intelligently, more efficiently and in a more future-proof way. This will allow us to support hybrid working and reduce costs.

The aim of the ViDi programme is to reduce the costs of internal service provision. This will free up more than €20 million of structural funding for education, research and valorisation. Through ViDi, organisational units and operational staff areas are assisted to make savings without a detrimental effect on quality.

One initiative is the Efficient Use of Office Space programme. This programme focuses on reducing the amount of floor space used for offices. At the same time, we are taking measures to improve the quality of the working environment and ensure it more closely aligns with needs within the organisation.

2. Accommodation strategy

Our accommodation strategy is based on the principle that our university is a pleasant place to study and work. We are therefore developing vibrant urban campuses that strengthen education, research and valorisation. Our buildings should promote community building, collaboration and casual encounters. To respond to changing space requirements and higher costs, a good balance between quality, affordability and flexibility is important.

Review of Accommodations Plan

In late 2024, it became apparent that the need for work space and study space is going to decrease in the future. Ongoing accommodation projects were also found to go beyond the schedule and budget. This put pressure on long-term affordability. In 2025, therefore, we reviewed the accommodation strategy, including re-examining the spatial and financial frameworks. The new Accommodations Plan provides a better balance between quality, floor space and affordability, giving us sufficient flexibility to respond to future developments. The review of the Accommodations Plan will be completed in the spring of 2026. In 2025, we took the following important steps:

- University Quarter: Substantial readjustment of investments on a building-by-building approach for Binnengasthuis 5 (BG5) and Oudemanhuispoort (OMHP). We have significantly reduced the construction budget and created a more compact real estate portfolio.
- Operation and maintenance: Distinction made between internal accommodation (operation under the Accommodations Plan) and a strategic real estate reserve (buildings with external income or a possible sale).

- **Divestment:** Decision to sell the old University Library (UB Singel building); in time, consideration will be given to divesting other buildings to fund the Accommodations Plan.

Campus development and projects

University Quarter

In 2025, after years of preparation, the new University Library was opened. The new library is viewed positively and is seeing a lot of use. In the follow-up phase, we will focus on resolving residual issues and damage reports. Development of the University Quarter was temporarily halted in mid-2025, pending the review of the Accommodations Plan. After that review, we will restart the renovations of OMHP and BG5. When we do, we will focus on simplification, functional quality and appropriate image. This approach will make the project less complex and reduce financial risks.

Roeterseiland Campus

In 2025, for the first time in years, no major construction work took place at the Roeterseiland Campus (REC). However, we did look at the future distribution of positions and reducing the amount of floor space used for offices. The first step is to investigate the possible relocation of the Executive Staff, among other units, to the REC in early 2027. Preparations for the new University Sports Centre (USC) in REC JK are on schedule. The USC is expected to be ready for use in 2026.

Amsterdam Science Park

LabQ, the new quantum physics and technology hub at the Science Park, is strategically important for the Faculty of Science and the UvA. An updated and improved proposal was developed and submitted for a decision in early 2026. The risk of grid congestion has been reduced by moving the QN labs from the Science Park to the REC. This has significantly reduced the power demand from LabQ and improved the heat/cold balance at the REC. In June 2025, it was decided to reinvest in Building 904 at the Science Park. The aim is to maintain the quality of the building and make adjustments resulting from changes in user needs. The work will take place in phases while other parts of the building remain in use, which means the project will take longer.

Management, maintenance and sustainability improvements

The performance of major maintenance is again behind schedule. There are several reasons for this, including capacity shortages among market parties, delays in those parties' tendering procedures, multi-year project lead times, and discrepancies between initial estimates and the actual costs required. We are taking steps to strengthen asset management and improve the capacity to carry out maintenance. In 2025, we launched a fire safety programme after stricter enforcement. We do fire safety checks more often and give high priority to resolving issues.

Sale proceeds

By mid-2025, we had completed the sale of the Le Coin hotel operation. The proceeds of the sale were higher than the valuation and forecast, so the sale was a success.

3. New house rules

We want to make working and studying as attractive as possible. This requires house rules that allow for discussion and debate while respecting everyone's fundamental rights. The existing house rules from 2015 were outdated and did not include rules on demonstrations. This meant that new rules were required to deal with behaviour and demonstrations in UvA buildings and grounds.

Once the Executive Board had decided to update the house rules and code of conduct, we worked closely with the CSR and COR over the past academic year to draw up these documents.

We provided a comprehensive explanation of the new house rules and rules for demonstrations, including more detail on the proportionality principle in enforcement action during demonstrations. This principle means deciding on a case-by-case basis whether to enforce the rules, including when one of our buildings or part of our grounds is occupied or protesters stay overnight. A new version of the draft house rules was sent to the Central Works Council (COR) and Central Student Council (CSR). We are currently working on a final version, which we will also submit to the COR and CSR.

4. Enterprise Service Management

As a large educational organisation, we need to organise our operational management efficiently and effectively. High-quality education is possible only when ICT and operational processes are well organised.

In 2025, we introduced ServiceNow as a new Enterprise Service Management (ESM) system. This integrated system supports the shared services and faculties. Processes are now better aligned and problems can be solved quickly and effectively.

Our expectation was that the new ESM system would automatically lead to more uniform processes. Due to the tight schedule and the importance of uninterrupted service provision, this is not feasible at the moment. Harmonisation and further improvements will therefore be pursued in the next phase.

5. Information security

We are heavily dependent on properly functioning ICT facilities. This dependence makes us vulnerable and creates risks. Inadequate information security could lead to serious disruptions for teaching, research and operational management.

In 2025, we worked on raising awareness of information security and privacy among staff and students. We strengthened our vision and strategy and incorporated awareness into existing improvement programmes. We also sent out communications about current cyber threats and safe digital behaviour. We were allocated central funds to raise awareness, and the cyber crisis protocol was applied during the annual crisis exercise. In addition, several threat assessments were published and the revised Information Security Policy was adopted. Finally, governance was strengthened and internal and external audits were performed, along with an audit on quality control. The above actions have made the organisation more resilient.

In 2025, the foundations were laid for timely and demonstrable compliance with new and existing information security laws and regulations, in particular the Cybersecurity Act (Cbw). We performed an impact scan for this purpose and also prepared measures to improve the incident management process. This laid a foundation for complying with the new reporting requirements and duty of care that will take effect once the Cbw is passed. It is also a step towards professionalisation of the Computer Emergency Response Team in 2026.

Progress of the VIBE programme

Through the VIBE programme, we have been gradually improving information security since 2024. That means responsibilities are clear, processes are established and we are demonstrably in control.

In 2025, we took important steps:

- We ensured better awareness and understanding of VIB and strengthened information security control.
- Guidelines with a clear review and adoption procedure were delivered.
- We worked to strengthen the role of the information security officers (ISOs).
- We identified the most important applications ('crown jewels').
- We began designing the central system where policies, processes, responsibilities and measures will be brought together. This will allow ownership and management to be allocated more clearly.

6. Sustainability

As well as researching and teaching about sustainability, we work every day to make the University itself more sustainable. We believe it is important to take the limits of the planet into account in our operational management. This ambition requires structural decisions in our buildings, purchasing, ICT, waste streams and mobility. By 2040, we want to be fossil free and comply with the Paris Climate Agreement, with Paris Proof campuses (less than 70 kWh per square metre per year) and significantly lower energy use.

We set five goals with specific actions in the sustainability white paper to ensure sustainability on a structural basis and increase our contribution. These goals form the core of the UvA's sustainability policy and are as follows:

- Towards a fair environmental footprint: 25% reduction in five years.
- The UvA has an active sustainability community.
- All our degree programmes pay appropriate attention to sustainability.
- At the UvA, all students can develop and specialise to become pioneers in sustainability.
- We contribute to a sustainable world through our research.

Buildings and energy

For real estate and energy, we are making good progress towards the goals set out in the white paper. The measures from our Energy Transition Road Map are being implemented. In addition, gas consumption is falling and total energy use in 2025 was 125 kWh per square metre (gas and electricity combined). In the short term, this means we are still on track to reach the Paris Proof target of 70 kWh per square metre with fossil-free buildings. However, meeting this final target remains difficult. This is partly due to our listed buildings which are difficult to insulate, delayed renovations, funding cuts and grid congestion. That grid congestion decreased slightly in 2025.

For new buildings and major renovations, we focus on energy-efficient buildings and circular construction. For example, the new University Library is gas free, the heritage façades are insulated and the covered atrium acts as a 'climate buffer zone,' limiting heat loss. Solar panels have also been installed on the roofs.

Our solar panels supplied 1,059 MWh of electricity in 2025. This is a marked increase from 824 MWh in 2024 and represents 3.1% of our total electricity use. Our target of 10% in-house generation can be reached only if we can achieve larger-scale generation, for example with ground-level solar panels or a wind turbine. So far, these options do not appear to be possible. We are therefore focusing on additional facilities, at the REC and the Science Park. At these sites, we want to put solar panels on undeveloped land, in combination with battery storage. This will help us to generate more electricity ourselves and reduce grid congestion.

In campus development, we emphasise nature inclusiveness and circularity. To increase biodiversity at the REC, a green borders pilot was carried out in 2025. For renovations, we increasingly work with reused, recycled or renewable materials. We also recorded the lessons from the Science Park building LAB42 and the renovation of REC-P in guidance documents. LAB42 received the European Design Steel Award for sustainability in 2025.

Circularity, purchasing and ICT

In 2025, we took steps to use fewer raw materials and produce less waste. In the tendering procedure for printing equipment, we decided to almost halve the number of printers. We also worked on circular procurement for furniture, with greater deployment of reused and refurbished products.

Within ICT, we are focusing on longer use of hardware, more sustainable purchasing and a better understanding of the footprint of cloud services. In January 2026, around 33% of laptops had been in use for more than five years (compared with 18% in the 2001 baseline measurement). Since the end of 2025, users are able to replace an ICTS-managed laptop after six years instead of five years. We expect the proportion of laptops in use for more than five years to rise further over the next few years. The service life of around 1,100 switches has also been extended from 6 to 7 years. That yielded a CO₂ reduction of about 13%. In addition, further work was carried out in 2025 on a better way to calculate the energy use of the cloud. We also looked into a more efficient configuration of subscriptions to save energy and reduce costs.

Waste, food and mobility

In 2025, we focused on re-use and better waste separation, which improved the purity of waste streams. Staff and employees produced a combined 783 tonnes of waste in 2025. That is below our target of 792 tonnes for 2026. The largest waste streams in 2025 were residual waste (443 tonnes; 57%) and paper and cardboard (145 tonnes; 19%). This is followed by swill (46 tonnes; 6%),

confidential paper (24 tonnes; 3%) and glass (23 tonnes; 3%). We also collected and separated medical waste, construction waste, plastic, drink cartons and electrical equipment. In 2025, 28% of waste was recycled and 68% was recovered in the form of energy.

In the first three quarters of 2025, 44% of waste was used as a raw material. We aim to increase this to 60% through sorting trials, additional process steps and subsequent separation by the waste management company. From 2026, paper towels will be collected separately. This should yield a 5% reduction in residual waste.

We will continue to replace animal products with plant-based and vegetarian products. In 2025, 48% of the revenue from catering (refreshments provided and paid for by the UvA) came from plant-based products (up from 29% in 2024). The proportion of meat consumption was 4%. In the restaurants, the proportions in 2025 were virtually the same as in 2024. 65% of the revenue was from meat-free products. Of these, 23% were plant-based and 42% were vegetarian.

With regard to mobility, our goal is to fly less, especially to destinations that are accessible by train. To see what the measures we take are achieving, an accurate analysis of the environmental footprint of our flights is needed. We are therefore performing a new measurement focusing on air travel.

Finally, a new purchasing policy has been adopted. The policy requires sustainability to be a standard consideration in large tendering procedures, with an expert assessment.

7. Food and drink

High-quality and affordable food and drink create vibrant campuses where students and staff enjoy studying, working and spending time together. At the same time, sustainability ambitions are playing an increasingly important role: lower CO₂ emissions, more plant-based proteins and less food waste.

The contracts with Cirfood (food outlets, vending machines, retail and catering) expire at the end of 2026. We will use that opportunity to update the joint UvA and AUAS vision for food and drink and the model for collaboration with partners. We will do this in line with the strategy for campus development, sustainability and inclusiveness. Research among students and staff members shows that affordability, value for money and variety – including in catering and vending machines – are the main aspects that need to be improved. The quality and affordability of restaurants and catering must therefore become demonstrably better.

We will continue our strong support for local businesses (around 60% of food and drink are already locally sourced) and build on it. We aim to provide a broad, inclusive range of food and drink to suit different dietary preferences and budgets. Healthy, nutritious options are also available.

The current model with Cirfood as the main contractor is ending. We will replace it with a management model in which we manage the entire service provision in conjunction with AUAS. This means:

- After the tendering procedure, contracts will be entered into directly with businesses and suppliers.
- A management partner will help with the operational management.
- The operation of the various hospitality outlets will be the responsibility of independent businesses.

This will give us more influence over sustainability, inclusiveness and the price/quality ratio. It will also allow us to respond more flexibly to trends and changing needs.

8. Good governance

As a publicly funded institution with a social mandate, we consider transparency and accountability for governance to be important. This is why Dutch universities have drawn up their own Code for Good Governance.

We have set out additional guidelines and agreements in the Management and Administration Regulations. This includes the formal positions of the Supervisory Board, the Executive Board and

the faculty governance bodies. The governance model explains how the University and its various bodies function.

The report of the national committee on the Code for Good Governance was released in 2025. Its conclusion was that the Code provides a good guide for the actions of university executive officers. However, ongoing dialogue around good governance, an ambition since 2019, has failed to get off the ground. The Executive Board and Supervisory Board are concerned by this conclusion. They will ensure that topics relating to good governance, such as division of roles, responsibilities and integrity, appear on the agenda more often, both for their own meetings and for meetings with the representative advisory bodies. The actions of board members are regularly evaluated. This happened, for example, after the deployment of a Central Crisis Response Team and in meetings between the Executive Board and faculties. In those evaluations, we reflected on collaboration and the operation of the governance model.

The new University Library in the University Quarter opened its doors in 2025. The building combines a heritage appearance with modern facilities for study and research. It has become a central meeting place for the university community, as well as the pride of the University Quarter.



5. Financial analysis

1. 2025 financial result

The UvA ended 2025 with a positive financial result of almost €36 million. The budget had assumed a small loss of €1 million. At first glance, this seems like good news: the University's financial position looks stable and healthy. However, the result was affected by one-off windfalls and restraint. That caution translated into underspending in several areas.

One-off windfalls and caution in spending

The high result was largely due to a number of one-off items. For example, the sale of a building yielded around €15 million.

In addition, there is great caution within the organisation around incurring expenditure. This has led to less money being spent than planned in several areas. This restraint is understandable at a time of government funding cuts and declining student numbers. At the same time, it means that funds are not always spent on time for the purposes for which they were intended. An obvious example is the maintenance of university buildings. Planned maintenance work is not always performed on time. This brings risks: it could be detrimental to the long-term quality and sustainability of the buildings, and deferred maintenance can actually lead to higher costs later on. It is therefore important that we do not wait too long to make necessary investments.

Additional funds for workload reduction and talent development

The additional funds allocated late in the year by the Ministry of Education, Culture and Science for workload reduction and talent development were spent in a targeted way by the faculties. They were mainly spent on starter and incentive grants for researchers and lecturers. This significantly reduced the previously budgeted deficit for these grants, created more scope to attract new talent and allowed the faculties to slightly reduce workloads.

Table 5.1 – Analysis of the result

ANALYSIS OF THE RESULT		2025
<i>Consolidated result</i>		35.8
<i>Incidental factors impacting the result</i>		
Write-down of real estate design costs	-8.7	
Write-down of system development costs	-0.6	
Sale of building	15.8	
Correction to valuation of share in results of associates for previous years	2.3	
Total from incidental factors impacting the result		8.8
Operating result excluding non-recurring items		27.0
<i>Deviations from the 2025 budget</i>		
- Lower government grants (more funding for high workloads and talent policy, lower spending of balance of grant money)	-2.8	
- Higher revenue from tuition fees	3.4	
- Higher income from contract research and teaching and income from other sources	8.7	
- Fewer FTEs, partly offset by higher hiring costs	3.9	
- Underspending on maintenance	15.1	
- Lower depreciation and other accommodation costs	5.3	
- Under-utilisation of other expenses and undistributed funds	7.8	
- Higher interest income	2.7	
- Lower share in results of associates	-3.7	
- Balance of other movements (affiliates)	-2.7	
Elimination of the other deviations		37.7
- Difference between consolidated and non-consolidated results		-37.7
Budgeted operating result 2025 (non-consolidated), excluding €10.0 million from sale of real estate		-11.3
		-11.3

Table 5.2 – 2025 Consolidated statement of income and expenses

INCOME	ACTUAL 2025	BEGROTING' 2025	ACTUAL 2024	EXPENSES	ACTUAL 2025	BUDGETED' 2025	ACTUAL 2024
Government grants	694.2	696.1	664.3	Staffing costs	925.6	749.8	832.2
Tuition fees	160.6	157.2	146.0	Depreciation	49.7	47.6	53.5
Income from work performed for third parties	394.8	150.2	298.7	Accommodation expenses	72.0	80.2	76.9
Other income	48.0	35.8	28.2	Other expenses	221.3	167.8	182.1
Total income	1297.6	1039.3	1137.2	Total expenses	1268.6	1045.4	1144.7
				Financial income and expenses	6.1	3.0	8.3
				Share in results of associates	0.7	1.8	0.4
				Minority interest	-	-	0.1
				Overall result	35.8	-1.3	1.3

¹ The budget figures are UvA non-consolidated figures and exclude income and expenses from contract research and teaching by the Faculty of Medicine satellite organisation.

The actual figures are UvA consolidated figures and include actual income and expenses from contract research and teaching by the Faculty of Medicine satellite organisation totalling €209 million.

Table 5.3 – Consolidated balance sheet as at 31 December 2025

ASSETS	31/12/2025	31/12/2024	LIABILITIES	31/12/2025	31/12/2024
Fixed assets					
Intangible fixed assets	2.1	2.5	Equity	397.7	361.9
Tangible fixed assets	605.2	615.6	Provisions	47.4	41.5
Financial fixed assets	22.9	19.3	Non-current liabilities	161.1	168.9
	630.2	637.4	Current liabilities	467.0	448.7
Current assets					
Stocks	1.0	0.1			
Receivables	90.6	83.5			
Cash and cash equivalents	351.4	300.0			
	443.0	383.6			
Total assets	1,073.2	1,021.0	Total liabilities	1,073.2	1,021.0

The positive annual result was added to the reserves, including the Accommodations Plan reserve. This means the positive result can be used to help finance future investments. The non-consolidated Solvency I ratio increased from 34.6% to 36.8% last year. The UvA uses internal alert thresholds to monitor the state of affairs around solvency and enable agreements on numerical trends. For the internal alert values for the Solvency II ratio (equity plus provisions/total assets), the UvA applies 38% as the lower limit and 44% as the upper limit. The Inspectorate applies a minimum threshold of 30%.

2. Internal policy on reserves

At 0.4, the UvA's normative public equity remains well below the Inspectorate's alert threshold of 1.0. At the end of 2025, €241.7 million of the UvA's equity was earmarked as a general reserve. The faculties, service units and other organisational units collectively have a public special-purpose reserve with a total value of €98.8 million. An overview of the public special-purpose reserves is included in the annex to the 2025 Annual Statement of Accounts.

The general faculty reserves are above the standard of 10% of revenue established in the internal financial management regulations. They therefore have an adequate buffer. In addition, the faculties have used positive balances to create special-purpose reserves. The special-purpose reserve for real estate administration is the equalisation reserve for the implementation of the Accommodations Plan and asbestos removal.

3. Financing

In 2002, the UvA took out loans to finance the Accommodations Plan. The loans were used for the new Faculty of Science building and the renovations and new construction at the Roeterseiland Campus, among other projects. The loans had lengthy terms, which was appropriate for the long-term nature of the accommodation investments. The loans are being repaid at around €7 million each year. At the end of 2025, the loans totalled €169 million.

The UvA's operating cash flow was positive in 2025, thanks in part to a positive result from normal operations and a substantial level of depreciation (which is counted as a cost but does not involve expenditure). The operating cash flow is used for investments and regular debt repayments; the positive difference benefited the cash position.

The UvA's financing portfolio is in compliance with the Treasury Statute. In November 2016, the Treasury Statute was brought into line with the recently re-issued 'Regulations for Borrowing, Investing and Derivatives' from the Ministry of Education, Culture and Science. The consolidated Annual Statement of Accounts includes explanatory notes on the loans under non-current liabilities. The UvA has not entered into any derivative contracts.

In terms of the loan portfolio, the Treasury Statute stipulates that the UvA must ensure that it has sufficient short and long-term cash facilities at its disposal to implement its plans. This also requires a commitment to ensuring a reasonable degree of assurance regarding the long-term interest expenses arising from the accommodation plans. The UvA ensures that only part of the financing obtained is subject to the variable money market interest rate. Around 70% of the contracted loans are subject to long-term fixed interest rates for various maturity periods.

4. Policy on benefits

As a self-insurer for the purposes of the Unemployment Insurance Act (Werkloosheidswet, WW), the UvA benefits from good management of the costs of unemployment benefits paid to former employees. Last year, we worked on clarifying the different roles and making the relevant data accessible. Preparations were also carried out for a project to make further improvements and savings in the chain. These will include preventing unemployment, shortening the WW period and obtaining insight into possible control measures, including the financial scale.

5. Executive Staff remuneration and expense claims

Please refer to the Annual Statement of Accounts for details on this topic.

6. Quality Agreement funds

The final report for the Quality Agreement programme (2019-2024) was prepared in 2025. The final report stated that a large part of the funds remaining at the end of 2024 would be used in the second part of the 2025-2026 academic year. At the end of 2025, the faculties had special-purpose reserves of €3.9 million in total. These funds will be used in 2026 to improve educational quality.

7. Clarity

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

- *Outsourcing components of government-funded education to a non-government-funded (private) organisation*
The UvA did not outsource any components of government-funded education to private organisations in 2025, apart from education in the context of exchange programmes. These programmes are based on reciprocity; there are no costs attached. The exchange programmes are listed in the annex at the end of this management report (see Annex 4). In total, almost 1,400 UvA students took part in an exchange.
- *Funding for international students*
At the UvA, international students are enrolled as students only if they fully comply with the rules of procedure set out in the Enrolment Provisions. Enrolled students are eligible for government funding only if they fully comply with the relevant laws and regulations.
- *Funding of tailor-made programmes*
The UvA does not offer or develop any tailor-made programmes funded by third parties.

8. Policy rule on investing public funds in private activities

General

It is the UvA's policy to offer private activities on a cost-recovery basis, using a full-cost model. Part of the decision-making process within the UvA when starting activities is understanding the extent to which the activities will cover the full costs and the extent to which the risks have been identified. The extent to which the activities will contribute to education and research is also discussed in the decision-making process. Only activities that have a strong connection to the University's public-interest task and that genuinely add value are developed and implemented. The UvA thus makes a conscious decision about which activities are a good fit for the University and which are not. Since 1992, it has grouped activities in the latter category under UvA Ventures Holding BV. UvA Ventures Holding BV makes expertise and academic innovation available to the market and society by establishing or participating in companies, thus contributing to the UvA's valorisation objective. Relations between the UvA and UvA Ventures Holding are commercial in nature and form. Since the introduction of the policy rule, the UvA has invested no public funds in UvA Ventures Holding. The same applies to investments in the other consolidated parties.

Reporting table

The reporting table below shows the investments of public funds in the UvA's private activities in the 2025 financial year. Item 7 includes the income and expenses of UvA Ventures Holding bv. The UvA subsidises the University Sports Centre (USC) Amsterdam Foundation for student and staff sport, as well as subsidising study associations. The USC has a strategic partnership with the UvA, aimed at jointly ensuring that sport adds value to the UvA's primary process by supporting the wellbeing of students and staff. This subsidy (€3.1 million in total for 2025) is not included in the reporting, as the Minister has allowed it to be financed from the University's resources (letter of October 2025). The UvA is closely following discussions on the use of public funds for student facilities. If it becomes necessary in the future to alter the policy and financial arrangements, the UvA will take a closer look and make adjustments where possible. For 2025, a course of action consistent with that followed in 2024 was adopted, with sports activities being excluded from the reporting table.

In the table, the invested public funds refer to the government-funded staff, floor space and facilities used by the UvA to carry out the private activities. The income refers to the external funds received by the UvA to carry out private activities. The costs relate to the total costs incurred by the UvA. Related party transactions between the UvA and the consolidated parties have been eliminated; the comparative figures for 2024 have been adjusted accordingly.

Tabel 5.4 – Investerings met publieke middelen in private activiteiten 2025

TYPE OF ACTIVITY	TOTAL EXTERNAL INCOME 2025	AMOUNT OF INVESTED PUBLIC FUNDS 2025	TOTAL COSTS FOR 2025	TOTAL EXTERNAL INCOME 2024*	AMOUNT OF INVESTED PUBLIC FUNDS 2024*	TOTAL COSTS FOR 2024
1 Contract teaching	20.5	17.6	22.5	16.4	11.9	17.8
2 Contract research	0.4	0.1	0.4	-	-	-
3 Housing	2.3	0.7	2.9	1.5	0.7	0.7
4 Services	10.4	11.1	11.1	7.6	8.7	8.7
5 Sale	14.8	0.5	0.5	-	-	-
6 Secondment	1.8	1.8	1.8	2.8	2.8	2.8
7 Valorisation	17.3	-	20.0	19.5	-	19.8
Total	67.5	31.9	59.2	47.8	24.1	49.8

* = adjusted for comparison purposes

Further explanations for each activity are given below.

1. Contract teaching

In organisational terms, contract teaching takes place within the faculties of the UvA. It is the UvA's policy to offer private activities on a full cost-recovery basis, using a full-cost model and including a risk premium; this policy also applies to contract teaching. Part of the decision-making process within the faculties when starting new contract teaching activities is understanding the extent to which the activities will cover the full costs and the extent to which the risks have been identified. The policy is based on the principle that there should be no structural financial reliance on public funds. In addition, the extent to which the activities will contribute to government-funded education and research is an important consideration in the decision-making process. Only activities that have a strong connection and genuinely add value are developed and implemented. All contract teaching carried out at the UvA by the faculties makes a positive contribution to the UvA in both substantive and financial terms. The faculties periodically analyse the risks and results, and make adjustments where necessary to ensure that value continues to be added. The financial result from this activity is used by the faculties to invest in teaching and research.

2. Contract research

The UvA receives grants for many research projects. As the policy rule does not apply to the spending of grant funds, these research projects do not fall under the requirement to report the investment of public funds in private activities. For contract research projects where no grant is involved, the policy is to charge at least the full costs, meaning there is no structural investment of public funds. Contract research is developed and carried out by the faculties, which also perform the statutory tasks of teaching, research and valorisation. Public and private activities exist side by side, with private tasks performed as an extension of public tasks, adding value to them. Contract research projects are managed by the projects offices of each faculty and are included in faculty risk management. Risk management is an integral part of the planning and control cycle. This means that the faculty boards and research directors identify risks for the relevant activity and put in place the required risk management measures. In 2025, €100,000 of public funds was spent on contract research.

3. Housing

This is an activity that takes place within the UvA. The UvA Student Services (StS) service unit is responsible for managing this activity. The UvA helps students, PhD candidates, postdoctoral researchers and other academic staff find their way in the increasingly competitive Amsterdam housing market. In line with policy and based on the added value that support provides to these groups, the UvA has a number of agreements with different housing providers. As with students, it is of great importance to the UvA that young staff have access to suitable housing at the start of their employment. The UvA offers short-term and long-term accommodation for the duration of a research project or visit. Under UvA policy, a fee is paid to cover the vacancy costs that would otherwise be borne by the UvA. This applies to both student housing and housing for young staff members. In 2025, the staffing costs paid from public funds were €700,000. The StS director monitors implementation in accordance with the agreements and reports to the Executive Board in the regular planning & control cycle. The StS controller reviews compliance with the agreements and the associated financial settlements. Periodically, there is an evaluation of whether the activities and financial compensation are still appropriate, including as part of the risk management process that is performed annually within the UvA.

4. Services

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

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

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

Although valorisation is a statutory task, universities do not receive funding for it. Accordingly, private revenue is obtained to perform this task. In addition to the financial benefits, renting out temporarily vacant spaces also has the goal of providing accommodation for valorisation activities such as start-ups. This makes it easier for start-ups to find accommodation, giving them a higher chance of success. For the purpose of collaborating with start-ups, it is also beneficial for both parties if they are on campus, close to the primary process.

The activities listed in the reporting table cover the private part of the UvA's valorisation activities. This includes REC Impact and the Law Hub and the renting of space there, as well as various collaborative activities at the Amsterdam Science Park (ASP). The ASP is a hub for education, research and knowledge-intensive businesses. Many valorisation activities take place in collaboration with other parties, including in the field of AI. Arrangements have been made to settle start-up costs and results. The use of government funding also covers valorisation feasibility studies; these produce benefits that offset part of the cost.

The Services category also includes €300,000 in income from merchandise sales. The merchandise is sold at full cost in the shop located in Spui square, as well as through the UvA's online shop and the museum shop. The revenue from the espresso bar

(€100,000) in the museum also falls under the service activities. In 2025, an amount of public funding matching the revenue was used for this purpose. In addition, the UvA provides floor space to the caterer for the purpose of providing food for students and staff on the campuses. The caterer pays a fee per square metre and a kick-back fee, but these fees are lower than the internal settlement rate. This is a deliberate choice, made with the aim of investing in high-quality and affordable food services for students and staff. The contribution from public funds in 2025 was €300,000.

5. Sale

In 2025, the UvA sold a building that had been used for a private activity until the time of sale. The sale of this building ended the private activity. The result of the sale was €14.8 million, which was added to the UvA's public equity.

6. Secondment

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

Land development

The UvA also carries out private activities in which no public funds are invested, such as land development as part of the ASP area development project. Since no public funds are being used, these activities do not need to be included in the reporting table under the policy rule. The joint land development with Amsterdam City Council will come to an end in 2026.

9. Administrative Agreement funds**Starter and incentive grants**

In accordance with the Administrative Agreement, a starter or incentive grant can be spent by the researcher at any time within a six-year period. From 2025, no new funds will be allocated to the UvA. The reporting in the Annual Report relates to the faculty allocations and the expected spending of the funds that remain available.

Table 5.5 – Starter and incentive grants awarded up to and including 2025 for unfettered research (including Medicine and ACTA*1)

UNFETTERED RESEARCH	2023	2024	2025
Starter grants awarded	80	103	9
Incentive grants awarded	125	122	4
Amounts of incentive grants awarded			
<= €50,000	45	39	
€50,001 - €100,000	8	6	
€100,001 - €150,000	53	46	4
€150,001 - €200,000	7	16	
€200,001 - €250,000	6	1	
€250,001 - €300,000	6	14	
>= €300,000			
Distribution of grants by researcher category			
<i>Starter grants</i>			
University lecturer	80	103	9
<i>Incentive grants</i>			
Professor	34	39	4
Senior university lecturer	46	38	
University lecturer	45	41	
Other academic staff (e.g. university medical specialists, other academic research staff)		4	

Distribution of grants by discipline and gender

	M/F	M/F/X	M/F
<i>Starter grants</i>			
Nature	3/0	8/8	2/3
Health care	5/7	1/2	
Law	8/6	7/5	3/0
Behaviour & Society	13/29	11/20	
Language & Culture	8/11	19/16/1	0/1
Various times	1/1	0/5	
Total	38/54	46/56/1	5/4

<i>Incentive grants</i>			
Nature	3/4	20/15	0/1
Health care		0/4	0/1
Economy	28/9	14/5	2/0
Law	15/19	19/16	
Behaviour & Society	21/20	13/10	
Various times	3/3	3/3	
Total	70/55	69/53	2/2

STARTER GRANTS FORECAST (X €1,000)	2026	2027	2028	2029	2030	2031
1. Research facilities	181	201	153	31	20	-
2. Appointment of researchers or research support staff (temporary)						
PhD candidates	16,161	15,936	11,469	4,455	945	38
Researchers	757	571	197	103	103	-
Other academic staff	1,623	1,223	686	428	120	-
*3. Increasing grant holder research time (permanent)						
University lecturer	1,875	1,646	1,169	731	197	41
Total	20,597	19,578	13,675	5,748	1,386	79

INCENTIVE GRANTS FORECAST (X €1,000)	2026	2027	2028	2029	2030	2031
1. Research facilities	440	228	76	31	-	-
2. Appointment of researchers or research support staff (temporary)						
PhD candidates	4,735	4,359	2,364	353	-	-
Researcher (postdoc)	1,118	165	35	-	-	-
Other academic staff	12	-	-	-	-	-
Support staff	163	58	12	7	-	-
*3. Increasing grant holder research time (permanent)						
University lecturer	795	526	484	276	37	-
Other academic staff	1,483	1,491	1,302	148	58	10
Total	8,746	6,828	4,273	815	95	10

*¹) ACTA is a partnership between the University of Amsterdam (UvA) and Vrije Universiteit Amsterdam (VU Amsterdam). VU Amsterdam is responsible for the administration. The total number of grants that ACTA has awarded is included in the number of grants. The financial figures include only the UvA share of the grants.

*²) The government grant for the Faculty of Medicine is transferred to Amsterdam UMC, which is responsible for the administration of this faculty. The actual amount of expenses includes all actual expenses charged to the non-prescriptive grant funds (on the balance sheet) in the reporting year, as well as the funding for high workloads and talent policy and the Bontenbal funds that also came out of the prescriptive government grant."

*³) This relates to the expenses of the individual grant holder.

*⁴) The table shows the average actual indirect costs in 2023-2025 per grant; this is the average across all awarded grants, including those for which no costs have yet been incurred. The percentages show the proportion of these indirect costs compared to the actual grant expenses in 2023-2025, thus enabling a realistic presentation of the ratio between the grant funds spent in this period and the indirect costs. If the actual indirect costs over the full term exceed 20% of the grant amount, the UvA will reimburse the excess via a supplementary contribution, so that a minimum of 80% of the grant amount always remains available to the grant holder for direct spending from the grant.

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

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

The comprehensive cost model consists of the following components:

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

Sector plans

In the sector plans, the universities make joint agreements for focused, cohesive strengthening of education and research. The plans outline the concrete approach and funds the sector as a whole will use to fulfil the shared commitment to seizing key opportunities and addressing the main constraints. The sector plans are developed into more specific plans for each university. The following tables show the actual spending figures and the funds still available up to and including 2025.

Table 5.6 – Funds allocated and spent under the Administrative Agreement up to and including 2025

SECTOR PLAN	BALANCE 2024	ALLOCATED 2025	SPENT 2025	BALANCE 2025
Social Sciences and Humanities	6,113	11,527	10,166	7,474
Science	7,641	5,415	4,577	8,479
Subtotal	13,754	16,942	14,743	15,953
Medicine and Health	4,114	5,917	6,027	4,004
Total	17,868	22,859	20,770	19,957

Table 5.7 – Deployment of FTE staff to achieve objectives; cumulative figures to end of 2025

SECTOR PLAN	BUDGETED FTE 'S	ACTUAL FTE 'S
Social Sciences and Humanities	90	83
Science	33	31
Subtotal	123	114
Medicine and Health	45	54
Total	168	168

Student wellbeing

The mental wellbeing of students in higher education is under pressure. In recent years, institutions and students have worked to improve student wellbeing, including under the National Education Programme. In addition, the Ministry of Education, Culture and Science has been providing funds since 2023 under the Administrative Agreement on Higher Education for an integrated approach to student wellbeing. Institutions implement this approach in practice using the student wellbeing framework, which was developed at the national level.

Table 5.8 – Student wellbeing

STUDENT WELLBEING	AVAILABLE AT END OF 2024	ALLOCATED 2025	SPENT 2025	AVAILABLE AT END OF 2025
Strengthening central part of supervision structure	286	511	546	251
Strengthening sense of belonging	113	115	105	123
Student wellbeing project leader	56	90	108	38
Coordination of student social safety	-	-	-	-
UvA care	-	109	128	-
Total	455	825	887	412

Strengthening the central part of the guidance and support structure and UvA care

The additional capacity among student psychologists was maintained, keeping the waiting time for a first appointment to within two to three weeks. In addition, customised workshops were offered within training programmes to strengthen the connection between the wellbeing theme and education. The use of student assistants to support students with ASD was continued. The expansion of hours for the student counselling team was continued and, in collaboration with the Safety and Security team, further action was taken to implement a guide for the supervision of concerning behaviour in students. In terms of mental wellbeing, the collaboration with other universities of applied sciences and research universities in the Caring Universities project continues, enabling students to access Moodlift's online modules. Through the student doctors, access to medical care for students is assured, and internal and regional policies for students in areas such as suicide prevention are being developed.

Strengthening the sense of belonging

The results of student surveys, as well as the International Student Barometer, show that students have difficulty finding an association or student community that is the right fit for them. The advice from students on how to reduce loneliness and improve a sense of connection has largely been implemented. One example is Campus Connect Week, in which students can get to know different student communities in an accessible way. Development of an association quiz has also begun and will continue in 2026. Increasing engagement and a sense of connection among students remains an important focus area on which more work is needed.

Student wellbeing project leader

The project leader has continued efforts to raise student awareness of services and to lower the barriers to seeking support. In addition, various activities on the theme of wellbeing were organised in collaboration with students, including a wellbeing week and facilitating casual encounters between students at a Christmas lunch on Boxing Day. Collaboration with teaching staff also took place through student surveys on the theme of wellbeing, and recommendations were formulated for a UvA-wide framework to develop a vision on the duty of care and the student guidance and support structure.



#TechTuesday was created in 2025. Every Tuesday, the UvA LinkedIn page features a tech story from the Faculty of Science. This gives scientists a bigger stage as well as raising the UvA's tech profile.

6. Financial continuity and long-term forecast

Like all universities, the UvA has to deal with both internal and external dynamics and high levels of uncertainty. Political debates, including on the government grant and geopolitical tensions, affect teaching, research and valorisation.

It is clear from the 2026 Budget that in financial terms, this will be a transition year. The 2026 budget year forecasts a small deficit, but this is acceptable given the financial health of the UvA, which was strengthened by the positive annual result for 2025. The long-term estimates included in the 2026 Budget are subject to significant uncertainties due to declining student numbers and the threat of funding cuts. It is possible that the funding cuts will be dropped or reduced in the new coalition agreement. At the moment, this is still too unclear and uncertain to quantify. This will be taken into account in the 2027 budget process.

Coping with the expected decline in revenue will require careful and sometimes difficult decisions. In the 2025 Budget and the 2026 Framework Letter, we have already included various measures to cope with the government's cuts, including:

- Ending the internal allocation of starter and incentive grants.
- Lower indexation adjustments to education funding and prices in the allocation model.
- Not making indexation adjustments to research funding and prices until the deficit in the allocation model has been addressed.
- Measures to limit the impact of declining student numbers on revenue.

Temporary additional funding for high workloads and talent policy is easing the financial pressure for the time being. The new starter grants included in the government grant from 2025 will also help. The expectation is that the number of FTEs will increase over the next few years and then decrease, linked to the expiry of grant funds and the funds for high workloads and talent policy. Cost savings, such as those found through the ViDi programme (a €24 million reduction in costs over the long term), will also make an important contribution. Some of the savings depend on the strategic decisions made in the new Accommodations Plan. By using fewer square metres of floor space, we will gradually vacate more buildings. Disposing of these buildings will be a precondition for financing future investments and renovations.

2026 Budget and 2027-2030 long-term budget

The continuity section is based on the 2026 Budget, as adopted by the Executive Board and approved by the Supervisory Board. This includes the long-term estimates. The continuity section substantiates the assumption that the organisation can continue its activities for the near future (at least 12 months). The continuity section is based on the forecast for 2025. For the continuity section in this Annual Report, we have updated the annual figures.

The long-term financial estimates are based on forecasts issued in the autumn of 2025 by the faculties, service units and other organisational units. The projected student numbers are in line with those included in the 2026-2029 long-term budget. For 2030, we used the same numbers as for 2029.

The tables provide a summary, in millions of euros, of the 2025 Annual Statement of Accounts, the 2026 Budget and the 2026-2029 long-term estimates. This includes the relevant financial ratios. The figures are non-consolidated figures.

Table 6.1 – 2026-2030 long-term budget and actual 2025 figures

OPERATING INCOME (AMOUNTS X €1 MILLION)	2025	2026	2027	2028	2029	2030
Government grants (Ministry of Education, Culture and Science)	693.3	730.2	714.5	701.3	686.3	686.3
Other government grants and subsidies					-	-
Tuition, course, lecture and exam fees	160.6	165.3	165.6	162.7	160.4	160.4
Income from work performed for third parties	153.3	152.9	149.0	151.7	155.2	155.2
Other income	39.5	29.7	29.5	28.7	30.6	30.6
Total income	1,046.7	1,078.1	1,058.6	1,044.4	1,032.5	1,032.5
Staffing costs	738.3	786.9	773.4	758.9	749.9	742.1
Depreciation	46.4	46.0	46.8	45.1	45.8	53.8
Accommodation expenses	69.8	82.9	79.6	78.8	77.2	77.2
Other expenses	160.2	171.5	166.5	166.0	163.8	160.4
Total expenses	1,014.7	1,087.3	1,066.3	1,048.7	1,036.8	1,033.5
Net income and expenses	32.0	-9.2	-7.7	-4.3	-4.3	-1.0
Financial income and expenses	5.7	1.9	2.7	2.9	2.9	0.4
Non-recurring income and expenses	0.0	0.0	0.0	0.0	0.0	0.0
Result	37.7	-7.3	-5.0	-1.4	-1.4	-1.4
Tax	0.0	0.0	0.0	0.0	0.0	0.0
Share in results of associates	0.5	1.0	1.4	1.4	1.4	1.4
Result after tax	38.2	-6.3	-3.6	0.0	0.0	0.0

Table 6.2 Forecast figures

FORECAST FIGURES	2025	2026	2027	2028	2029	2030
- Academic staff (FTE)	3,701	3,945	3,878	3,808	3,766	3,766
- Support staff (FTE)	2,513	2,679	2,633	2,586	2,557	2,557
- Executive Board and management (FTE)	54	57	56	55	55	55
Total staff (FTE)	6,268	6,681	6,567	6,448	6,378	6,378
Students	44,005	43,146	42,492	41,835	41,302	41,302

Accommodation

The new Accommodations Plan will be completed in mid-2026. In drafting the new Accommodations Plan strategy, difficult choices were made with regard to the real estate portfolio, with acceptable accommodation costs and stable and predictable price developments. This will enable us to keep our real estate portfolio manageable and affordable, and support our strategic ambitions. The long-term estimates in the continuity section incorporate the investments from the 2026 Budget.

ICT investments

Due to the funding cuts, we have limited scope in the ICT Projects Portfolio for new projects. Ongoing investments in teaching, research and operational management will continue. Information security remains important and the existing plans will continue. We are also investing in GenAI, for which new initiatives will start next year.

Key financial figures and financing

Based on the plans in the budget, the Solvency II ratio remains well above the alert threshold applied by the Inspectorate of Education. It also remains within our internal range of 38% to 44%. This applies throughout the forecast period, provided the investment plans and the associated need for external financing proceed as expected. For the next few years, we can finance accommodation investments from our current liquidity. After that, we will have to seek external financing. The cash

flow statement assumes new loans will be taken out in 2028 and 2029, if borrowing capacity is sufficient. The amounts for accommodation investments are based on this assumption. In 2026, we will have to make specific decisions about how to use the available investment budget.

The liquidity ratio remains at or above 0.5. This is the alert threshold used by the Inspectorate of Education for universities. In the long-term estimates, we provisionally assumed around €120 million in new loans between 2026 and 2029. Liquidity is €57 million higher than expectations when the 2026 Budget was drawn up. This is partly due to a higher result and fewer investments. We will take this into account when updating the financing of the Accommodations Plan.

The debt service coverage ratio (DSCR) is well above the minimum threshold of 1.0 agreed with the banks. However, new loans in 2028 and 2029 will push the DSCR below 2.0. This is not desirable, as it leaves relatively little cash flow for new and replacement investments after interest and repayments. These days, banks apply a higher DSCR as a lending condition, likely around 1.25. Therefore, if we want to take out new loans in the future, we need to leave enough leeway in the DSCR. The expected decline in the DSCR is acceptable for now, but it should not be further reduced after 2030. This will not directly affect our operating income after 2029, but it will reduce the investment budget in that period.

Our normative public equity remains well below the alert threshold of the Inspectorate of Education for excessive reserves.

Table 6.3 2026 – 2030 long-term forecast for the non-consolidated balance sheet and actual figures for 2025

BALANCE SHEET (AMOUNTS X €1 MILLION)	2025	2026	2027	2028	2029	2030	
Intangible fixed assets	1.3	1.3	1.3	1.3	1.3	1.3	
Tangible fixed assets	589.6	606.6	638.8	694.1	740.9	785.8	
Financial fixed assets	58.6	59.9	61.6	63.3	65.0	66.7	
Total fixed assets	649.5	667.8	701.5	758.3	806.8	853.9	
Stocks	0.1	0.1	0.1	0.1	0.1	0.1	
Receivables	86.6	86.6	86.6	86.6	86.6	86.6	
Marketable securities	-	-	-	-	-	-	
Cash and cash equivalents	313.4	266.4	199.6	179.2	164.8	159.2	
Total current assets	400.1	353.1	286.3	265.9	251.5	245.9	
Total assets	1,049.6	1,020.8	987.8	1,024.2	1,058.3	1,099.8	
General reserves	242.2	242.5	243.2	245.8	247.3	247.3	
Special-purpose reserves	143.2	136.5	132.3	129.7	128.2	128.2	
Other reserves and funds	0.9	0.9	0.9	0.9	0.9	0.9	
Total equity	386.3	380.0	376.4	376.4	376.4	376.4	
Provisions	46.9	46.9	46.9	46.9	46.9	46.9	
Non-current liabilities	161.1	153.5	145.9	195.3	241.2	282.7	
Current liabilities	455.3	440.9	419.0	406.0	394.2	394.2	
Total debt capital	663.3	641.3	611.8	648.3	682.3	723.7	
Total liabilities	1,049.6	1,020.8	987.8	1,024.2	1,058.3	1,099.8	
FINANCIAL RATIOS	THRESHOLD VALUE	2025	2026	2027	2028	2029	2030
Solvency I	≥ 30%	36.8%	37,2%	38,1%	36,8%	35,6%	34,2%
Solvency II	38%-44%	41.3%	41,8%	42,9%	41,3%	40,0%	38,5%
Liquidity	≥0.5	0.9	0,8	0,7	0,7	0,6	0,6
DSCR	≥1.0	5.4	3,0	3,3	2,6	1,9	1,9
Alert threshold for excessive reserves	≤1.0	0.4	0,4	0,4	0,4	0,4	0,4



UvA professor Sennay Ghebreab is using AI to make public transport accessible for Amsterdam residents from every corner of the city.

7. Risks and risk management

1. Internal risk management and control system

In accordance with the *Code for Good Governance in Dutch Universities*, the Executive Board ensures a properly functioning internal management and control system.

Governance structure

The manner in which our university is governed is described in the Governance Model, the Management and Administration Regulations and the Faculty Regulations. These documents also specify which powers are delegated to the various management units.

Three Lines

We use the Three Lines model. Management (the Executive Board, deans and supervisors in the faculties and service units) is the first line and responsible for realising our ambitions. The second line is professional support, which generally comprises staff departments filled with professionals. The third line is the independent auditor.

Executive consultation

In periodic executive consultations (PBOs), the Executive Board and faculty management discuss the progress of plans and projects. In doing so, they consider faculty strategic plans, operational management and teaching logistics. They also look at the financial impact of external and internal developments.

The Central Executive Council (CBO) is the designated body for consultation between the Executive Board and the deans. The focus is on collaboration and key strategic and policy issues on which the Executive Board will shortly be making a decision. In periodic consultations (POs), the Executive Board and the management of the service units discuss direction, needs, plans and risks in relation to support for teaching, research and operational management.

2021-2026 Strategic Plan

The faculties translate the objectives set out in the Strategic Plan into their faculty plans, while the service units incorporate the ambitions into their own strategic plans. We also set management priorities each year, describe them in detail and monitor our progress towards them. We discuss the goals and results in executive consultations.

Planning and control cycle

We use a monthly closing system. In addition, all organisational units produce quarterly reports based on a set format, reporting on operational management and progress against the budget. At the end of the year, we include the results in the Annual Report and Annual Statement of Accounts. The long-term investment agenda, with financial and other frameworks for accommodation, ICT and other investments, is part of the planning and control cycle. The framework letter and budget are part of the budget cycle and include a risk section on the key financial risks.

Project management

We include quality assurance as a standard element of our project management. We regularly report on and evaluate risks. We assess progress on the basis of financial and other frameworks.

UvA-wide risk overview

The Risk Management Framework helps ensure a common language and overview are applied within the organisation. It is the basis for the risk management system. The Executive Board discusses the university-wide risk overview internally as well as with the Supervisory Board.

Fraud risks

We identify and manage fraud risks at a detailed level. We set out measures in process descriptions, which are then included in risk analyses. In risk analyses, we look at different focus areas, such as risks around information security and administrative processes. Examples include breaches of authorisations and failure to clearly separate functions. These risks are included in the central risk database and form part of our risk management.

Risk appetite

We decide how much risk we are willing to take based on the type of risk. For safety and security risks and compliance with laws and regulations, the appetite for risk is virtually nil. There is more scope to take risks around strategy, policy and academic autonomy. This applies, for example, to new research initiatives or a refresh of the programme portfolio. After identifying risks and analysing their likelihood and impact, we carefully choose management measures to reduce the risk to an acceptable level.

2. Key risks and management measures

Our biggest risks mainly relate to funding cuts and a deteriorating geopolitical situation. These risks can often only be managed to a limited extent and require adjustments in teaching, research, valorisation and strategy. We consider the risks around knowledge security, information security and digitalisation to be high. Where possible, we take internal measures to reduce the impact of risks to an acceptable level.

The risk overview below summarises the biggest and most socially relevant risks from the university-wide risk overview and the central risk database.

Key for the risk overview below:

In the overview, we have included a description of the inherent risk and an estimate of the likelihood and the impact on our university. This estimate comprises the likelihood (L) that the risk will materialise (1 = significant, 2 = high and 3 = very high) and the impact (I) that the risk could have (1 = significant, 2 = high and 3 = very high). We have also shown the residual risk.

The likelihood and impact displayed are an estimate of the possible negative impact after the implementation of management measures. Because there are only three weighting levels for likelihood and impact, the inherent risk and residual risk may have the same score, even though the risk may have decreased within the risk category. The total (L x I) is the likelihood multiplied by the impact. It is expressed as a number, then given a colour as follows:

Green (1 or 2): no action required;

Orange (3 or 4): action is desirable to reduce the risk;

Red (6) or **dark red** (9): immediate action required.

Below the risk overview, we have provided an explanation of the risks including management measures. These management measures are necessary to minimise the probability of the risk materialising and the negative consequences if it does.

3. Risk overview

DESCRIPTION OF RISK	LIKELIHOOD	IMPACT	KXI	LIKELIHOOD	IMPACT	KXI
	INHERENT RISK			RESIDUAL RISK		
Quality of education and research						
1 <i>Uncertainty and funding cuts in government policies</i> – Strategic	3	3	9	3	2	6
2 <i>Reduced student intake due to WIB and other factors</i> – Strategic / Financial / Compliance	3	3	9	3	2	6
ICT, information security, privacy and knowledge security						
3 <i>Breach of knowledge security and/or far-reaching knowledge security regulations that substantially restrict teaching, research and academic freedom.</i> – Strategic	3	3	9	2	3	6
4 <i>Breach of sensitive data and information security</i> – Continuity	3	3	9	2	3	6
5 <i>Insufficient digital sovereignty</i> – Strategic	2	3	6	2	3	6
6 <i>Non-compliance with General Data Protection Regulation (GDPR)</i> – Compliance	3	2	6	2	2	4
Staff						
7 <i>Unrealistic task loads, insufficient workload reduction</i> – Continuity	3	3	9	2	3	6
8 <i>Being unable to attract staff</i> – Strategic	3	3	9	2	3	6
Accommodation						
9 <i>Organisational units unable to reduce their use of space</i> – Financial	2	3	6	2	2	4
10 <i>High costs and complexity of the real estate portfolio</i> – Financial	3	2	6	2	2	4
Geopolitical situation						
11 <i>Social safety – radicalisation, polarisation, threats</i> – Safety	3	3	9	2	3	6
12 <i>Controversial collaboration</i> – Safety	3	2	6	2	2	4

Explanation of the risks in the risk overview:

- Policy decisions by the outgoing government have worsened funding for education, research and valorisation, putting pressure on short and long-term budgets. Research by PwC Strategy (2021) showed that more research funding is needed to reduce workloads and improve the ratio between education and research income. That ratio has since been put under further pressure by partially reversed budget increases and potentially insufficient indexation. That could have the effect of a funding cut in disguise. Unpredictable government policies, including the possibility that the government could renege on promises, increase uncertainty in long-term planning and strategy. New decisions included in the coalition agreement in early 2026 may mitigate this risk, but require further details and strategy. We will monitor them closely and incorporate them into the budget cycle. We are focusing on efficiency and reduced expenditure through the ViDi project and a stress test on university-wide service units.
- The Balanced Internationalisation Bill, demographic decline and a shortage of affordable student housing may reduce the intake of Dutch and international students. As a result, overall student numbers may fall short of expectations, reducing the government grant and tuition fees. This would put pressure on revenue, liquidity, profitability and solvency. At the same time, costs for support and accommodation do not fall in proportion to student numbers, leaving less money available for teaching and research.

Universities have submitted a proposal for self-regulation, which has likely resulted in the assessment of non-Dutch-language programmes being removed for existing programmes. A different approach in this regard was announced in the coalition agreement in early 2026. We are monitoring and incorporating developments in the student intake and accommodation requirements in the budget and in the review of the Accommodations Plan. In doing so, we are aiming for a smaller and more flexible real estate portfolio.

3. Breaches of knowledge security could lead to the undesirable transfer of sensitive knowledge and technology, covert influencing of education and research and inappropriate use of knowledge ('dual use'). The government is currently developing additional laws and regulations. These include the Screening Bill and the designation of sensitive technologies for which additional measures are required. These developments will affect our operational management, academic freedom and the recruitment of academics and students.

We conduct awareness programmes and have set up a knowledge security advisory committee. We also provide input in government consultation rounds at the national level, as well as through our European networks, including feedback on policies and suggestions for adjustments where necessary. For the implementation of the updated guidelines, we have established a long-term knowledge security plan. This focuses on risk mitigation, compliance with legislation and maintaining academic freedom. In addition, we have established an action framework for threats to specific groups and individuals within the UvA, to counteract influence on research and research results and protect academic freedom.

4. We ensure that all organisational units comply with information security standards. By doing so, we reduce the risk of a sensitive data leak and disruption to the continuity of our organisation. However, the risk of a breach remains. Quick and careful handling, with the right staff members being involved, is therefore essential. Incidents and the response to them are systematically evaluated.

We conduct regular audits using the SURF assessment framework. We also follow improvement plans and an improvement programme to reach the desired maturity level. Employees receive awareness training, and in innovation programmes we safeguard privacy and security measures. We destroy data in a timely manner. We have a Computer Emergency Response Team (CERT) to limit the impact of intrusions, we have a Responsible Disclosure policy and we take preventative measures such as multifactor authentication and using a VPN. We are also rolling out risk management organisation-wide.

5. Greater dependence on external (big tech) companies for ICT services, education, data access, data analysis, storage and publishing, creates risks. These include financial lock-ins, unreasonable contract demands and price increases. This complicates necessary digital innovations for teaching and research. It could also threaten business continuity if suppliers limit their service provision or tighten conditions due to geopolitical tensions.

We are actively raising awareness about digital sovereignty within and outside the organisation, including through research conducted by the IViR and by having the Central Information Security Officer (CISO) include this topic in the Cybersecurity Assessment. With the implementation of the cloud strategy, we are focusing on alternative, preferably European, cloud platforms. At the request of the Executive Board, we are developing an assessment framework. This will ensure that any digital service provision is aligned with the University's core values; digital sovereignty is explicitly included. In ongoing projects and tendering procedures, digital sovereignty is one of the formal assessment criteria.

6. The GDPR regulates the processing of personal data to protect data subjects. Failure to comply could lead to negative consequences for data subjects and fines/reputational damage for the University.

To manage this risk, we have appointed privacy officers and set up a privacy organisation. The 2025-2027 long-term plan, which sets out the steps towards further development of the

maturity level, has been drafted and is being implemented. The privacy organisation includes the Data Protection Officer, central and decentralised privacy officials and a privacy lawyer. We give staff and students sufficient information to be compliant by raising awareness and giving instructions.

7. The Labour Inspectorate has found that academic staff at all universities have high, and often excessive, workloads. There are several reasons for this. Funding cuts will increase workloads even further. As unrest and uncertainty increase, it is expected that both workloads and perceptions of them will increase.

A 'Psychosocial occupational stress' improvement plan has been drawn up. This builds on the results of the Workload Committee, and also includes improvement measures to reduce perceived high workloads and work-related stress. We will continue to implement the improvement plan over the coming year. Following the visit by the Dutch Labour Inspectorate, we will review the improvement plan.

8. It may be difficult to recruit candidates for specific positions, especially positions for which there is a shortage in the labour market or where there is domestic or international competition. As a result, there may be insufficient high-quality capacity to meet educational demand or provide other services.

Attracting and retaining staff are among the priorities of the HR programme. We are working to build up expertise and capacity in recruitment, staff education and training. We have set up a recruitment organisation, revamped the job vacancies website and developed a weekly job vacancy newsletter. In 2025, we focused on the internal labour market, to harness UvA talent for vacancies as much as possible. We have set up a learning and development organisation that is working to professionalise and expand the range of training and education courses on offer.

9. If we are able to achieve the desired space reduction on time, in the future the real estate portfolio will be larger than planned. As a result, the costs of the Accommodations Plan will increase and we will exceed the Accommodations Plan ratio. This could have a detrimental impact on funds for education and research

To manage this risk, we have strengthened the ViDi programme 'Efficient use of office space' and are investigating whether financial incentives could be introduced.

10. Accommodation projects can experience delays and budget overruns due to price increases, grid congestion and changing municipal requirements. This could lead to higher costs or the inability to finance investments, and additional maintenance costs for existing buildings.

The review of the Accommodations Plan allows us to limit many real estate risks. We will mainly do this by reducing the complexity of University Quarter projects and making judicious choices regarding the size of the portfolio and the reduction of maintenance costs. The adjustments to the University Quarter projects (BG5 and OMHP) will create new implementation risks. The financial impacts will be taken into account in the Accommodations Plan. We will limit project risks through strict project definitions, focused control and monitoring and phased decision-making. This will allow us to make timely adjustments to planning and measures. Sustainability is a separate part of the Accommodations Plan. In the event of grid congestion, we will relocate units with high capacity demand to locations with available grid capacity and encourage smarter energy use within the contracted amount of power.

11. Social discontent, polarisation and radicalisation – partly due to the current geopolitical situation – are also evident within our academic community, including in threats to individuals. Without intervention, the number of incidents and risk of escalation may increase

We can take targeted action based on scenarios for specific forms of polarisation and violence. We are committed to early detection, timely interventions and measures to limit escalation and its consequences. We will provide protection and support to threatened individuals and

groups. We will also tighten policy frameworks where necessary and systematically monitor incidents.

12. When research is set up, it may involve subject matter or Dutch or international partners that are considered controversial. The research results could be used unethically. We therefore want to make careful choices about who we collaborate with, to avoid unethical use of knowledge and research results wherever possible. At the same time, we want to ensure that stopping collaborations does not affect the quality of teaching and research.

We have set up an advisory committee to support faculties and researchers with these types of issues. Together with the 'Advisory Committee on Collaboration with Third Parties in Research,' we offer broad support on security and collaboration issues. This means that support is available university wide to prevent undesirable collaborations. Following consultation with the COR and CSR, the 'Collaboration with third parties' assessment framework was adopted and is being implemented.



The UvA is working on digital independence with UvA AI Chat, the in-house alternative to commercial chatbots since 2025. This free tool, developed by a team of students and lecturers, adheres to strict privacy and integrity guidelines.

Annexes

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Annex 1

Members of the Executive Board and Supervisory Board

At the time of the signing of this annual report for 2025, the Executive and Supervisory Boards comprised the following individuals:

Executive Board of the University

POSITION		APPOINTED FOR THE PERIOD
President	Prof. Peter Paul (P.P.C.C.) Verbeek	15 June 2025 – 30 April 2026
Rector Magnificus	Prof. Peter Paul (P.P.C.C.) Verbeek	1 October 2022 – 30 September 2026
Member and Vice-President	Richard (R.) Goldstein	1 September 2025 – 31 August 2029

Supervisory Board

POSITION		APPOINTED FOR THE PERIOD
President	Jolande (J.C.M.) Sap	26 August 2024 – 25 August 2028
Member	Prof. Zofia (Z.) Lukszo	26 August 2023 – 25 August 2027
Member	Prof. Willy (W.J.M.) Spaan	1 May 2025 – 30 April 2029
Member	Omar (O.M.A.A.) Ramadan MSc MA	15 May 2019 – 14 May 2027
Member	Mohcine (M.) Ouass MBA LLM	26 August 2022 – 25 August 2026

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

Annex 2

Faculty deans and service unit directors

As at the date of approval of this annual report, the following persons were responsible for managing the faculties, institutes and shared services:

Executive Staff

POSITION

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

FACULTY

Faculty of Humanities	Prof. Marieke (M.) de Goede
Amsterdam Law School	Prof. Mireille (M.M.M.) van Eechoud, LL.M.
Faculty of Medicine	Prof. Yvo (Y.B.W.E.M.) Roos
Faculty of Dentistry	Prof. Fedde (F.) Scheele
Faculty of Science	Prof. Susan (S.F.) te Pas
Faculty of Economics and Business	Prof. Roel (R.M.J.W.) Beetsma
Faculty of Social and Behavioural Sciences	Prof. Christa (C.) Boer

Service unit directors

SERVICE UNIT

Administration Centre	Carola (C.) Galjaard, LL.M.
ICT Services	Lex (A.P.) Welman
Facility Services	Bert (E.F.H.) Zwiëp
University Library	Dr Carlos (C.) Reijnen
Student Services	Janneke (J.) van Marle
Communications Office	Henriette (H.C.A.) van Oosterzee
Technology Transfer Office	Rudi (R.) Rust
Real Estate Development	Bert (B.) Huizing
Student Health Services Office	Sietse (S.) Wieringa

Annex 3

List of abbreviations

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

REC	Roeterseiland Campus
RvT	Supervisory Board
SEP	Standard Evaluation Protocol
SOC	Security Operations Centre
StS	Student Services
TLC	Teaching and Learning Centre
UQ	University Quarter
UNL	Universities of the Netherlands
USC	University Sports Centre
UvA	University of Amsterdam
ViDi	Programme to improve internal service provision
VO	Secondary education
VU	Vrije Universiteit Amsterdam
WHW	Dutch Higher Education and Research Act (<i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>)
TES	Thermal Energy Storage
WIB	Balanced Internationalisation Bill

Annex 4

Exchange programmes

COUNTRY	INSTITUTION	STUDENT NUMBERS
Argentina	Pontificia Universidad Católica Argentina	2
Argentina	Universidad Torcuato di Tella	17
Australia	University of Melbourne	28
Australia	University of New South Wales	30
Australia	University of Queensland	9
Australia	University of Sydney	10
Australia	University of Technology Sydney	4
Austria	Universität Innsbruck	2
Austria	Universität Wien	13
Belgium	Katholieke Universiteit Leuven	1
Belgium	Universiteit Gent	2
Belgium	Vrije Universiteit Brussel	1
Brazil	Fundacao Getulio Vargas, Rio de Janeiro EBAPE	3
Brazil	Fundacao Getulio Vargas, Sao Paulo EAESP & EESP	1
Canada	HEC Montreal	8
Canada	McGill University	27
Canada	McMaster University	3
Canada	Simon Fraser University	6
Canada	University of British Columbia	25
Canada	University of Calgary	6
Canada	University of Toronto	22
Canada	York University	7
Chile	Pontificia Universidad Católica de Chile (PUC)	6
China	Chinese University of Hong Kong	4
China	City University of Hong Kong	11
China	Fudan University	6
China	Hong Kong Baptist University	6
China	Hong Kong University of Science and Technology	6
China	Peking University	9
China	Shanghai Jiao Tong University	10
China	Southwestern University of Finance & Economics	1
China	University of Hong Kong	25
China	University of Nottingham, Ningbo	6
Croatia	University of Zagreb	2
Czechia	Charles University / Univerzita Karlova V Praze	17
Denmark	Aarhus Universitet	3
Denmark	Copenhagen Business School	7
Denmark	Danish School of Media and Journalism	5
Denmark	Københavns Universitet	31
Denmark	Roskilde University	1
Finland	Hanken School of Economics	2
Finland	Turun Yliopisto	1
Finland	University of Helsinki	10
France	Ecole pour l'Informatique et les Techniques Avancées (EPITA)	2
France	EDHEC Business School	1
France	ESSEC Business School	2

COUNTRY	INSTITUTION	STUDENT NUMBERS
France	Institut d'Etudes Politiques d'Aix en Provence (Science Po)	2
France	Institut d'Etudes Politiques de Lyon (Science Po)	1
France	Institut d'Etudes Politiques de Paris (Science Po)	18
France	Montpellier Business School	4
France	Sciences Po Grenoble: L'Institut d'Etudes Politiques de Grenoble	2
France	Sciences Po Paris, Regional Campus	9
France	Toulouse Business School	2
France	Université Côte d'Azur	1
France	Université de Vincennes à Saint-Denis (Paris VIII)	1
France	Université Gustave Eiffel	2
France	Université Lumière (Lyon II)	1
France	Université Panthéon-Assas (Paris II)	4
France	Université Paris 1 Panthéon-Sorbonne (Paris I)	5
France	Université Paris Cité	1
France	Université Paris Dauphine (Paris IX)	8
France	Université Paris de la Sorbonne Nouvelle (Paris III)	4
France	Université Paris Nanterre La Défense (Paris X)	1
France	Université Paris-Sorbonne (Paris IV)	2
France	Université Picardie Amiens	1
Germany	Frankfurt School of Finance & Management	2
Germany	Freie Universität Berlin	20
Germany	Humboldt Universität	22
Germany	Ludwig-Maximilian Universität	4
Germany	Ruprecht-Karls Universität Heidelberg	2
Germany	Technische Universität München	1
Germany	Universität Köln	1
Germany	Universität Konstanz	1
Germany	Universität Leipzig	1
Greece	Aristotle University of Thessaloniki	3
Greece	Athens University of Economics and Business	4
Greece	National and Kapodistrian University of Athens	2
Hungary	Corvinus University of Budapest	4
Hungary	Eötvös Loránd University	1
Iceland	University of Iceland	1
Indonesia	Institut Teknologi Bandung	2
Ireland	Maynooth University	5
Ireland	University College Cork	2
Ireland	University College Dublin	15
Italy	Bocconi University	24
Italy	LUISS Guido Carli University	10
Italy	Politecnico di Milano	4
Italy	Università degli Studi di Bologna	29
Italy	Università degli Studi di Firenze	10
Italy	Università degli Studi di Milano	1
Italy	Università degli Studi di Perugia	1
Italy	Università degli Studi di Roma "La Sapienza"	2
Italy	Università degli Studi di Siena	2
Italy	Università degli studi di Venezia Ca'Foscari	6
Italy	Università per Stranieri di Perugia	1
Japan	Hiroshima University	1
Japan	Keio University	4
Japan	Sophia University	6
Japan	Tohoku University	3
Japan	Waseda University	2
Korea, Republic of	Korea University	4
Korea, Republic of	Yonsei University	6
Latvia	Riga Graduate School of Law	1

COUNTRY	INSTITUTION	STUDENT NUMBERS
Mexico	Tecnológico de Monterrey	12
Mexico	Universidad de las Américas Puebla	4
Morocco	Université Mohammed VI Polytechnique	4
New Zealand	University of Auckland	14
New Zealand	University of Otago	8
Norway	BI Norwegian Business School	4
Norway	Norwegian University of Science and Technology (NTNU)	12
Norway	Universitetet i Bergen	13
Norway	Universitetet i Oslo	5
Norway	Universitetet i Tromsø	2
Peru	Universidad del Pacífico	6
Poland	Agricultural University in Krakow	2
Poland	Uniwersytet Jagiellonski	1
Poland	Uniwersytet Warszawski	3
Portugal	Faculty of Law of the Catholic University of Portugal	2
Portugal	ISCTE Lisboa	2
Portugal	Universidade de Lisboa	7
Portugal	Universidade de Lisboa - Instituto Superior Técnico	4
Portugal	Universidade do Porto	8
Portugal	Universidade Nova de Lisboa	7
Romania	Universitatea Bucuresti	1
Serbia	University of Belgrade	1
Singapore	Nanyang Technological University	20
Singapore	National University of Singapore	19
Singapore	Singapore Management University	11
Slovakia	Univerzity Komenského v Bratislave (Comenius University)	2
Slovenia	Univerza v Ljubljani (University of Ljubljana)	10
South Africa	Stellenbosch University	6
South Africa	University of Cape Town	3
Spain	ESADE (Ramon Llull University)	5
Spain	IE University - Madrid Campus	9
Spain	Jaen University	1
Spain	Universidad Alcalá de Henares	3
Spain	Universidad Autónoma de Madrid	6
Spain	Universidad Carlos III de Madrid	16
Spain	Universidad Complutense de Madrid	3
Spain	Universidad de Cádiz	4
Spain	Universidad de Salamanca (University of Salamanca)	3
Spain	Universidad de Valencia	4
Spain	Universidad Navarra	2
Spain	Universidad Politécnica de Madrid	1
Spain	Universidad Pontificia Comillas Madrid	4
Spain	Universidad Pontificia de Salamanca	1
Spain	Universitat Autònoma de Barcelona	14
Spain	Universitat de Barcelona	24
Spain	Universitat Pompeu Fabra	16
Sweden	Göteborgs Universitet (University of Gothenburg)	4
Sweden	Karlstads universitet	1
Sweden	Lunds Universitet	32
Sweden	Royal Institute of Technology	2
Sweden	Stockholms Universitet	30
Sweden	Uppsala Universitet	13
Switzerland	Universität Zürich	6
Switzerland	Université de Fribourg	1
Switzerland	Université de Lausanne	6
Taiwan	National ChengChi University	1
Thailand	Chulalongkorn University	4

COUNTRY	INSTITUTION	STUDENT NUMBERS
Türkiye	Bilkent University	1
Türkiye	Bogazici University	8
Türkiye	Izmir Institute of Technology	2
Türkiye	Sabanci University	5
Türkiye	Yeditepe University	2
United Kingdom	Cardiff University	1
United Kingdom	Center for Transnational Legal Studies	1
United Kingdom	Durham University	1
United Kingdom	Goldsmiths, University of London	3
United Kingdom	Lancaster University	2
United Kingdom	Newcastle University	1
United Kingdom	Queen Mary University of London	2
United Kingdom	Queen's University of Belfast	1
United Kingdom	Royal Holloway	1
United Kingdom	University College London	8
United Kingdom	University College London/The Bartlett	11
United Kingdom	University of Birmingham	14
United Kingdom	University of Bristol	1
United Kingdom	University of Edinburgh	46
United Kingdom	University of Exeter	2
United Kingdom	University of Glasgow	16
United Kingdom	University of Liverpool	2
United Kingdom	University of Manchester	24
United Kingdom	University of Nottingham	9
United Kingdom	University of Sussex	6
United Kingdom	University of Warwick	4
United Kingdom	University of York	1
United States	Boston College	16
United States	Brooklyn Law School	1
United States	City University of New York, Baruch College	8
United States	City University of New York, Hunter College	7
United States	Columbia University New York	4
United States	Cornell University	4
United States	Emory University	4
United States	Fordham University	1
United States	Georgetown University Law Center	3
United States	Hofstra University	6
United States	Loyola University, New Orleans	7
United States	New York University	8
United States	Northeastern University	4
United States	Reed College	5
United States	Stevens Institute of Technology	4
United States	The New School	9
United States	University of Maryland	7
United States	University of Miami	4
United States	University of Michigan	2
United States	University of Minnesota Twin Cities	5
United States	University of Nebraska, Lincoln	3
United States	University of Virginia	3
United States	University of Washington	3
United States	University of Wisconsin-Madison	6
Total students per semester		1,388

1. Due to the lack of a reporting requirement for partner universities when students are placed but do not end up starting their exchange, there may be a margin of error in the total number of outgoing exchange students.

2. This table includes only partner universities where actual teaching took place; partner universities without outgoing students and universities with which exchanges have been suspended were not included.

