

Tilburg University

Annual report 2021



Inhoudsopgave

Foreword from the Executive Board	5
Part 1: Management Board report	7
Our vision, mission, and ambition	9
Key indicators for 2021	11
The year 2021 in the picture	12
Report of the Board of Governors	19
1. Research	25
1.1 Research in 2021	27
1.2 International research position	32
1.3 Key research figures	34
1.4 Quality assurance for research	36
1.5 Valuable (and values-based) research	37
2. Education	41
2.1 Education in 2021	43
2.2 Education position	50
2.3 Key figures for education	53
2.4 Quality assurance in education and accreditation	55
2.5 Valuable (and values-based) education	56
3. Quality agreements	59
3.1 Quality agreements at Tilburg University	61
3.2 Control and monitoring	63
4. National education program (NPO)	79
4.1 NPO in 2021	81
4.2 Choices made in advance	82
4.3 NPO funds for the realization of teaching	84
4.4 NPO funds for the realization of research	91
5. Impact & Partnerships	95
5.1 Valuable (and Values-based) Partnerships	97
5.2 Organization of impact in 2021	102
6. Campus & Community	107
6.1 Humans of Tilburg University	109
6.2 Human Resources	115
6.3 Key personnel figures	119
6.4 Well-being	122
6.5 Diversity and Inclusion	126
6.6 International community	129
6.7 Entrepreneurial Thinkers	132
6.8 Involved Alumni	135
6.9 Campus Services	137
6.10 Information Technology	143
6.11 Complaints, Appeals, and Objections	145

6.12 Consolidation and Related Parties	150
7. Sustainability	153
7.1 Sustainability in 2021	155
7.2 Sustainable Research	156
7.3 Sustainable Education	157
7.4 Sustainable Operations	158
8. Finance & Control	161
8.1 Main Points of the Annual Statement of Accounts	163
8.2 COVID-19 Crisis	168
8.3 Continuity Section	170
8.4 Risk Management	174
8.5 Treasury Policy	182
8.6 Contribution to the Student Financial Support Fund (Profileringsfonds)	183
8.7 Flexible Education	184
8.8 Clarity Aspects	185
8.9 Remuneration of the Executive Board	187
8.10 Expense Claims of the Executive Board	188

Part 2: Annual statement of accounts 189

1. Key indicators	191
2. Consolidated balance sheet	193
3. Consolidated statement of income and expenses	194
4. Consolidated cash flow statement	195
5. General explanatory notes to the annual statement of accounts	196
6. Accounting principles for assets and liabilities	199
7. Principles for the determination of results	206
8. Explanatory notes on the separate items of the consolidated statement of income and expenses.	208
9. Explanatory notes on the separate items of the consolidated statement of income and expenses	219
10. Company financial statement, including explanatory notes	230

Part 3: Other details 247

Board Statement	249
Profit appropriation	250
Audit report of the independent auditor	251

Appendices 253

Ancillary activities of the Executive Board	255
Ancillary positions of the Board of Governors	257
List of abbreviations	259

Foreword from the Executive Board

Once again, 2021 was a turbulent year. We remained in the grip of the pandemic. We started the year with a lot of working and studying at home and adjusting to all the measures. Around the summer, things seemed to be going better and, in September, we were able to return to our campus and encounter each other again at least in part. Unfortunately, stricter measures forced us to end the year primarily at home again. The lack of in-person contact in the first and, unfortunately, in the last months of the year has made us even more keenly aware of the importance and value of our sense of community. Fortunately, however, even under these circumstances, teaching was able to continue until a week before Christmas, thanks to the efforts and agility of everyone involved. Given the time and energy consumed by the pandemic, it was not always possible to achieve as much progress as we would have liked in all our tasks. It was a particularly difficult time for students. It is hard to miss classmates, friends, and socialization that are an integral part of a good student life.

Even more than in 2020, we members of the EB, together with our deans, are proud of the perseverance, flexibility, and resilience of our colleagues and students. We are proud that we have worked so hard to keep the University up and running. We have learned so much from coping with the pandemic, particularly with regard to the possibilities of digitalization. As a university at the heart of society, we are proud that our research has been able to contribute to coping with the consequences of the pandemic. Once again, academic staff members from Tilburg University cooperated with the Municipal Health Services (GGD), the National Institute for Public Health and the Environment (RIVM), Elisabeth-TweeSteden Hospital (ETZ), and local authorities with regard to behavior, welfare, social consequences, and vaccination logistics. Studies called attention to people with intellectual disabilities during the pandemic. Research on fear of needles raised awareness concerning people who are afraid of shots.

In 2021, many additional tasks were performed in association with the pandemic. We also developed a new strategy in 2021. Entitled *Weaving Minds & Characters: Strategy Towards 2027*, this strategy is based on four central values: Connected, Caring, Curious, and Courageous. These values provide direction to our behavior and our choices. Many colleagues within our academic community, as well as external parties, have engaged in intensive discussion concerning what will be needed in the coming five years, as we approach our 100th anniversary. Many people provided input for, contributed to and helped in the writing of an inspiring new direction. Intensive links were sought with the strategy-forming process within the Schools. In addition, many informative and inspiring discussions were held with staff, alumni, and students, as well as with parties from outside our University community. We truly enjoyed all the dialogues and valuable insights during the creation. With our new strategy, we are on our way to a new century for Tilburg University.



Proceeding from our responsibility to society, we continue to attach importance to setting an example through the sustainability of our campus and activities. In 2021, major efforts to this end were accomplished with the successful Towards a Sustainable University program. Because of this program, Tilburg University received the award for Most Sustainably Improved University in 2021. Our ambition is to rise even higher.

We of the EB are also very pleased with the steps taken within the framework of Recognition and Appreciation. Individual staff members, supervisors, and teams have been facilitated in the expansion of their self-awareness and in entering the dialogue within the cooperation. This helps immensely in the realization of system and culture change towards a more equal appreciation of talents relating to education, research, societal impact, leadership, and team spirit. For all staff members, cooperation with colleagues and students is important—within and outside the University, as well as nationally and internationally. We are all part of our academic community, and we strive to ensure that everyone will feel this way and act accordingly.

Together with our new strategic plan, the knowledge and expertise that the past year has brought us provides a solid foundation and a great deal of inspiration for the year that is yet to come. United with each other and society, we are going to proceed with curiosity and courage to provide a bright future for education, research, and impact.

Wim van de Donk

Rector Magnificus and President

Jantine Schuit

Vice Rector Magnificus

Paulina Snijders

Vice President





Part 1: Management Board
report

Our vision, mission, and ambition

The year 2021 was the final year of the 2017–2021 strategic period. The Strategic Plan: Connecting to Help Society Advance has been compiled for the 2018–2021 period. To realize our mission and vision, we have formulated ambitions for our three primary processes—education, research, and the generation of impact—as well as a strategy and objectives for growth, our location, culture and governance, and excellent operations.

Vision

Society is changing at a rapid pace. The social sciences and humanities equip us to understand the challenges of globalization, digitalization, pluralism, and sustainability; to engage in critical reflection on our values and actions; and to contribute to meaningful solutions.

Mission statement

We strive to help society advance by deepening our understanding of that society. We educate our students with the goal of developing the knowledge, expertise, and character that they will need to take on contemporary challenges. Given our bond with society, we apply excellent research to ensuring “the good life” for everyone.

Ambition

Tilburg University is driven by science and puts the student at the center. We strive to educate young people to become responsible and entrepreneurial thinkers, ready to lead society into a new era. Our research should be recognized according to its quality, integrity, and impact on society.

The ambitions that have been included in the strategy:

Profile – We aim to strengthen and broaden our profile as an international, student-centered university of social sciences and humanities, with a strong signature and excellent, highly visible education, research, and societal impact.

Education – We provide excellent, innovative education according to the principles of knowledge, expertise, and character, aimed at educating students to become the leaders of the future.

Research – Tilburg University excels in both monodisciplinary and interdisciplinary research.

Impact – We strive to help society advance by expanding regional cooperation and by focusing on several challenging strategic themes, including Empowering the Resilient Society, Enhancing Health and Well-being, and Creating Value from Data. These three themes are reflected in our overarching theme: the Digital Society. These themes expand our societal impact, as well as its visibility.

Growth – We would like to become a mid-sized university through controlled growth, with excellence and quality as necessary preconditions.

Location – The campus is the bustling heart of the Tilburg University community, supplemented by a limited number of strategically chosen locations and connected to the City of Tilburg.

Culture and governance – We have an open, diverse culture of excellence based on trust, connection, inclusivity, and mutual responsibility for the University as a whole. We will adjust our governance to allow for further growth: the EB and the Deans together form the administration of the University. They cooperate in the development of new initiatives and the realization of mutual strategic ambitions.

Excellent operations – Tilburg University operates from the principle of student centrality. University Services provides excellent support as a partner to the Schools.

On our way to 2027













The new Strategic Plan: Weaving Minds and Characters: Strategy Towards 2027 is a prelude to 2027, the year in which the University will celebrate its 100th anniversary. Since 1927, the University has grown into a strong, flourishing, mid-sized university. Tilburg University wishes to grow in meaning. The rapidly increasing influence of digitalization and digital technology is affecting the society that we would like to understand. This offers new opportunities that touch upon the core of our University's assignment.



The strategy has been constructed around four values. These values provide direction to our behavior and our choices: we are Curious, Caring, Connected, and Courageous. Character formation and identity have traditionally been associated with Tilburg University. Everyone should be able to develop in freedom and mutual connection. Tilburg University wishes to be an attractive employer, a community of knowledge that cares for staff and students, where one is welcome to learn and share knowledge for a lifetime. We wish to be a university that is also a vital, inclusive, and sustainable society in itself.

The strategy was developed in 2021, in close cooperation with many people within our academic community and beyond: with the Schools; in “10x10 sessions” with students, staff, and alumni; at thematic discussion tables; and in conversation with external stakeholders.

Key indicators for 2021

	20,254	◆ 4,231 foreign students	
Students (total)		◆ 16,023 Dutch students	
		◆ 112 nationalities	
	11,310	2,116	6,828
	Bachelor's students	Pre-Master's students	Master's students
	5,971	◆ 2,131 Bachelor's degree certificates	
Degree certificates		◆ 3,840 Master's degree certificates	
	TIAS	◆ 3,625 students	
		◆ 584 degree certificates	
	112		1,843
PhD defences		Publications¹	
	964		2,082
PhD candidates		Staff (in FTE)²	
	74	◆ 22 Bachelor's programs	
Programs³		◆ 52 Master's programs	
		◆ 34 English-taught programs ⁴	
	82,794	◆ 9,010 international alumni	
Alumni		◆ 73,784 Dutch alumni	
		◆ 138 nationalities	
	36		268 million
Research groups and institutes		Turnover	

¹ These figures differ from the total number of academic publications reported in [Section 1.3 Key indicators for research](#). This difference is due to the fact that some publications from the category "other publications" are included in this figure, but not in the figure reported in Section 1.3. Moreover, these figures do not include PhD theses, although they are counted in Section 1.3.

² This figure includes affiliated parties, with 56% of the total being academic staff.

³ All individual Central Register of Higher Education Study Programs (CROHO) numbers are counted (this is thus fewer degree programs than noted on our website).

⁴ Some degree programs have both English-taught and Dutch-taught variants. The degree programs with only an English-taught variant in the Central Register of Higher Education Study Programs are counted here.

The year 2021 in the picture

Learning from the coronavirus

01/08/2021

On January 8, the Rector Magnificus and President of the EB, Wim van de Donk, gave a speech for VNO-NCW Midden Brabant and the Tilburg regional business consultation (in Dutch, Bedrijven Overleg Regio Tilburg, or BORT). He referred to the consequences of the coronavirus that affect us all, but from which—as in the past—important lessons can be learned, leading to hopeful renewal.



Tilburg University AI Special Interest Group

01/25/2021

Within Tilburg University a broad diversity of scholars from all Schools are involved with AI. To chart and visualize what they do and what they are good at, TAISIG was launched in 2020. In 2021, it continued to grow and develop further. This new initiative brings together all AI activities at Tilburg University.



Expert team led by Jan Fransoo provides advice on the logistics of the vaccination process

02/03/2021

These recommendations were made to the RIVM, the relevant ministries, family-physician organizations, GGD GHOR Nederland, and GGD West-Brabant. The objective was to optimize the logistics of the COVID-19 vaccinations.



Tilburg University begins cooperating with the United Nations Office for the Coordination of Humanitarian Affairs.

02/17/2021

This involves cooperation in the field of information management. The agreement between the Tilburg School of Economics and Management (TiSEM) and the UN organization, whose responsibilities include the coordination of emergency aid after disasters, was signed electronically on Wednesday, February 17.



Tilburg scholars interpret elections.

03/28/2021

With the elections behind us, what do the results mean for our country? Tilburg University provides an election page in which researchers and students interpret various themes that are at stake in the formation.



Universities of the Netherlands come up with alternative Student Cabinet.

03/29/2021

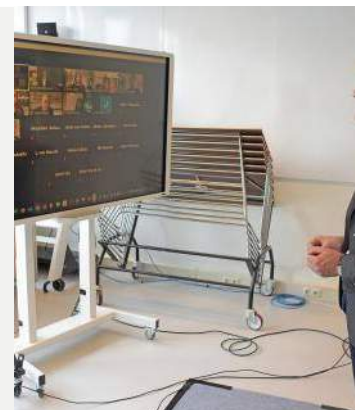
The universities of the Netherlands present an alternative coalition agreement: not for four years, but a long-term plan based on science. Fourteen students form the first Dutch Student Cabinet, including Nikki Snels as Minister of Employment. She studied Labor Law and Employment at Tilburg University and graduated with a degree in Law. Her policy plan centers on the transition to the job market. "Establish a transition fund to ensure smooth transitions to new jobs and suitable work for everyone within a flexible job market."



Queen Máxima pays a digital working visit to the StudentinzetopSchool.

04/13/2021

On Tuesday afternoon, April 13, Her Majesty Queen Máxima paid a digital working visit to the national platform StudentinzetopSchool (student input at school), of which Tilburg University is also a member. The platform uses students in higher education to lend a hand to final-year secondary students and their teachers during the pandemic.



***The New Common* has already been downloaded more than 10,000 times worldwide.**

04/22/2021

Since early April this year, the book *The New Common: How the Covid-19 Pandemic is Transforming Society* has also been available from Springer, the international publisher of academic publications. After two weeks, the book had already been downloaded more than 10,000 times worldwide.



TiSEM and Asset conclude recruitment agreement with Unilever.

05/11/2021

The recruitment agreement was signed on May 11, with retroactive effect from September 1, 2020. This agreement will create sustainable, efficient cooperation between Unilever and all parties within TiSEM and Asset who are involved in orientation to the job market.



Zero Hunger Lab works to achieve Zero Food Waste

05/31/2021

As part of the Horizon 2020 Farm to Fork program, the European Commission has awarded €12 million to the ZeroW research program: Systemic Innovations Towards a Zero Food Waste Supply Chain. A consortium of 43 parties, including Tilburg University, will investigate how food waste can be drastically reduced in the food chain.



The next step in the Recognition and Appreciation program: Results of dialogue sessions provide input for policy development.

06/08/2021

Tilburg University actively contributes to the national movement to achieve system and culture change that will lead to a more equal appreciation of this diversity of talents. The Tilburg University Recognition and Appreciation Committee has entered into dialogue with the academic community. The sessions have yielded many suggestions for concrete solutions.



Tilburg students bring research skills into practice for Pride Amsterdam.

06/16/2021

Be who you are and love who you want: Diversity and inclusion are of paramount importance to Pride Amsterdam. As part of the course Diversity and Inclusion at Work, third-year students tested their knowledge of data collection and interviews by asking around 45 Canal Parade participants about their perceptions of Pride Amsterdam.



University Council commemorates 50th anniversary

07/08/2021

During the last University Council meeting of this academic year (July 8, 2021), the Council reflected on 50 years of participative decision-making. The first predecessor of the University Council (then known as the College Council) was installed on Friday, June 25, 1971. Before staff and students were allowed to provide input and participate in decision-making on the direction of the University, all of the power rested with the curate and senate.



Henk Witte, Deputy Dean of TST as of August 1

07/23/2021

TST is pleased to announce that the Tilburg University EB has found a new Deputy Dean for the period August 1, 2021 – September 1, 2022. Henk Witte has accepted this assignment.



New teaching building on Meerkoldreef

08/27/2021

The new education building on Meerkoldreef (MD) was inaugurated at the start of the new academic year in September. The purchase of this building, formerly owned by Fontys, provides Tilburg University with temporary additional capacity for teaching and self-study places until the new construction on the Warandelaan campus is completed.



Congratulations to the winners of Lecturer of the Year, Impact Award, and Dean's Den Pitch

08/30/2021

Several awards were presented during the celebration of the Opening of the Academic Year 2021 on August 30 in the auditorium. The Impact Award for research with social significance, went to the team of Max Louwerse (TSHD) for the SpaceBuzz project. The winner of the Lecturer of the Year award is Tila Pronk of Social Psychology (TSB). Alp Kirec, a student of this School, received the award for the best pitch in the Dean's Den for the Strategic Plan.



Wopke Hoekstra makes reference to Tilburg theology in the presentation of the Netherlands Budget Memorandum.

09/21/2021

During the presentation of the Netherlands Budget Memorandum (in Dutch, *Miljoenennota*) on the third Tuesday in September (*Prinsjesdag*), outgoing finance minister Wopke Hoekstra spoke about the importance of the humanities and social sciences. In his speech, he quoted the theologian Paul van Geest (TST) on humans as *homo cooperans* rather than *homo economicus*.



SDG Action Day: Tilburg University contributes to the Sustainable Development Goals

09/25/2021

The sixth SDG Action Day was held on September 24 and 25. In addition to raising the SDG Action Day flag, on these days, we drew attention to various studies that contribute to the SDGs . Tilburg University is committed to a sustainable society and challenges researchers, lecturers, support staff, students, and other contacts to make contributions in this regard.



Universities take national measures against threats to scientists

10/11/2021

The Association of Universities in the Netherlands (VSNU) adopts the *Handreiking Aanpak Bedreiging en Intimidatie van Wetenschappers* (Guide for Addressing Threats to and Harassment of Scientists), taking national measures against threats, intimidation, and hate reactions. Jantine Schuit, Vice Rector of Tilburg University, and VSNU President Pieter Duisenberg together present the guide to Minister Van Engelshoven (Ministry of Education, Culture, and Science; OCW).



Open Access Week

10/31/2021

During Open Access Week (October 25–31), the Dutch Research Council (NWO) announced that three research projects at Tilburg University will receive a financial boost of up to €50,000 from the NWO . Tilburg University supports making scientific publications and learning materials publicly available, including through the establishment of the Tilburg Open Science Community.



High stress and loneliness among students: Insight, tips, and initiatives

11/12/2021

According to the RIVM Mental Health and Substance Use Monitor, most students experience anxiety, gloom, or other psychological symptoms. This image is unfortunately familiar to Tilburg University, notes Jantine Schuit, Vice Rector Magnificus. The University is developing a variety of initiatives to improve the situation.



Reactions to the COP26 climate summit: Too little, too late, only small steps forward

11/15/2021

Have we made any progress with the COP26 climate summit? Tilburg scientists agree that the results do not match the urgency of the problems, which continue to grow. After examining the fine print, they do see small bright spots: procedures have been agreed upon to help keep countries on track. The Dutch government and the EU must get to work, however, and as soon as possible. The only way to solve the climate problem is collectively.



Tilburg University has highest rise in sustainability rankings.

12/14/2021

In the past year, Tilburg University had the highest rise GreenMetric rankings of the Universitas Indonesia (UI). Tilburg University received the award for Most Sustainably Improved University. In just one year, the University rose from 221st place to 80th place.



Tilburg University launches interdisciplinary center of expertise on support for European policy

12/16/2021

Tilburg University is establishing a Jean Monnet Center of Excellence for European Values (CoEV) to gain a better understanding of policy support from the European Union. This is important, as many Europeans do not have any clear idea of what Europe actually does for them. The kick-off of the expertise center will take place May 9–11, 2022 during the European Values Conference in Brussels and Tilburg.



Report of the Board of Governors

General information

Tilburg University is an ambitious academic environment in which research and education take place. The institution has a high standing nationally and internationally in the field of scientific research and education. Although it is anchored in the region, it is also a major player in academia with a clear strategy of internationalization. Tilburg University strives to advance society by deepening the understanding of that society, particularly through the social sciences. Given Tilburg University's bond with society, it applies excellent research to ensuring “the good life” for everyone. Tilburg University trains its students with the objective of further developing their knowledge, skills, and character. These are qualities that they will need to take on contemporary challenges.

Despite the limitations imposed by the COVID-19 pandemic, many good conversations were held by and among staff, students, and administrators about the future of Tilburg University. This vision of the future serves as the foundation for the Strategic Plan entitled *Weaving Minds and Characters: Strategy Towards 2027*, which was adopted with broad support in 2021. Intense collaboration took place under challenging circumstances, with a great deal of creativity and perseverance to develop this new strategy. Four shared values—Curious, Connected, Caring, and Courageous—are at the heart of the new strategy, and they are sure to receive broad support. They provide direction to help staff and students take advantage of the opportunities that exist and meet the associated challenges and aspirations. This is not always easy, but a university that is approaching its centennial and that wishes to remain challenging should continue to challenge and renew itself.

The Board of Governors notes that, in 2021, a dedicated, skilled EB, together with the Deans, the Directors of the divisions and Schools, the University Council, and all staff and students, have developed a broadly supported strategy that will continue to contribute to and promote meaningful research and education for the future. The creation and content of the Strategy 2027 deserve a great deal of appreciation, particularly while the coronavirus pandemic was disrupting academic research and teaching for a second year, and staff and students were less able to see and actually meet each other.

Duties and powers of the Board of Governors

The Board of Governors monitors the objectives of Tilburg University. It internally supervises the execution of activities and the exercise of duties and powers by the EB and assists the EB by providing advice. To this end, the Board of Governors oversees the lawful acquisition and the effective and lawful allocation and use of public funds and the design of the quality assurance system, in addition to safeguarding the special signature of Tilburg University.

The Board of Governors fulfills the role of employer to the members of the EB. Within the framework of its supervisory duties, the Board of Governors also ensures that the EB, in the exercise of its duties and powers, complies with all laws, regulations, and directives pertaining to the University, as well as with the 2019 VSNU Good Governance Code for Universities.

In the exercise of its duties and powers, the Board of Governors maintains frequent contact with the EB and the University Council, and it is regularly present at Tilburg University, both within and outside the context of academic sessions and events. Other duties of the Board of Governors include establishing its powers in the Structure Regulations, deciding on the system for organizing participative decision-making, and appointing the external auditor.

The Board of Governors arranges for its own information facilities, in consultation with the EB. In addition to formal meeting documents, the Board of Governors uses other sources of information within and outside Tilburg University. Participation at the institutional level takes the form of the University Council, which is made up of staff and student members. At the decentral level, participative decision-making takes place within the Schools and divisions.



Composition of the Board of Governors

The members of the Board of Governors endorse the special identity of Tilburg University and are open to dialogue with other ideologies. The broadest possible field of academic and social currents is represented within the Board of Governors. Every possible effort is made to ensure a balanced gender ratio and other forms of diversity. Alumni of Tilburg University are also represented in the Board of Governors.

The Board of Governors currently consists of four members. All members of the Board of Governors serve in their personal capacity and perform their duties without charge or contradiction.

The President of the Board of Governors is Hugo Reumkens. The Board of Governors has an Audit Committee, comprising two members with financial expertise and chaired by Jos van Lange, with Manon Leijten as a member. The Education, Research, and Impact Committee is open to members with expertise on the primary process and is chaired by Prof. Wil van der Aalst. The Governance and Remuneration Committee is chaired by Hugo Reumkens.

In connection with her nomination for the position of Professor of Criminal Law and Criminal Procedure at Tilburg University, and in accordance with the Good Governance Code for Universities, Prof. Elies van Sliedregt terminated her service as a member of the Board of Governors and its committees as of April 1, 2021. In September 2021, on the recommendation of the Dean, the EB decided to appoint Prof. Elies van Sliedregt as Professor of Criminal and Criminal Procedure at the TLS, effective November 1, 2021. With her resignation and the expected end of Prof. Wil van der Aalst's term of appointment in 2023, it was decided to open two vacancies on the Board of Governors to nomination. The job profiles for these two vacancies were adopted in November 2021, following consultation with the EB and the Executive Committee of the University Council, after which the vacancies were advertised publicly.

The Board of Governors is responsible for the quality of its own actions and composition. It does so in transparency and with input from others, including the EB and the University Council. The remuneration of the members of the Board of Governors is based on and in line with the Standards for Remuneration Act (WNT). The Board of Governors is assisted in its work by an administrative secretary, Dr Martijn Nolen, who serves in this position alongside his work as Head of Legal Affairs at Tilburg University.

The members of the Board of Governors endorse the utility and necessity of a periodic evaluation of their own performance. Good self-evaluation contributes to the professionalism of the administration and supervision of Tilburg University. Following a self-evaluation conducted under external supervision in 2019, the Board of Governors discussed the organization of its own work and the composition of its own Board of Governors in 2021.

Looking back on 2021

The Board of Governors greatly appreciates the effort and commitment contributed by the University community. It is particularly appreciative of the manner in which staff and students have been able to progress with each other and, despite COVID-19, to meet with each other and formulate the new Strategy for 2027.

In 2021, the Board of Governors was intensely involved with Tilburg University, various discussions concerning the Strategy for 2027, and the University's many activities. The members of the Board of Governors have maintained periodic contact with a variety of internal and external stakeholders. Within this context, regular consultations were also held between the President of the Board of Governors and University Council (and/or its Executive Committee), in addition to two consultations with the Executive Committee of the University Council in the presence of part of the Board of Governors.

The full Board of Governors met seven times (in person or online) in the presence of the EB. The various internal committees met several times in preparation for these formal meetings. In 2021, there were four formal meetings of the Audit Committee, four meetings of the Education, Research and Impact Committee, and five formal meetings of the Governance and Remuneration Committee. The Audit Committee supervised the induction of the new external auditor and oversaw and advised on matters including the Annual Statement of Accounts, compliance, accommodations policy, and treasury management. The Audit Committee also supervised the IT policy and cybersecurity, strategic Risk Management, the Budget (FIRMa), and the organization of the Internal Audit Function. The activities of the Education, Research, and Impact Committee included advising on the national education program (NPO) and the management and information system. The activities of the Governance and Remuneration Committee included recruiting new members for the Board of Governors and discussing the performance of internal governance and the University's relationship to external partners and other stakeholders.

Prior to and during all committee meetings, members of the Board of Governors spoke (online or otherwise) with members of the EB, Deans, and Directors of divisions and Schools. The Board of Governors consulted with the University Council in the absence of the EB, and it was involved in preparation and implementation of the NPO.

Members of the Board of Governors were also present for the academic ceremonies (in person or digital). In May 2021, members of the Board of Governors took a tour of all the Schools at Tilburg University. A report of these visits was presented in the meeting of the Board of Governors, and the outcomes were discussed with the EB. During meetings and working visits, the Board of Governors discussed strategic policy themes, the resulting financial implications, the monitoring of behavior and good research practices, and the supervision of their realization. The Board of Governors also invited all Deans to its meetings in 2021, in order to allow them space to inform the Board of Governors about ongoing developments, their proposed strategies, and their wishes. This provided an opportunity for mutual discussion of the challenges facing the separate Schools. Other topics addressed in the meetings of the Board of Governors included social safety, cybersecurity, and identity.

The EB regularly informed the Board of Governors about the handling of the coronavirus pandemic and its implications for the welfare of staff and students. The Board of Governors was intensively involved in the formulation and progress of the IT policy and cybersecurity. The application of relevant legislation and regulations was reviewed and, if necessary, internal regulations were amended upon request. The administrative and organizational structure was assessed by the Board of Governors, and it meets the standards of the 2019 VSNU Good Governance Code for Universities. In this regard, the Board of Governors currently prefers to maintain the current governance model. The entry into force of the Management and Supervision of Legal Entities Act did not give cause for making any changes in the governance model. Furthermore, the checks and balances that had been situated within the business operations were monitored.

Based on the preparation by the Governance and Remuneration Committee, the Board of Governors evaluated and assessed the performance of the members of the EB and their ancillary positions according to the regular governance standards. The remuneration of the members of the EB was tested against and found in compliance with the standards specified in the WNT. The President of the Board of Governors had meetings every six months with the Minister of Education, Culture, and Science, as well as with the Presidents of the Supervisory Boards of the other universities in the Netherlands. In its capacity as an employer, the Legal Status Framework was adopted in 2021, and the regulations on declarations and expenses of members of the EB were further clarified in procedural terms.

The Board of Governors approved the 2021 Budget, the Tasks and Means Plan for 2021–2025, the Reserve Policy and—in the presence of the external auditor—the 2020 Directors' Report and the 2020 Annual Statement of Accounts. Other matters discussed in the presence of the external auditor included the Audit Plan and the Control Plan, the Auditor's Report, the annual Management Letter, and the Annual Statement of Accounts. The decision-making to this end was prepared by the Audit Committee.

Weaving Minds & Characters: Strategy Towards 2027

The Board of Governors and the EB met on several occasions to discuss the creation and content of *Weaving Minds & Characters: Strategy Towards 2027*. In particular, the text and content of the strategy were discussed during multi-day joint strategic working meetings in Leuven in September 2021. During this meeting, the Deans, the EB, and the Board of Governors had good discussions about the level of ambition, the various challenges, and the intended method of implementation. The Board of Governors has also been involved in several strategic deliberative meetings, and particularly in consultations touching upon the duties and powers of the Board of Governors.

The Board of Governors approved the Strategic Plan, *Weaving Minds & Characters: Strategy Towards 2027*, during its meeting on December 17, 2021. The Board of Governors notes that both the Strategy 2027 and the values identified therein—Curious, Connected, Caring, and Courageous—are widely supported and endorsed within the University community. In doing so, the Board of Governors took note of the considerations of the University Council. In the time leading up to that approval, the Board of Governors also discussed the results of the previous strategy and determined that the key objectives of growth (among others) had been achieved. As part of the new strategy, the Board of Governors has called for the pursuit of international excellence, the proper handling of growth in the number of students, and the realization of associated high-quality facilities based on clear principles and a solid financial position. In 2021, the Board of Governors further committed to ensuring that the actions of Tilburg University and of its staff and students do justice to the importance of such themes as social safety, identity, sustainability, and the importance of inclusion and diversity. This was done with an eye toward the desire for a connected academic community that is collectively moving toward the 100th anniversary of our University.

The Board of Governors notes that the entire academic community has actively contributed to the creation of Strategy 2027. It also notes that many parties were actively involved in seeking answers to societal issues. These efforts are greatly appreciated. Tilburg University's choice for a shared vision of leadership (Connected Leading), the promotion of dialogue, openness, and transparency, and the University's leadership team (EB, Deans, Vice Deans, and Directors) are important prerequisites for the realization of its own ambitions. It also responds to the expectations of students, staff, and citizens about the manner in which Tilburg University takes responsibility and is open to collaboration and good conversation.

Tilburg

On behalf of the Board of Governors,

Hugo Reumkens

President





1. Research

1.1 Research in 2021

The researchers of Tilburg University also had a complicated year in 2021. For many, the pandemic made it difficult to conduct research. Many PhD candidates encountered delays in their research, and measures were taken in this regard (see also Section 4 National Education Program). In addition, considerable attention was devoted to the well-being of our PhD candidates and the quality of their supervision. PhD thesis supervisors and other supervisors have been creative in addressing the lack of spontaneous meetings, investigated the needs and experiences of PhD candidates, and initiated training for the supervisors of PhD candidates. For some researchers, the pandemic also presented special research opportunities and, despite the difficult circumstances, more researchers than before were successful in securing grants. Finally, 2021 was the final year in the 2018–2021 Strategic Plan, and progress was made in the field of Open Science.

Promovendimonitor (PhD candidate monitor)

Tilburg University aims to train young people to become responsible and enterprising thinking. To paint a more complete picture of the wishes and experiences of our PhD candidates, they were invited to complete a comprehensive questionnaire online. Topics addressed included well-being, training needs, supervision, support, and facilities during their doctoral studies. The overall rating that PhD candidates gave Tilburg University was 7.8 (on a scale from 1 to 10). In collaboration with the Tilburg PhD Program (TiPP) and other parties, key findings were identified and recommendations were formulated. The main areas of concern relate to welfare and social safety, progress in doctoral studies, and the courses that are offered. These issues will be addressed in 2022, through efforts including the optimization of the range of courses offered and further improvements to the support provided to PhD candidates and their supervisors. The monitor will be carried out again at the University in two years. In addition, Tilburg University is participating in the initiative to conduct such a study on a national scale.

Support for supervisors of PhD candidates

Good supervision is an essential element in the quality of doctoral studies. In 2021, four master classes were developed for supervisors of PhD candidates. The focus was on the relationship with the PhD candidate. There was considerable interest in participation in the master classes. Beginning supervisors gave the master class an average score of 7.7 (on a scale of 1 to 10), with experienced supervisors giving an average score of 7.9 (on a scale of 1 to 10). Given the positive evaluation of the pilot project, the master classes will continue in 2022.

In 2021, a meeting on the PhD system in the Netherlands was also organized for the first time for all new national and international supervisors of PhD students. This will be continued in 2022.

PhD defense ceremonies

As in 2020, the pandemic unfortunately had a major effect on the format of PhD defense ceremonies. The format was always adjusted so that all PhD defense ceremonies were able to proceed or, at the request of the PhD candidate, to be rescheduled for a later date. As a standard rule, every PhD defense ceremony is now publicly accessible by livestream.

Open Science

In terms of Open Science, 2021 was all about securing the results from the Open Science Action Plan (2018–2021). One of the most impressive outcomes was the establishment of Open Press Tilburg University at the Tilburg University Library, which published more than 10 Open Access books (including textbooks) by Tilburg researchers in 2021. Another outcome was the establishment of Tilburg's first Diamond Open Access Journal through Open Journals; the interdisciplinary *TechReg*, which has now gained a solid place in the periodical landscape, with 20 publications and inclusion in Open Journals.

Although Tilburg University has made strides in the field of Open Access publishing, we definitely want to continue developing in this area. The Open Access fund for articles was fully utilized, resulting in more than 40 additional Open Access publications. We have also been pleased to see that many researchers have taken advantage of the green Open Access route using the Taverne provision. In 2022, we will explore how to make this route even easier. The Library has also partnered with platforms (including Open Journals and EduSources) to host and distribute Open Access periodicals and open educational resources. Members of the Open Science Community came together in several online information and discussion sessions. Topics of discussion included Open Science Rankings, open research communication, Open Science Workflows, and the creation of Open Journals. The hope is that physical meetings for knowledge exchange will soon be possible again.

Academic integrity

In 2021, the EB appointed Jelte Wicherts as the administrative leader for academic integrity, and initial efforts were made to formulate the way in which Tilburg University wishes to promote academic integrity even further. The activities of the Academic Integrity Sounding Board included providing input on the on-site training courses that were developed this year, the document on academic integrity at Tilburg University, and the performance of the play *Gewetenschap* (The Conscience App). That performance was postponed to early 2022, due to the pandemic. The Online Training Research Integrity and associated test has now been successfully completed by 117 PhD researchers, and the first on-site training was held in late 2021. Several staff members participated in the workshops organized within the context of the National Survey on Research Integrity, in which Tilburg University is an active participant. In addition, several staff members and managers participated in the roundtable discussions to evaluate the implementation of the National Code of Conduct for Research Integrity, organized by the Universities of the Netherlands (UNL; formerly VSNU). Several Schools have also taken steps to encourage dialogue on academic integrity within their Schools in 2022.

Highlights

Despite all the challenges, our scholars were able to realize a number of extraordinary achievements in 2021, from publishing books and articles to designing a new emoji. Together with external parties, successful collaborative relationships were established, further developed, and rewarded with grants. Due to the postponement of some application rounds (e.g., Veni at the Dutch Research Council and several European rounds), there were fewer opportunities to acquire grants. We expect to compensate for this difference in 2022. Our scholars did succeed in several Dutch Research Council programs, including three Vidi proposals and one Vici proposal, and several awards were granted to our scholars.

Research achievements

A few remarkable research achievements:

- ◆ Publication of the *European Yearbook of Constitutional Law 2020: The City in Constitutional Law* by Dr T.M.C. Asserpers, co-supervised by Prof. Ernst Hirsch Ballin and Dr Gerhard van der Schyff (TLS)
- ◆ Together with Dr Hans Rutger Bosker of the Max Planck Institute, Dr David Peeters (TSHD) published the article “Hands Speak: How Casual Gestures Shape What We Hear in Nature”
- ◆ Dr Neil Cohn (TSHD) designed an entirely new emoji: a “melting face.” The research provided the initial impetus for a study on the origins of emoji symbolism.
- ◆ According to the interdisciplinary research project conducted within the framework of the HSRI by Dr Anthony Evans, Dr Christina Meyers, Dr Olga Stavrova (TSB), and others, extroverted and conscientious employees experience the most “problems” working from home.

Collaboration

A selection of the successful collaborative efforts:

- ◆ The Zero Hunger Lab is part of a consortium that was awarded funding from EU Horizon 2020 for the research project ZeroW: Systemic Innovations Towards a Zero Food Waste Supply Chain.
- ◆ Researchers from TSHD and TLS have been successful with proposals within the We Care program, a collaboration between the ETZ hospital and Tilburg University.
- ◆ Dr Karim Schelkens (TST) is participating as the chief investigator in a consortium with Australian Catholic University and KU Leuven, which has funding to organize expert seminars and a research group.
- ◆ Prof. Jan Fransoo (TiSEM) will advise the RIVM , relevant ministries, family physicians, and the public health services (GGD) on optimizing the logistics of COVID-19 vaccinations in the Netherlands.
- ◆ TiSEM and the CZ insurance company have jointly established an academic knowledge institute for healthcare systems.
- ◆ A consortium in which Dr Frans Folkvord (TSHD) is participating with 28 parties has received funding for the research program known as BEhavioral and Adherence Model for improving quality, health outcomes and cost-Effectiveness of healthcaRe research program: BEAMER.



Read the story of Hezha (photograph on the right) in [Section 6.1 Faces of Tilburg University](#).

Recognition

Researchers received three Vidi grants and one Vici grant from the Dutch Research Council talent program:

- ◆ Dr Sander Verhaegh (TSHD) received a Vidi grant for his research project entitled Exiled Empiricists: American Philosophy and the Great Intellectual Migration, on the development of the American intellectual climate in the years leading up to World War II.
- ◆ Dr Martijn Boons (TiSEM) received a Vidi grant for his analysis of factors explaining variations in the returns on long-term shares and obligations. In this project, he will develop new foundations for the long-term paradigm through outcomes including the development of new tools for asset pricing.
- ◆ Dr Kim de Roover (TSB) received a Vidi grant for her project aimed at developing new methods for bringing together groups with common latent processes in clusters.
- ◆ Prof. Johan van Leeuwen (TiSEM) received a Vici grant for his project entitled Balancing Load in the “Cloud”. In the supermarket, we choose our own queue at the checkout, but who serves us in the cloud? In this project, van Leeuwen will develop new algorithms that will allow us to find a short row quickly in the huge data centers.

In addition, several awards were allocated:

- ◆ Dr Alexandra Sierra (TSHD) has won the Laval Virtual Europe 2021 Award for her virtual and mixed reality project entitled *Justin Beaver Stories*.
- ◆ Dr Barros Nuno Oliveira (TSB) received an award for an article he wrote in *Supply Chain Management* on the threat of opportunism in organizational situations.

Other successes that researchers have achieved in the field of grants from the Dutch Research Council:

- ◆ Prof. Marc Loth and Prof. Rob van Gestel (TLS) received a Dutch Research Council Open Competition SSH for the comparative law research project entitled Supreme Courts in Quest for Legitimacy in Public Interest Cases.
- ◆ The interdisciplinary and international research project entitled *Conflict in Transformations* (CONTRA), led by Dr Eva de Wolf (TLS), has received €1.5 million from the Dutch Research Council and the Joint Programming Initiative Urban Europe.
- ◆ Prof. Patrick Kenis (TiSEM) was awarded a grant within the Research Program on Revision of Supervision from the National Science Agenda for his project entitled Methods and Modalities for External and Internal Supervision of Organizational Networks Focused on Complex Societal Issues (EISON).

- ◆ Prof. Wendy van der Valk, Prof Henk Akkermans, Prof Carol Ou (TiSEM), Prof Saskia Lavrijssen, and Prof Martijn Groenleer (TLS) received an NGinfra grant for their VIA AUGUSTA project entitled Leveraging the Potential of a System-of-Systems Approach to Infrastructure Management.
- ◆ Dr Marco Da Rin (TiSEM) received a Comenius Senior Fellowship for his Entrepreneurial Literacy Initiative. The program requiring approximately 50 hours (2 credits) over six months will be offered as an elective.
- ◆ The Dutch Research Council has honored two proposals for teacher PhD defense grants from TSHD for Inge Beekmans (Fontys University of Applied Sciences) and Michiel Witter (Avans University of Applied Sciences).

Finally, the Congregation Women of Bethany decided to donate a substantial amount to the Tilburg University Fund Foundation. This contribution will make Women and Theology possible, with special chair in Moral Formation.

1.2 International research position

Tilburg University scores well in the fields of education, research, and academic (or other) reputation (see Table 1.2.1). In the THE World University Ranking, Tilburg University is among the global top 250, with particularly impressive results in the rankings for the individual fields of study.

In the past year, Tilburg University placed in the worldwide top 50 in the THE Rankings by Subject in the fields of Law (20th place), Business and Economics (37th place) and Psychology (47th place). In the QS Subject Rankings, the University also ranked in the top 50 in the subject areas of Economics and Econometrics (28th place) and Accounting and Finance (36th place). In the Shanghai Academic Ranking of World Universities 2021, based entirely on research output and impact, Tilburg University placed among the top 50 worldwide in the fields of Public Administration (16th place), Business Administration (17th place), Finance (29th place), and Management (42nd place).



Table 1.2.1 Position of Tilburg University in the leading international rankings

	Position in the world			Position in the world	
	realized in 2020	realized in 2021		realized in 2020	realized in 2021
QS World University Rankings			THE World University Rankings		
Economics & Econometrics	36	28	Law	28	20
Accounting & Finance	48	36	Business & Economics	37	37
Business & Management	51-100	51-100	Psychology	50	47
Psychology	51-100	51-100	Arts & Humanities	101-125	126-150
Law	51-100	51-100	Social Sciences	101-125	126-150
Statistics & Operational Research	101-150	51-100	Education	201-250	176-200
Philosophy	x	151-200	Computer Science	401-500	401-500
Sociology	151-200	151-200	Overall	201-250	201-250
Linguistics	251-300	251-300	Shanghai Academic Ranking of World Universities		
Computer Science	501-550	401-450	Public Administration	27	16
Research Area - Social Sciences & Management	92	72	Business Administration	6	17
Research Area - Arts & Humanities	401-500	378	Finance	26	29
Overall	368	356	Management	37	42
United States (US) News Best Global Universities Ranking			Psychology	51-75	51-75
Economics & Business	20	27	Sociology	51-75	51-75
Psychiatry & Psychology	67	70	Economics	51-75	76-100
Arts & Humanities	169	180	Law	101-150	76-100
Social Sciences & Public Health	246	266	Communication	101-150	76-100
Clinical Medicine	x	953	Education	151-200	151-200
Leiden Ranking Scientific Impact (PP, top 50%)			Political Sciences	151-200	201-300
Overall	118	160	Overall	601-700	601-700
Social Sciences & Humanities	31	57	University of Texas (UT) Dallas World Ranking Business Research		
Mathematics & Computer Science	182	340	Overall	51	48
Biomedical & Health Sciences	258	202	Tilburg University Economics Ranking		
			Overall	42	48

1.3 Key research figures

Figure 1.3.1 PhD defenses per professor (FTE)

Figure 1.3.2 Academic publications

Table 1.3.1 Output of Tilburg University

	2017	2018	2019	2020	2021	
Academic Publications	In refereed journals	1015	1034	1178	1234	1195
	In other journals	99	78	63	77	69
Book chapters and conference contributions	403	432	395	378	356	
Monographs and (edited) books	82	63	74	75	67	
PhD theses, internally and externally prepared	118	132	111	102	112	
Total scientific publications	1717	1739	1821	1866	1799	
Professional publications and products	506	540	503	609	464	

Table 1.3.2 Open Access (OA) publications

	2017	2018	2019	2020	2021
Gold, DOAJ classified*	16%	14%	15%	16%	21%
Gold, not DOAJ classified/Hybrid**	17%	17%	23%	31%	37%
Green Open Access***	7%	14%	15%	13%	11%
No Open Access	61%	55%	47%	40%	31%

* Publications are publicly available immediately. The journal is listed in the DOAJ (www.doaj.org).

** Publications in closed-access journals that are also immediately available to non-subscribers. The journal is not listed in the DOAJ.

*** Publications made available personally by the author by placing it in the University repository.

Again in 2021, the proportion of Open Access publications grew relative to the previous year (to 69%).

Table 1.3.3 Progress of the employee/PhD candidate

Starting year	Intake		PhD completed* in														
			4 years or sooner			5 years		6 years or sooner		7 years		8 years or sooner		ongoing		discontinued	
	female	male	total	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2009	48	31	79	23	29%	30	38%	14	18%	6	8%	4	5%			2	3%
2010	51	38	89	22	25%	42	47%	15	17%	5	6%	4	4%			1	1%
2011	30	41	71	24	34%	33	46%	5	7%	2	3%	5	7%	2	3%		
2012	30	34	64	14	22%	24	38%	14	22%	7	11%	1	2%	1	2%	3	5%
2013	43	35	78	25	32%	31	40%	10	13%	7	9%	2	3%	2	3%	1	1%
2014	29	35	64	14	22%	21	33%	10	16%	8	13%			7	11%	1	2%
2015	39	26	65	14	22%	12	18%	16	25%					15	23%	1	2%
2016	45	34	79	7	9%	25	32%							33	42%	1	1%
2017	49	38	87	8	9%									64	74%	5	6%

* Since 2014, it has not yet been possible to determine whether PhD candidates completed their degrees after 8, 7, 6, or 5 years, and the total does not add up to 100%.

1.4 Quality assurance for research

Research at Tilburg University is assessed every six years. The year 2021 marked a transition from the 2015–2021 Standard Evaluation Protocol to the 2021–2027 Strategy Evaluation Protocol. In the evaluations, an external international committee examines research quality, the future prospects of the research unit, and the social relevance of the research. This new protocol, which was established by the Universities of the Netherlands (UNL), the Royal Netherlands Academy of Arts and Sciences (KNAW), and the Dutch Research Council (NWO), has a stronger focus on the strategy adopted by the research unit. In preparation for this new evaluation protocol, several digital meetings were organized within Tilburg University.

The research review of the TiSEM research programs was completed in early 2021. The 24 scores that were assigned range from “good” (two scores) to “excellent” (five scores), with the remainder being “very good.” The review committee found that academic excellence is strongly embedded within the culture of TiSEM . The groups conducted very good internationally recognized research, and some groups could rightly be called world leaders. Looking to the future, the committee recommends shifting the focus somewhat more from high-level publications to strategic connections with society and business. It indicates that TiSEM could leverage the existing collaboration within Jheronimus Academy of Data Science (JADS) and with Tilburg Institute for Advanced Studies (TIAS) for this purpose. Although the School does its best to create an attractive research environment, it remains a challenge to attract and retain scholars, particularly due to salary limitations. The committee concludes that TiSEM and the CentER for Economic Research Graduate School provide high-quality PhD programs. The drop-out rate is low, and the completion rate is high (73%–80% within five years). The external PhD program shows promise for integrating business and academia.



1.5 Valuable (and values-based) research

Stereotypes play a decisive role in reactions to sexual violence

March 26 - Ideas concerning what is “normal” play a major role in reactions to the stories of victims of sexual violence. In general, people react more negatively to events that deviate from the stereotypical story (e.g., if the victim is a man). This was demonstrated by the doctoral research of Eva Mulder, which she defended on March 26, 2021 at Tilburg University. Mulder calls for greater attention to the “gray areas” of sexual violence, in the interest of victims.

Rise of constitutional oversight by the EU is straining the autonomy of member states

April 30 - The EU is becoming increasingly involved with the organization of the public authority in the member states, to the extent that this can be referred to as the rise of constitutional oversight by the EU. In the political and legal battle surrounding the values of the Union, democratically-mandated national decision-making clashes with the authority of EU institutions under the rule of law. This was the conclusion of legal scholar Maarten Stremmer in his PhD thesis, which he defended on April 30, 2021 at Tilburg University.

Sustainable employability for employees with mental health problems leaves much room for improvement

May 28 - On Friday, May 28, Prof. Evelien Brouwers delivered her inaugural lecture entitled “*Psychische Gezondheid en Duurzame Inzetbaarheid in Arbeid: Je Gaat Het Pas Zien Als Je Het Door Hebt*” (Mental health and sustainable employability in labor: You don’t see it until you understand it”) at Tilburg University. Brouwers addresses the question of what is needed to help people find and retain jobs, particularly in case of “mental unwellness.”

Smart speakers may affect user autonomy in daily life

June 23 - Due to voice interaction, smart speakers (e.g., Alexa and Google Assistant) can have great persuasive power, influencing and manipulating users and thus affecting their autonomy over their daily lives. This was demonstrated by the doctoral research of Silvia de Conca, which she defended on June 23, 2021 at Tilburg University.

Ecumenical project: Knowledge Collaborative Center on Meaning and Spiritual Care

July 1 - The Tilburg School of Catholic Theology (TST) is participating in the ecumenical Knowledge Collaborative Center on Meaning and Spiritual Care, which has been awarded more than €1 million by ZonMW (grant maker). The collaborative center is aimed at increasing attention to meaning and the professionalization of spiritual care at home. It is funded with the help of the ZonMw program “Meaningfulness and Spiritual Care.”

Shifting the starting point of deductibles in health insurance brings down cost of healthcare

July 2 - The Dutch Health Insurance Act specifies a mandatory deductible, whereby people are required to pay the first €385 of their healthcare costs out of pocket as of 2020. The purpose of the deductible is to make policyholders aware of healthcare costs by placing them partly on their own shoulders. This deductible has been subject to quite a few objections. In her doctoral research, Minke Remmerswaal investigated these disadvantages. She demonstrates that other forms of out-of-pocket payment (e.g., a sliding or percentage-based deductible) are more effective. She defended her PhD thesis on July 2 at Tilburg University.

Sharp increase in the number of government excuses for human rights violations in the past two decades

July 8 - Tilburg University researchers have charted and compared the apologies that have been offered around the world for human rights violations in the recent past. The extensive and unique database, which is accessible to scholars, the public, and the press, reveals a sharp increase in the number of excuses over the past two decades. More than 70 countries have since expressed regret for a variety of past wrongs. A large share of the more than 350 apologies in the database have to do with World War II. Apologies for slavery have been sparse.

Behavioral interventions have a positive effect on environmentally conscious behavior

September 8 - Could behavioral interventions improve environmental behavior, not only in the short term, but in the longer term as well? In her research, which she defended on Wednesday, September 8 at Tilburg University, Mirthe Boomsma answered this research question in the affirmative. Her research focuses on behavioral interventions relating to waste separation and energy consumption. Using field experiments, she demonstrated that behavior regarding waste separation can be improved by properly informing households and making a moral appeal to them. The provision of information on the separation behavior of people in their immediate surroundings has a positive effect as well. Installing an energy display that provides insight into a household’s energy consumption leads to energy savings.

Extroverted and conscientious employees experience the most “problems” with working from home

October 12 - The prolonged period of working from home during the coronavirus pandemic reduced productivity and job satisfaction for highly extroverted and conscientious employees. Over the same period, the work performance of people who scored low on these traits actually improved. For the many organizations that would like to continue to enable or even encourage remote working, it is important to consider these individual differences in personality traits.

New Explanation of the Constitution presented to Prime Minister Rutte

October 13 - On October 13, legal scholars from Tilburg University presented a volume of nearly 1,400 pages containing a new explanation of the Dutch Constitution to Prime Minister Mark Rutte. The volume is a completely revised edition of previously published commentaries on the Constitution beginning in 1987. The commentaries provide guidance for interpreting our Constitution, as well as for its further development in legislation, case law, and policy.

Online daters: Check your grammar and spelling; good language usage makes people more attractive

October 22 PhD student Tess van der Zanden investigated differences in the language used in online dating profiles and how they affect impressions about the attractiveness of profile owners. To this end, she compared 12,000 dating profiles and surveyed online daters for the empirical research for her PhD thesis, which she defended on October 22.

Why Flemish people adjust their Dutch to Dutch people, and not the other way around

November 2 - How does a scientist go about finding out how people adjust their language usage when they are together? People talk differently to others who do not speak Dutch or who are hard of hearing, but how can that be measured? Working with a colleague from Antwerp and his highly creative students, Prof. Marc Swerts devised a gaming method that reveals that Flemish people are more likely to adapt to Dutch people than the other way around. This was evidenced in analyses of both word choice and pronunciation. Their research was recently published in the academic periodical *Frontiers in Communication*. A conversation with Prof. Marc Swerts about his study on linguistic and non-verbal adaptation behavior.

Slowing legislation on gun purchases saves lives

November 22 - Legislation that enforces a “cooling off” period between the purchase of a firearm and its acquisition reduces the number of impulse purchases. This type of legislation also reduces the number of murders, particularly in domestic settings. This is demonstrated by the Tilburg University behavioral economist David Schindler in a quantitative study conducted in the United States. The publication about his work appeared in the renowned academic periodical *Review of Economics and Statistics*.



Automatisch opslaan Locture 13 - Social Media - Beveiligde weergave - Opgeslagen in deze pc Zoeken Gavin Dam 60 Delen Openen/Sluiten Presentatie

Bestand Start Invoegen Ontwerpen Overgangen Animaties Dia-voorstelling Controleren Beeld Opnemen Help

BEVEILIGDE WEERGAVE Let op - bestanden van internet kunnen virussen bevatten. Als u het bestand niet hoeft te bewerken, kunt u beter in de Beveiligde weergave blijven. Bewerken inschakelen

Lecture 12: Social Media & Knowledge Management

TILBURG UNIVERSITY *Understanding Society*

-
-
-
-

Notities



2. Education

2.1 Education in 2021

The constantly changing circumstances placed many demands on the organization in 2021. Lecturers and support staff have searched for appropriate instructional formats and opportunities to allow our students to come to campus as much as possible. At the same time, it has become clear that the digitalization of education has become indispensable. Both lecturers and students have indicated that they would like to retain blended education in the future. We do not wish to lose the creativity that our lecturers have been forced to show over the past two years. In 2021, we began charting this opportunity that has emerged from the coronavirus crisis and how to secure it in the future. In addition, 2021 was marked by the completion of the 2018–2021 Strategic Plan.

Online instruction

In 2021, students, lecturers, and support staff all demonstrated resilience and flexibility. We started and ended the year in a lockdown. In the intervening months, we worked with a variety of scenarios: from partial opening in April to relatively relaxed circumstances in the summer and at the beginning of the new academic year, and the back to a tapering-off of activities later in the year. Throughout the entire period, we took advantage of all possible opportunities to have teaching take place on campus, as physical encounters between students and lecturers are an important element of academic training, as are encounters among students themselves. In this regard, priority was assigned to contact moments with first-year students (both Bachelor's and Master's).



Read the story of Zainab (photograph on the right) in Section 6.1 Faces of Tilburg University.

In addition, the variety of online options continued to increase in 2021. Lectures, seminars, group work, individual tutoring (and thesis supervision), skills education continued using Canvas Conferences, BigBlueButton, Zoom, streamed lectures, and presentations with slide shows in PowerPoint. Knowledge bites were recorded, either in the Tilburg University studio or at home using do-it-yourself (DIY) studios and various applications (e.g., Chalkbox, PresentersWall, EdPuzzle, and WeConnect). Lecturers received support in this process, including through the website Innovate your

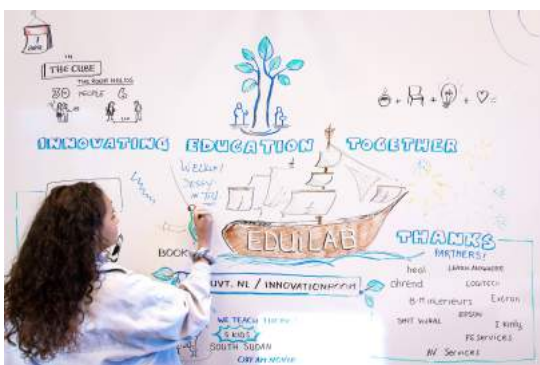
Education. The EDUiLAB, the knowledge center for innovative education, gave workshops, and Teacher Desks provided custom advice to lecturers. In evaluations, students expressed satisfaction with the quality of teaching. At the same time, the limited opportunities for on-campus instruction prevented lecturers from providing the education—and the associated quality—that they would have liked to provide.



For more information about knowledge bites (photograph on the left), see [Section 2.5 Valuable \(and values-based\) education](#).

EDUiLAB

In 2021, EDUiLAB made an important contribution to the innovation of education at Tilburg University. Within the Innovate Your Education program, 13 lecturers received a grant with which to redesign their teaching or to start working with new instructional tools. Together with the Schools, initial steps have been taken to award edubadges to Tilburg University students. In 2021, more than 200 students have requested badges. As a result, the University has also become a major player at the national level, participating in the Microcredentials pilot project of the Acceleration Plan for Educational Innovation. EDUiLAB also contributed its expertise at the international level in the European University Consortium Engage. In addition, Cube 35, the Innovation Room, is fully equipped and has won the EUNIS award for the best European AV-enabled Education Space. In 2021, EDUiLAB provided input for the new educational vision on blended learning for Tilburg University (in a paper entitled “Tilburg University education 2021–2022, and beyond”), as well as for the roundtable discussion on Educational Developments, which contributed to the strategy *Weaving Minds and Characters: Strategy Towards 2027*. Throughout 2021, together with Teacher Development and the Schools, EDUiLAB has played an instrumental role in supporting online, hybrid, and blended education since the pandemic outbreak. Finally, inspiring lecturers and allowing them to experience the possibilities of innovation in education resulted in a wide range of Teaching Meetings on various topics. Considerable attention has also been paid to communication about educational innovation for and by lecturers through the Edu-Inspire website, as well as through videos and podcasts.



Assessment

In 2021, we were also challenged to find alternative ways of ensuring the quality of assessment. Despite the constantly changing conditions, we managed to conduct the examinations in a safe and proper manner. In 2020, online testing through Canvas and TestVision presented challenges relating to fraud prevention and proctoring. For this reason, in 2021, efforts were invested in the further development and deployment of a broad array of assessment forms, with the close involvement of assessment experts. To prevent or reduce study delays as much as possible, it was decided in September 2020 to proceed from a system of hybrid examinations. Throughout the entire 2020/2021 academic year, examinations were prepared in such a way that they could be administered both online and on campus. The use of proctoring to enable remote surveillance was accompanied by start-up problems, resulting in considerable resistance from lecturers and students. It was nevertheless necessary, in part because foreign students had been guaranteed the opportunity to attend and take instruction and examinations from their home countries. Throughout the year, however, the rules for using hybrid examinations became more stringent or less stringent, depending on the severity of the coronavirus situation.

Given the heavy burden that the hybrid examination system imposed on the organization, hybrid assessment was discontinued at the start of the 2021/2022 academic year. Written examinations that were required to be administered under supervision were administered only on campus. The possibility of taking examinations online was available only as an exception.



Graduation ceremonies

To enable students to complete their studies in a festive manner despite the restrictions, the walk-through variant was used again in 2021: together with their invited guests, students walked along a route, where they received their degree certificates, signed them, and concluded with a photo opportunity as a lasting reminder.

Study requirements

Although there were no indications that the pandemic had led to study delays, several relaxations in the BSA standards were made again in 2021. These relaxations were intended to minimize any adverse effects of the situation, including with respect to the well-being of our students. In the past year, the binding study advice (BSA) standard at Tilburg University was lowered from 42 to 36 credits, in accordance with national agreements on this point.

In 2021, the measures continued for groups of prospective students who were unable to meet the entrance requirements on time due to COVID-19. Exceptions were made for entry and progression to avoid unnecessary study delays. Students wishing to enter the Bachelor's program with a first-year professional education certificate (Dutch HBO *propedeuse* or equivalent) or the pre-Master's program at Tilburg University with a professional Bachelor's degree certificate were admitted based on a positive completion recommendation from the university of applied sciences. In 2021/2022, students in the final phase of a Bachelor's degree program were admitted to the corresponding Master's degree program if they were still lacking no more than 12 credits from the prior educational program. Comparable provisions were made for progression from a professional Bachelor's degree program to a university pre-Master's program and from a pre-Master's program to a Master's degree program. Students made only limited use of these provisions.

Educational innovation: Blended education

All of the educational developments caused by COVID-19 have also provided the University with unique experiences. Several working groups were active in 2021, issuing recommendations on short-term and long-term scenarios, as well as formulating principles for the future of education. The University's strategy was developed parallel to these efforts. Tilburg University has indicated a desire to continue using digitalization in its teaching, with the goal of achieving further improvements in the quality of our education. These efforts will be based on blended education: the combination of face-to-face and online instruction, with each of these elements reinforcing the other. This makes it possible for students to acquire knowledge and insight through guided independent study—alone or in groups, and at the time and place of their choosing. Blended education is the next step in the further development of the Tilburg educational profile. To this end, it is important to provide lecturers with opportunities to use innovations to strengthen their teaching and realize further professional development. We will do this with the help of a common platform that brings together professionalization, support, innovation, and educational research. This platform will be developed in 2022.



Tilburg Educational Profile

Further steps were taken for the Tilburg Educational Profile (TEP) in 2021 as well. The TEP is unique in the Netherlands. This plan centers on three core concepts: knowledge, skills, and character. Those who study at Tilburg University are formed into knowledgeable, self-confident, and engaged academics who understand society and can play a role in it, driven by solidarity, entrepreneurial spirit, a sense of responsibility, and empathy. All of these are values that are needed in our society.

This phase in the implementation of the educational profile focuses on deepening character development in education and orientation to the job market. Considerable attention is also devoted to assisting lecturers in the application of the TEP and character in their teaching. All Schools already have fine examples showing how character building is reflected in teaching. For example, Natascha Kienstra (TST) uses debates to build character in students. She does this using a manual that she is compiling in collaboration with COMET.

For more information about Kienstra's initiative, see [Section 2.5 Valuable \(and values-based\) education](#).

The following are elements of character development that Tilburg University would like to see reflected in teaching:

- ◆ Intellectual independence
- ◆ Critical attitude
- ◆ Societal responsibility
- ◆ Academic responsibility
- ◆ Entrepreneurship

In 2021, several activities were organized to flesh out the TEP :

- ◆ TEP Toolbox: The intranet for lecturers offers a Toolbox containing practical tips on the Tilburg Educational Profile. This TEP Toolbox include knowledge bites of and interviews with lecturers, in which they share practical tips and examples of the implementation of the educational profile in their classes.
- ◆ A “*Tafel van Martinus*” (in the style of *De Wereld Draait Door*) on character in education is being prepared. This will take place in early 2022.
- ◆ An overview of existing information channels for lecturers was created, and these channels were used to provide information about the TEP to lecturers.



Read about two students with a TEP story in [Section 2.5 Valuable \(and values-based\) education](#).

Inclusive education

To promote well-being, Tilburg University strives to be an inclusive educational institution where students are treated equally and with respect. As a signatory to the Declaration of Intent of the UN Convention on Higher Education, a task group for Inclusive Education is working to develop a vision for inclusive education, with the objective of promoting inclusivity. This task group is conducting an inventory of problem areas in education, and it will ensure that they are addressed in a project-based manner.

University Teaching Qualification (UTQ) and Senior University Teaching Qualification (Senior UTQ)

The high percentage of lecturers (fluctuating around 90%) with UTQ certification was maintained in recent years, ranging from 88% in July 2020 to 94% in July 2021. These fluctuations were due to the appointment of new lecturers and the departure of lecturers with UTQ certification. In follow-up to the UTQ, efforts have been devoted to the Senior UTQ since 2019. Regular training courses for the Senior UTQ were started in 2020, with the goal of achieving a rate of 10% to 20% Senior UTQ certification in 2021. Efforts to this end include the development and implementation of a Senior UTQ training program. Despite the workload created by the challenges of COVID-19, the current rate is 17%. Lecturers who have taken the training course have expressed a desire for further development, and they perceived the joint learning experience highly valuable.

Flexible learning

Under certain conditions, flexible learning allows students to adjust the number of courses they will take to suit their specific personal circumstances. Tilburg University was among the first institutions to participate in the Flexible Learning pilot project. Due to the extension of this national pilot project, Tilburg University has relaxed its participation in the experiment (currently possible for up to 75 students: elite athletes, informal caregivers, entrepreneurs, and individuals with chronic illness). In the 2020/2021 academic year, 32 students utilized this option, and 29 students were using it in 2021/2022. We suspect that the need is greater, and it is therefore regrettable that we fell well short of the maximum number of students. Flexible learning is expected to be implemented on a national scale in the near future. In 2022, decisions will be made concerning the structural embedding of flexible learning.

Quota

The Bachelor's program in Psychology has experienced massive growth in recent years. In dialogue with the other psychology degree programs in the Netherlands, an agreement has been made to adopt a quota of 600 for the academic years 2020/2021 and 2021/2022, starting in 2020. Lateral entrants to this program will also be subject to a quota in 2022.

TIAS School for Business and Society

At the start of 2021, we hoped that the worst of COVID-19 was behind us. Reality was different, unfortunately, and TIAS was forced to shift completely to online instruction in the last quarter. Even despite these measures—which persisted for longer than expected—TIAS did relatively well in 2021 from an operational and business perspective.

In 2021, TIAS achieved stronger growth and results than expected. Several significant achievements occurred in the field of operations. During 2021, the cluster teams finally became operational, thereby demonstrating that interdisciplinary collaboration is not simply an ambition on paper. In addition, the JAMES project was launched, thus marking the start of our digital transformation in 2021. We will be continuing this development throughout the coming years. We have also seen the realization of the

International Advisory Council, which provided a new impetus to our international ambitions. In February, TIAS successfully completed the AMBA re-accreditation process, resulting in a five-year renewal of its status as an AMBA-accredited business school. In the remainder of 2021, TIAS focused on the AACSB and NVAO re-accreditation procedures. Prior to the accreditation visit, which will take place in June 2022, a small delegation from TIAS met digitally with the chair of the AACSB review team.

Following the harsh conditions and consequences of 2020, TIAS unfortunately had to bid farewell to several colleagues. The higher-than-expected growth in 2021 made it possible to recruit new colleagues. Many of them started from home and have yet to meet their colleagues in person. Even though we expect 2022 to provide more opportunities for working on site, it is not expected that TIAS will completely return to on-site working as it was in the pre-pandemic era.

In 2021, TIAS was also closely involved in the strategic process of Tilburg University. Although TIAS was already involved and actively participating in several working groups, the cooperation with Tilburg University was strengthened substantially in 2021. This creates opportunities for deeper collaboration with mutual benefit. In the second half of 2021, TIAS entered a partnership with the University of Exeter Business School in the United Kingdom. This unique collaboration focuses on creating an international learning and networking experience for MBA students from both institutions, and provides students with the opportunity to work on real cases involving the sustainable development goals of large international companies or organizations. This project is expected to be launched in 2022, with the Royal Schiphol Group as the first business case. In 2021, TIAS also engaged in exploratory talks with the University of Basel to establish a joint Master's degree program in Finance within the Swiss market. This partnership is expected to be finalized in the first half of 2022, with the goal of launching the Master's program around October.

2.2 Education position

Table 2.2.1. Rankings based on the NSS

	Position / rating 2021
Elsevier Beste Studies (Best Study Programs) 2021	
Bachelor of Economics	1
Bachelor of Tax Law	1
Master of Public Administration	1
Master of Tax Law	1
Master of Fiscal Economics	1
Master of International and European Law	1
Master of Law	1
Master of Strategic Management	1
Bachelor of Fiscal Economics	Silver medal
Bachelor of Philosophy	Bronze medal
Master of International Business Taxation	Bronze medal
Master of Corporate Law	Bronze medal
Research Master's program in Individual Differences and Assessment	Bronze medal
Keuzegids Universiteiten (University Selection Guide) 2022	
Bachelor of Fiscal Economics	1
Bachelor of Global Law	1
Bachelor of Public Administration	1
Overall position of Tilburg University	7

Table 2.2.2 NSS 2021

Number of participants	6.839
Satisfaction (on a scale of 1–5)	3.88
Overall position of Tilburg University	8

Master's Program Selection Guide 2021 (published in April 2021)

The Master's Program Selection Guide compares and assesses all Master's programs offered at universities in the Netherlands. As was the case in the 2020 edition, the 2021 does not include a ranking of Master's programs, as no new data from the National Student Survey (NSS) were available at the time of publication. This also means that no new quality seals were awarded, and no top-level programs were designated. Because the NSS was conducted again in 2021, it is expected that the rankings of Master's programs will return in the 2022 edition of this Selection Guide.

National Student Survey 2021

The NSS was administered again in 2021, after being cancelled in 2020 due to the pandemic. Because a completely new methodology (questionnaire) was used in 2021, there is a break in the trend, and results cannot be compared easily to those of previous years. When interpreting the results, it is also important to bear in mind that the 2021 NSS was administered during a period in which severe restrictive measures were in place due to the pandemic. This unfortunately had an undeniable influence on student satisfaction, both in Tilburg and on a national scale. The overall student satisfaction rate for Tilburg University declined from 4.08 in 2019 to 3.88 in 2021, a development that we regret and are taking seriously. This places Tilburg University in line with the national average (3.89), which was also considerably lower than in previous editions. Tilburg University students were more positive than average about the aspect of testing and assessment, while connection to professional practice/professional careers was clearly the most important point of attention.



Elsevier Beste Studies 2021 (published in October 2021)

The annual *Elsevier Beste Studies* (best study programs) rankings were calculated again in 2021, based on current NSS data. In the two previous editions (due to the absence of new NSS data), the rankings were based on NSS trend analyses. Due to changes in the NSS questionnaire, Elsevier was forced to base the total scores for the purpose of the rankings on a different selection of NSS items than was previously the case.

Two of Tilburg University's Bachelor's programs were assessed as the best in their disciplines in the *Elsevier Beste Studies 2021* rankings: the Bachelor's program in Economics and the Bachelor's program in Tax Law. In addition, six of Tilburg University's Master's programs achieved Number 1 rankings: Public Administration, Tax Law, Fiscal Economics, International and European Law, law, and Strategic Management.

Tilburg University received a silver medal for its Bachelor's program in Fiscal Economics. This means that the program scored significantly better than the sector average on six or seven of the 11 NSS items that were used to calculate the rankings. Bronze medals were awarded to the Bachelor's program in Philosophy and the Master's programs in International Business Taxation, Business Law, and Individual Differences and Assessment (Research Master's program). These programs scored significantly better than the sector average on four or five of the 11 NSS items selected.

Keuzegids Universiteiten 2022 (published in November 2021)

In the annual *Keuzegids Universiteiten* (University Selection Guide), all academic Bachelor's programs in the Netherlands are assessed and compared. As was the case with the *Elsevier Beste Studies* rankings, new NSS results were used to calculate the scores for the *Keuzegids Universiteiten 2022*, but the methodology differs from previous years, due to changes in the NSS questionnaire.

In this version of the selection guide, Tilburg University was assessed somewhat less highly than it was in the 2021 edition. In the overall rankings, Tilburg University occupies seventh place with 63 points (as compared to 63,5 points in the 2021 edition). Due to the changes in methodology, these scores cannot be easily compared to each other (as they are based on a different selection of NSS items).

In contrast to previous editions of the university selection guide, Tilburg University currently has no Bachelor's programs that qualify for designation as "top-level programs." Three of Tilburg University's Bachelor's programs were nevertheless rated as best in their disciplines: Fiscal Economics (shared), Global Law, and Public Administration.

2.3 Key figures for education

Table 2.3.1 Degrees awarded

	2013– 2014	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021
Bachelor's programs	1677	1606	1405	1455	1492	1554	1776	2131
Master's programs	2608	2693	2626	2689	2816	3233	3431	3840
Total initial degree programs	4285	4299	4031	4144	4308	4787	5207	5971
Post-doctoral programs	8	8	30	70	98	101	85	93

Table 2.3.2 Number of first-year students (first-year students in WO-I institutions), by phase

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022
Total	3089	3729	4161	4865	5436	6086	6450	6188
Bachelor's	1841	1943	2207	2539	2892	3434	3562	3399
Pre-Master's	643	1120	1252	1532	1651	1721	1889	1852
Master's	605	666	702	794	893	931	999	937

In 2021, there was a decrease in external intake relative to 2020. This was an effect of the pandemic. In 2020, the intake of Dutch students was relatively high, due to the absence of university preparatory examinations and fewer students opting to take a gap year. In 2021, this was reflected in a relatively low national intake. This is because some university preparatory graduates had already entered university education a year earlier (i.e., those who would otherwise not have passed their examinations and those who would otherwise have taken a gap year).

Table 2.3.3 Number of (foreign) students (first-year students in WO-I institutions)

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022
Total	3089	3729	4161	4865	5436	6086	6450	6188
Foreign students	662	812	852	1006	1210	1496	1551	1740
% foreign students	21.4%	21.8%	20.5%	20.7%	22.3%	24.6%	24.0%	28.1%

The growth in the number of foreign first-year students was somewhat lower in 2020/2021 than it had been in previous years, due to the pandemic. Stronger growth was observed again in 2021/2022.

Table 2.3.4 Number of (foreign) students enrolled

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022
Total	12113	12399	13050	14269	15761	17378	19334	20254
Foreign students	1315	1560	1736	2064	2507	3105	3709	4231
% foreign students	10.9%	12.6%	13.3%	14.5%	15.9%	17.9%	19.2%	20.9%

Table 2.3.5 Number of contract students

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020	2020– 2021	2021– 2022
Number of contract students	144	186	115	92	92	143	123	

Table 2.3.6 Percentage of students with a positive BSA

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020*	2020– 2021*
Percentage of students with a positive BSA	81%	84%	81%	84%	82%	100%	87%

* NOTE: The situation for the 2019/2020 was different, due to COVID-19. For that year, students who had earned a sufficient number of credits received a positive BSA, and all others were retained. This means that they will be included in the next BSA cohort for the definitive advice.

The percentages were calculated by dividing the number of positive BSAs by the total number of BSAs. Only those students who were enrolling in a program for the first time and those who had received a deferred BSA in the previous year were included. Students who had unenrolled themselves during the year did not receive an official BSA, and they were therefore not included in the calculations.

Table 2.3.7 Progress of first-year Bachelor's students (full-time)

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020*	2020– 2021*
Average number of credits earned** within the program	45	46	45	45	43	46	46

* See above.

** Including students with no credits.

This refers to the average number of credits after one year for full-time first-year Bachelor's students, including switchers (by cohort). Credits from previous degree programs were not counted.

2.4 Quality assurance in education and accreditation

The Vision for Quality Assurance—adopted in 2018 in preparation for the Institutional Quality Assurance Assessment (IQAA)—is based on the following principles: Continuous Improvement, Transparency, and Cooperative Learning. As was the case in 2020, these principles were even more important in 2021, as education continued in innovative ways while maintaining quality in relation to COVID-19. According to the student evaluations and student surveys, students consider the quality of education to be good, and there were no notable deviations from previous years, despite the coronavirus pandemic.

The realization of the quality assurance cycle focuses on the level of the Schools. In the past year, COVID-19 had a major influence on both teaching and examinations. Within the various programs, the monitoring of quality was a key priority, regardless of the form in which teaching and examinations were offered. To this end, lecturers were provided with support to help them offer their teaching and examinations in alternative ways when necessitated by government measures, and the possibilities for using streaming and online examinations were expanded. Monitoring, control, and assurance are designed jointly through cooperation between Schools and the EB at the administrative level, between the various supporting service departments at the implementation level, and by the Examining Boards at the assurance level. This called for commitment and adaptability on all fronts. Unfortunately, however, this clearly did not always lead to the desired and appropriate support.

In 2021, the Accreditation Organization of the Netherlands and Flanders (NVAO) issued a positive decision on the request to maintain the accreditation of the Research Master's program in Social and Behavioral Sciences and the Research Master's program in Individual Differences and Assessment (TSB). In addition, an assessment panel reviewed the program in Liberal Arts and Sciences (TSHD) in connection with the special characteristic of small scale. A panel also reviewed the Joint Bachelor's Degree program in Data Science and the Joint Master's Degree program in Data Science and Entrepreneurship, which is offered jointly by Tilburg University and Eindhoven University of Technology. In all three cases, the initial feedback provided by the panel was positive. The University is awaiting the final decisions of the NVAO .

2.5 Valuable (and values-based) education

Knowledge bites

The Knowledge Bites pilot project was launched in September 2020. A knowledge bite is a short video (no more than 6 minutes) explaining a specific theme, idea, or concept. It may involve the use of a speaker, an animation, or a combination. A knowledge bite is short, powerful, and a great opportunity to add variety to current educational offerings. During the pilot project, lecturers could have a professional animation developed with the help of student assistants. The range of knowledge bites available developed further in 2021. It offers lecturers the opportunity to develop professional knowledge bites without any major time investment, high costs, or knowledge of complex video editing. Support for these knowledge bites includes the possibility of educational guidance, application of the Tilburg University house style, professional voice-overs, and the option of subtitling. In 2021, 85 knowledge bites and 15 instructional videos were developed. In all, more than 90 lecturers for all Schools participated in the pilot project.

Irmgard Borghouts, one of our lecturers, talks about her experience: “I walked into the studio to make a professional video for the new Global Law Students. These recordings are more professional than those made with MyMediasite, and you don’t have to do any of your own editing, because that’s done by other people. I also participated in Tilburg University’s pilot project on Knowledge Bites. It requires an investment of time to formulate the script properly, and you have to give careful consideration to what the core message should be and how it can be translated into images and words. In the future, however, the materials can be used more often. I would recommend it to any lecturer! The variation in the use of knowledge bites, videos, and live classes (interactive online or on campus) gives more variety to my work as a lecturer.”



For more information about online instruction in 2021, see [Section 2.1 Education in 2021](#).

Tilburg Educational Profile

Within the context of the Tilburg Educational Profile (TEP), we regularly interview students, lecturers, and alumni who demonstrate what our educational profile stands for. This year, our interviewees include the Assistant Professor Natascha Kienstra (TST). Character building—an important part of the TEP —demands time and practice, but it also requires proper training (e.g., in the form of debating). Debating moral dilemmas has a positive effect on the development of various skills, including critical thinking, reasoning, and the examination of and reflection on complex situations. Kienstra uses the course guide entitled *Teaching Ethics through Debate* to promote these skills in students. This guide uses moral dilemmas formulated in collaboration with the Médecins Sans Frontières Holland Association. These dilemmas are based on actual situations that they have encountered in the field.

We also interviewed two students: Veerle Joosen and Soraya Corten. Veerle is a Bachelor's student of Public Governance. From October through December 2020, she served an internship in the Municipality of Waalwijk, where she conducted research on youth participation. Soraya, a Law student, counselled four students at Lodewijk College in Zeeland at the end of the 2020/2021 academic year, as part of the StudentinzetopSchool project.



For more information about the TEP in 2021, see [Section 2.1 Education in 2021](#).

Read the stories of [Kienstra](#), [Veerle](#), and [Soraya](#) on our website.





3. Quality agreements

3.1 Quality agreements at Tilburg University

Tilburg University's Quality Agreements for Higher Education 2019–2024 are described in the Quality Agreements Recovery Plan. This Recovery Plan has a broad base of support. All relevant bodies and individuals have had input, including the Board of Governors and the University Council. 2021 was the second year of the implementation of the Quality Agreements. In some cases, the implementation of the plans was affected by COVID-19. Despite the difficult situation, Tilburg University succeeded in spending the quality funding and keeping the discussion going with the representative bodies. As shown in Table 3.2.1 in the next section, we are 3% ahead of schedule with the expenditures.

At the heart of Tilburg University's educational vision is the principle that, in addition to providing knowledge and skills to students, there is also a focus on character building. This vision plays a decisive role in the improvement of education at Tilburg University, and it constitutes a compass for the design of programs and courses. The Quality Agreements are based on the ambitions stated in the Strategic Plan for 2018–2021, which include teaching, research, and impact. Entitled *Weaving Minds and Characters: Strategy Towards 2027*, the strategic plan builds upon these ambitions.

Table 3.1.1 National themes and Tilburg University Quality Agreements

National theme	Quality Agreement
1. More intensive and smaller-scale education	A. Expansion of academic teaching staff
2. More and better supervision of students/3. Academic success*	B. Perfecting the Program for Academic Study Success (PASS)
2. More and better supervision of students/3. Academic success	C. Action plan for student well-being
2. More and better supervision of students/3. Academic success	D. Introduction of learning analytics
2. More and better supervision of students/3. Academic success	E. Improving and streamlining thesis supervision
4. Educational differentiation	F. Further embedding of character development in education
4. Educational differentiation	G. Further embedding of orientation to the job market in education
5. Suitable and good teaching facilities	H. Realization of the Education Innovation Laboratory
6. Further professionalization of lecturers	I. Implementation of a system of permanent professionalization
6. Further professionalization of lecturers	J. Promotion of digitalization in education

* The Quality Agreements that Tilburg University has made within Themes 2 and 3 contribute to both themes; these two themes have therefore been merged.

In consultation with the representative bodies, Tilburg University has opted to assign the quality funding to the Schools. The allocation is presented in Table 3.1.2.

Table 3.1.2 Allocation of national themes in schools, total for 2020–2024 (in €1,000)*

	TiSEM	TSB	TLS	TSHD	TST	TOTAL
1. More intensive and smaller-scale education	6,325	4,283	972	2,088	0	13,668
2. More and better supervision of students/ 3. Academic success	2,492	1,680	1,134	525	91	5,922
4. Educational differentiation	1,528	750	1,420	869	52	4,619
5. Suitable and good teaching facilities	350	100	548	343	33	1,374
6. Further professionalization of lecturers	1,061	250	1,145	371	213	3,040
TOTAL	11,756	7,063	5,218	4,195	389	28,621
Quality funds (predicted from 2021)	11,735	7,063	5,218	4,195	373	28,584
Difference	21	-	-	-	16	37

* Quality Agreements Recovery Plan, Tilburg University, April 2, 2021 (p. 24, Table 11)

3.2 Control and monitoring

The control and monitoring of the Quality Agreements are part of the regular planning and control cycle. The Quality Agreements are explicitly on the agenda of the bilateral meetings between the EB and the School Boards twice a year:

- ◆ Spring meeting: (1) progress and (2) review of achievements in the past year.
- ◆ Fall meeting: (1) budget and annual plan (including plans for the Quality Agreements) and (2) progress.

Because the funds are allocated to the Schools, the substantive monitoring of the Quality Agreements within the Schools takes place according to monitoring schedules (which describe in detail what has/has not been achieved and why) and a financial dashboard.

The EB assesses the progress and whether the representative bodies have had sufficient opportunity to provide critical advice. This substantive assessment is included in this section. This section was discussed with the University Council separately from the other parts of the annual report on June 2, 2022.

Table 3.2.1 Progress in 2021

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

Based on the monitoring schedules of the Schools, it can be concluded that the special situation in 2021 (as in 2020) has led to substantial choices. The status is presented in Table 3.2.1. Figure 3.2.1 displays the expenditures for each theme, and Figure 3.2.2 displays the expenditures for each Quality Agreement. For 2021, the overall picture is that more has been invested in Theme 1: More Intensive and Smaller-scale Education (more than 130%). More was also invested for Agreement C (Action Plan for Student Well-being, Themes 2/3) and Agreement J (Promoting Digitalization in Education, Theme 6). Less was invested in Themes 2–6.

These choices were made at the level of the Schools. The differences between Schools are shown in Table 3.2.1. For example, TSHD (+41%) and TSB (+12%) invested more than was budgeted. For TSHD, this entailed catching up relative to 2020, when it had spent considerably less (-45%). TiSEM (-10%), TLS (-10%), and TST (-11%) invested less than they had intended. The differences between Schools were nevertheless smaller than they had been in 2020. The following section discusses the progress and choices made in 2020 for each School.

Figure 3.2.1 Progress on national themes, all Schools

Figure 3.2.2 Progress on Tilburg University themes, all Schools

3.3 Progress

Tilburg School of Economics and Management (TiSEM)

Table 3.3.1 Progress in 2021: TiSEM

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

Figure 3.3.1.1 Progress on national themes, TiSEM

Figure 3.3.1.2. Progress on Tilburg University themes, TiSEM

Although COVID-19 persisted in 2021, it had less effect on implementation than was the case in 2020. Some plans became more urgent as a result of COVID-19. In 2021, some agreements realized with lower-than-expected expenditures in some cases. All funds that became available were therefore allocated to Quality Agreement A: Expansion of Academic Staff.

In the following section, we discuss three important shifts in expenditures for 2021.

1) Additional funds for teaching capacity (Theme 1, Agreement A)

In 2021, TiSEM planned to spend approximately 50% of all available quality funds on Hands on the Board. In the course of the year, and in light of the sharp increase in intake in 2020, more funds were allocated to the expansion of teaching capacity (ultimately more than 60%). Because of the growth in student enrollment, the student-to-staff ratio still decreased (the average number of students per FTE increased).

2) Funds allocated to student well-being (Themes 2/3, Agreement C)

In 2021, TiSEM allocated more funds than planned for student well-being. These funds were invested in two projects: the University Action Plan for Student Well-being and the Study Thermometer. TiSEM had initially chosen not to allocate quality resources to the Action Plan for Student Well-being. In light of the pandemic, however, funds amounting to €20,000 were allocated in 2021 and 2022 to the University-wide effort to improve the prevention and early detection of mental health problems among students (approved by the School Council on December 3, 2020). Second, the School decided to introduce the Study Thermometer, a tool with personalized student reports on student well-being (indicators of drop-out risk). The first round of the Study Thermometer was conducted in October 2021.

3) Learning Analytics (Theme 2/3, Agreement D)

Learning Analytics provides input for policy (and other) changes that could increase the efficiency of teaching and the effectiveness of learning. The digitalization resulting from the COVID-19 situation has made this even more relevant. Other Schools and divisions of Tilburg University joined in 2021. The project focuses on three pillars.

Pillar 1: Use and presentation of existing data: accurate, timely, and complete presentation of information on teaching. Dashboards on graduation rates and grades have been developed.

Pillar 2: Research-based approach of Learning Analytics: research focusing on Learning Analytics. Two research proposals have been initiated in the Department of Management, focusing on 1) the impact of socioeconomic background of students on learning outcomes and 2) the efficiency of teaching methods in achieving learning objectives. The first student survey has been conducted.

Pillar 3: Learning Analytics by design: innovative Learning Analytics projects that are difficult to fit into existing programs and their existing infrastructure. Experiments are being conducted with new tools and systems in new programs or courses, which will be rolled out further later.

Involvement of School-level representative bodies

October 2020 - 2021 Budget expenditure plans from the Quality Agreements presented to the School Council.

December 2020 - School Council approves two adjustments from the Quality Agreements: one due to an increase in the funds available in 2021 (an additional €215,000 allocated to Hands on the Board) and a reallocation of €20,000 from LA (data infrastructure) to student well-being.

July 2021 - Update on the Quality Agreements for 2021 (including the interim financial evaluation and proposed reallocation of funds for Hands on the Board) - for a total of €315,000.

October 2021 - The plans (and any adjustments relative to the original plans) for the expenditures of the Quality funds in 2022 were discussed with the School Council, corroborated, and accompanied by project plans and a budget. All but one of the plans received Council approval. The plan that did not receive Council approval concerned the investment in the organization of innovation within TiSEM .

December 2021 - revised Innovation Organization submitted to the Council. The School Council agreed to the proposal.

TiSEM School Council statement (March 31, 2022)

With this letter we would like to give our reflection of the School Council's involvement in the decision-making process regarding the Quality Agreements in 2021.

Staff workload, student well-being, and the student-to-staff ratio were recurring topics on the Council's agenda, and the Quality Agreement funds helped to address these issues. The actions that were taken by the School Management Team (SMT) were worthwhile, and they clearly contributed to improvements within TiSEM . We have also noticed that changes in the circumstances could offset the positive impact of these actions. This was particularly the case in 2021, when COVID-19 fundamentally challenged the way in which the Institution delivered its teaching and assessment.

As a School Council, we have been fully able to exercise our formal rights in the decision-making process concerning the Quality Agreements. This is illustrated by the fact that, on two separate occasions in 2021, we withheld our consent on a specific proposal from the FMT. On both occasions, the SMT then modified the proposals in such a way that we were able to grant consent in the next cycle. Moreover, when changes were made or requested by the Council, the SMT sent us a clear overview of what had been changed. We appreciate the SMT demonstrating this level of involving and informing the Council.

The withholding of our consent on the aforementioned occasions was not so much related to the intention or content of the proposals, but more to the level of detail provided in the original documents. This is because a certain level of detail is necessary for the Council to form a critical opinion of the proposal. As a point of attention, therefore, we would like to stress the importance of making initial proposals sufficiently specific, as this will benefit the quality and speed of decision-making.

In conclusion, we are pleased with the way in which the SMT has informed us about both plans and results related to the Quality Agreements in 2021. We appreciate the efforts the SMT is making, which indicate to us that they would like to make serious contributions to the quality of education and student well-being. We regard the decision-making process as positive and constructive, and we look forward to seeing and discussing additional Quality Agreements proposals.

Findings of the Executive Board

TiSEM has worked on all six themes. In 2021, it invested substantially more in Hiring additional academic staff (Theme 1, Agreement A) and Promoting digitalization in education (Theme 6, Agreement J). For the other agreements, less was invested than intended. As explained by the TiSEM Management Team, the choices were affected by COVID-19.

The EB is satisfied with the decision to make additional investments from both the Quality funds and other School resources in 2021 to expand the teaching staff. The EB is also pleased to learn that the Quality funds have benefited innovation and preparation for the job market (Innovation Coordinator, Career Service Officers, multi-media designer, support for the Examining Board).

The fact that TiSEM had engaged in an extensive exchange of views with the School Council concerning the Quality funds (as described in the reflection) Resources was a specific topic of discussion in the bilateral consultation. The additional investments in teaching capacity and student well-being were very clearly justifiable, given the external circumstances.

The EB concludes that TiSEM is on schedule for several themes. Any deviations from the schedule have been explained adequately and discussed with the School's representative bodies.

Tilburg Law School (TLS)

Table 3.3.2 Progress in 2021: TLS

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

Figure 3.3.2.1 Progress on national themes, TLS

Figure 3.3.2.2. Progress on Tilburg University themes, TLS

TLS works intensively with its students to use the revenues from the student finance system to achieve concrete improvements in the quality of education within the various themes. The policy on the various themes will be further reinforced and expanded in the coming year.

In the first months of 2021, talks were held with the Program Directors of all TLS degree programs concerning the plans for 2021. These talks resulted in a concrete translation of the plans within all themes of the Quality Agreements. For example, in the Bachelor's programs in Law, Tax Law, and Public Administration, the Talent and Career Development component has been implemented as a free elective. In 2021 (and partly in 2022), the pillars of Education, Research, and Connection to Practice were implemented within the Advanced Master's program in Law.

In 2021, in accordance with the Implementation Plan for More Intensive and Smaller-scale Education and Digitalization in Education, the primary focus was on Theme 1 (More Intensive and Smaller-scale Education) and Theme 6 (Educational Innovation). Additional lecturers (2.4 FTE) were appointed as of May 2021, particularly in the Bachelor's program in Global Law and Law.

The additional focus on educational innovation is evidenced by the creation of an Innovation Team, which focuses on implementing the TLS Educational Innovation Plan (e.g., helping lecturers to make courses more interactive and improving the design of Canvas). This team is funded in part through the NPO funds and in part through the Quality funds.

The lockdowns in 2021 led to new initiatives, including pilot projects in the field of online and hybrid education. Supervision in the first year of the Bachelor's program was intensified, and the role of academic mentors was strengthened. In addition, additional classes in study skills were offered. Several on-campus activities were also organized for second-year students at the beginning of the academic year.

In June 2021, an interim update was discussed with the School Council (including the student party). In this meeting, an update was provided on the current status and prospects for the remainder of 2021. The input from the students resulted in interim adjustments to a number of agreements. In October and November 2021, talks were held with students from the School Council. They provided feedback on the results of the Innovation Team. Because they indicated that it was important for as many students as possible to benefit from educational innovation, the School Board is planning broad investments in educational innovation starting in 2022, initially focusing on the entire Bachelor's program in Law.

The slight underspending in 2021 under the Quality Agreements was partly the result of deliberate choices. The following are the reasons for this:

- ◆ Some of the plans under the Quality Agreements were funded through NPO funds, such as the partial funding of the TLS Innovation Team. This came to an amount of €75,000 (Theme 6).
- ◆ Successful appeals were made to other forms of funding within Tilburg University, including the EDUiLAB Innovate Your Education project, which reduced the need to draw on funding from TLS innovation projects (Theme 5).
- ◆ Investments in Connection to Practice were less than budgeted. The pillar Connection to Practice in the Advanced Master's program in Law, which is intended to generate further connection to practice, will begin in September 2022. (Theme 4).
- ◆ Due to COVID-19 restrictions, not as much could be done in the way of community building. For this reason, the budget for activities on campus was not exhausted by all programs (Themes 2/3).

The amount of €110,000 has been transferred to 2022, and it will be spent in the coming years to benefit educational quality. The use of these funds will be determined in consultation with students.

Involvement of School-level representative bodies

The realization of the 2021 Quality Agreements was presented and discussed in the School Council in February 2022. TLS would like to reiterate its appreciation for the pleasant and constructive cooperation with the students. This fine cooperation has allowed the School to achieve concrete quality improvements in the recent period, which can be further strengthened in the coming years. TLS is convinced that this cooperation with students can be continued, so that we can work together to achieve even better education.

TLS School Council statement (March 9, 2022)

During 2020, the School Council, and especially the student party, has been intensively involved in the process of allocating the study loan funds within the faculty. At the beginning of 2020, the implementation started in accordance with the Quality Agreements that had been made prior to 2020, in the multi-year budget.

Due to the COVID-19 outbreak, a number of agreements could be implemented only in part, if at all (e.g., the agreements focusing on community building). In May 2020, the student delegation of the School Council met with policy advisors of TLS to discuss the state of affairs and to discuss whether and how TLS should adjust its perspective in light of this development. The students gave input and asked for a larger focus on student welfare and online studying. This resulted in a memo that was discussed with and approved by the School Council in June 2020.

When, in mid-2020, it became apparent that TLS had received more revenues from the study loan system, the student party was asked to propose how TLS could use these revenues in a way that would result in further improvements to the quality of education. These proposals focused on small-scale education and digitalization. Based on these proposals, the School Board drafted a memo containing concrete proposals for how to invest in small-scale education and digitalization for the years 2021–2024. This will be monitored throughout this period.

The student representatives of the Faculty Council are pleased with how they were involved in the investment procedure for the study loan funds. There were sufficient opportunities to address the elements within Tilburg Law School they regarded as deserving more attention, including small-scale education and digitalization. These ideas were well received and implemented in the memo concerning the expenditure of the study loan funds. The student representatives are pleased that close attention is paid to the needs of students, and they would like to remain involved in the further implementation of this memo. The staff representatives of the Faculty Council are equally pleased with how the investment procedure was handled, and particularly with the way in which the needs of students were addressed during the process, and they concur with the description of the process in this letter.

Findings of the Executive Board

The EB has identified a slight under-expenditure of the Quality funds by TLS (-10%). For Theme 1 (More Intensive and Smaller-scale Education), Theme 5 (Educational Facilities), and Theme 6 (Professionalization), the School's expenditures were roughly equal to what had been intended.

The following topics were addressed specifically during the bilateral consultation:

- ◆ According to the student assessor, the students of TLS are highly satisfied with the regular consultation. True investments are being made in student development.
- ◆ Some of the underspent funds, depending on program size, were made available to the Program Director, with the specific assignment of community building. It worked.

The EB notes that any deviations from the schedule have been explained adequately. In addition, the Executive Board has engaged in good consultation with the School's representative bodies. Intensive consultation has also taken place outside of the meetings of the School Council, particularly with the student parties.

Tilburg School of Social and Behavioral Sciences (TSB)

Table 3.3.3 Progress in 2021: TSB

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

*Figure 3.3.3.1 Progress on national themes, TSB**Figure 3.3.3.2 Progress on Tilburg University themes, TSB*

TSB has deliberately invested more in the Quality Agreements (12% over-investment). From the beginning of the Quality Agreements, TSB has invested most of the Quality funds in additional teaching staff to promote more intensive and smaller-scale education (Theme 1), despite the robust growth of TSB. In four years, the number of enrolled students has increased by 40% to more than 4,700 students by 2021/2022. Deliberate investments were also made in improving the Program for Academic Study Success (PASS) to further enhance tutoring (Theme 2) and encourage student success (Theme 3). The objective is to build on and reinforce what has already been achieved. TSB is also investing in educational innovation (Theme 5) and the further professionalization of lecturers (Theme 6).

As in 2020, the focus was on the issue of how the School could best safeguard the quality of teaching and assessment. Tilburg University has made major, university-wide investments in educational innovation. These university-wide investments in educational innovation have allowed TSB to direct the Quality funds more strongly toward the two most important pillars of the School's allocation plan for the Quality Agreements: Small-scale Education and PASS. The investments in teaching staff were an important factor in maintaining the student-to-staff ratio at an acceptable level, despite the growth in student numbers. The investment in PASS was particularly important, given that, during the course of the pandemic, it became clear that study progress was less of a problem than well-being.

The following were the most explicit changes to investments for the Quality Agreements:

1. Substantially more teaching staff were appointed than had been budgeted (Agreement A). This had a positive effect on the relationship between students and staff, albeit it less than expected, due to the growth in the number of students.
2. More investments in PASS were realized. As noted, attention to student well-being has become more important. This is the reason for attention devoted to student counseling. For example, efforts were made to improve study skills during PASS sessions. In addition to PASS mentors, student mentors were appointed as well. Attention to student well-being will continue to be an element of School policy.
3. The resources from the Educational Innovation Fund (Agreement H: Realization of the EDUiLAB) were not spent. Heavy investments were made in educational innovation, but through other funds. For example, a project involving the development of a Blended Learning Toolkit was funded from the budget for the Senior UTQ.

Involvement of School-level representative bodies

The MT and the School Council agreed about the emphasis on “more hands on the board” and the supervision of students. Progress toward the measures was regularly discussed with the School Council. This allowed the School Council to stay abreast of developments in educational innovation, student counseling and other adjustments to teaching, and assessment, in addition to allowing it to provide feedback on the measures.

The monitoring schedules were explicitly discussed in the March and September 2021 meetings. In September 2021, the School Council proposed making a few minor changes to the plans. The MT approved these changes.

- ◆ The plans for 2021 were reported to the School Council in March 2022. The School Council issued a positive recommendation.

The MT believes that the School Council played an important role in the creation of the plans (in 2019 and 2020) and that it has remained an important consultation partner thereafter. The lines for the coming years will be discussed with the School Council in September 2022.

TSB School Council statement (March 30, 2022)

In 2021, the TSB School Council was intensively involved with the Quality Agreements:

- ◆ The internal budget was addressed during the School Council meeting in January.
- ◆ During the School Council meeting in February, expenditures for the Quality Agreements were addressed within the context of the 2020 annual report, including the over-investment of approximately €500,000 in 2020. In both cases, the documents were in good order, and they raised no questions.
- ◆ The spring 2021 report on the Quality Agreements was on the agenda for the School Council in March. Topics discussed at that time included why not all goals had been achieved despite spending more than planned, the role of COVID-19, additional investments in staff appointments (including to improve the student-to-staff ratio; PASS; internship supervision and career orientation; realization of digitalization in TSB programs and assessments), and the evaluation and improvement of PASS. Following these discussions, we approved the report.
- ◆ During the School Council meeting, the Quality Agreements were addressed within the context of the 2019/2020 TSB Annual Education Report, which discusses support for blended learning.
- ◆ During the School Council meeting in September, discussion turned to the monitoring schedule, which we approved on the condition that proposed educational innovations would transcend the course level.
- ◆ The student-to-staff ratio was on the agenda for the School Council meeting in December, and the discussion addressed how it should be calculated and improved.

The School Council notes that the Quality Agreements and the service document have both helped to achieve further improvements in the quality of education, and both student members and staff members of the School Council are highly satisfied with how the School has engaged in educational innovation and improvement, especially in recent times.

Findings of the Executive Board

The EB is satisfied with the fact that TSB has been working on all six national themes. The School has devoted additional effort (130%) to the appointment of additional academic staff, with Themes 2/3 also exceeding the intended amount (130%). As was the case last year, this was for investments in PASS. Investments in orientation to the job market (Agreement G, within Theme 4) also slightly exceeded the target. For the other agreements, less was invested than intended.

The following topics were addressed specifically during the bilateral consultation:

The EB is concerned about the current generation of students who have had to study under difficult circumstances for two years. For TSB, this gave cause for additional investments in more staff appointments than originally budgeted (to improve the student-to-staff ratio), along with clear investments in PASS. As a result, it was necessary to carry out other activities (Excellence program; specification of character elements within the programs; leadership program) to a more limited extent. The expenditures for orientation to the job market (Career Services Officer) were at the level that the School had intended. The EB deems that the School has made responsible choices. The MT kept the School Council informed during all meetings.

The EB concludes that TSB is on schedule, and it approves the substantive choices that have been made. Any deviations from the schedule have been explained adequately and discussed with the School's representative bodies.

Tilburg School of Humanities and Digital Sciences (TSHD)

Table 3.3.4 Progress in 2021: TSHD

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

Figure 3.3.4.1 Progress on national themes, TSHD

Figure 3.3.4.2 Progress on Tilburg University themes, TSHD

In 2020, underspending amounted to €191,000. To compensate for this, we invested additional funds in 2021, resulting in overspending of €366,000. The adjustments to the original plans are explained below:

1. Theme 1, A: Expansion of Academic Teaching Staff. We allocated most of our residual funds to appoint additional teaching staff to help our staff and students through the difficult educational circumstances of the past year. This was already included in the plans for spending the funds for the Quality Agreements, as submitted to the School Council in late 2021. In addition, given the structure of these resources (the increasing budget each year), it makes sense to act now and spend more on staff, such that this spending will even out in coming years.
2. Themes 2/3, Agreements B, C, and I: Use of Student Teaching Assistants. The structural use of student teaching assistants has been a point of special attention since the start of the Quality Agreements. In practice, these themes overlap in the work that student teaching assistants do for TSHD . The overspending on Themes C and I in 2021 are compensated by the underspending on Themes B and C in 2020.
3. Theme 6, J: Promotion of Digitalization in Education. There was some overspending on Theme J in 2021. This was compensated by the underspending on Theme H in 2020. This budget was used to employ three Teaching Assistants and an Instructional Designer, who will play a role in the implementation of a School-wide project on blended learning, which is part of the Educational Innovation Plan (Theme H). They will also provide lecturers with support and inspiration in the further development of digitalization in their education (Thema J).
4. Reallocation and additional resources:
 - ◆ Theme 1, A: Expansion of Academic Teaching Staff (+€26,000; transferred to Theme 5, H).
 - ◆ Theme 5, H: Educational Innovation Lab (-€26,000; transferred to Theme 1, A). This reallocation of resources from H to A in 2021 was in response to underspending on Theme H in 2020, which could not be justifiably compensated within the context of Theme H in 2021. As noted above, pedagogical circumstances required additional budget to support our teaching staff, which falls under Theme A.

- ◆ Theme 6, J: Promotion of Digitalization in Education (+€19,000)
- ◆ Theme 1, A: Expansion of Academic Teaching Staff (+€2,000).

Involvement of School-level representative bodies

The School Council was closely involved in the entire process:

- ◆ The plans for 2021–2024 were discussed with the School Council in September 2021. A separate preliminary meeting was held prior to this meeting in which the new student members received an explanation of the process and content of the Quality Agreements. The School Council issued a unanimous positive recommendation concerning the plans for 2021–2024.
- ◆ A report on the implementation of the plans for 2021 was presented to the School Council in February 2022. The School Council issued a unanimous positive recommendation.

TSHD School Council statement (March 30, 2022)

We are pleased to hereby inform you that the members of the TSHD School Council have been intensively involved in the creation of a Quality-funds spending plan for the upcoming term. A unanimous positive recommendation on this proposal was issued in the meeting of the School Council on September 28, 2021. The purpose of these funds is primarily to improve the quality of education at TSHD, and concrete Quality Agreements have been established to this end.

A unanimous positive recommendation was also issued at the School Council meeting on January 24, 2022 concerning the report on the expenditure of the Quality funds in the past year (2021). In 2021, an attempt was made to restore a balance, as less money had been spent than budgeted in 2020, due to the availability of additional funds. The balance was indeed restored in 2021, and the members of the Council are highly satisfied with how the available funds were used. The funds were used for purposes including the use of student teaching assistants and the improvement of online instruction, which was obviously of major importance in the past year, as COVID-19 continued to play a role.

If a critical note may be placed in this extremely positively intended letter, it is that the Council wonders whether a separate individual should be appointed to report on the expenditure of the Quality funds. Given what is required of the University and the School, we recognize that there was indeed a need to appoint someone for this purpose. At the same time, however, we regret that process of requesting this type of funding involves such a heavy administrative burden. The latter point is obviously an issue that should be answered outside the TSHD School Council. We hope that evidence of this has reached the intended place, as we have also discussed this issue in the School Council.

The School Council is confident that budgets for Quality funds will continue to contribute to further innovation and professionalization of education at Tilburg University in general, and within TSHD in particular.

Findings of the Executive Board

The EB notes that TSHD has worked on all six national themes in 2021. Investment in Theme 1 (More Intensive and Smaller-scale Education) was not yet in the plans in 2020. Additional funds (more than 170%) were spent for this purpose in 2021. Across the board, the School spent more than it had planned (141%). For example, additional investments were made in an annual calendar and a Quick Reference Card. The expenditure for a Career Services Officer was also continued. The EB approves these choices.

The following topics were addressed specifically during the bilateral consultation:

- ◆ Heavy additional investments were made in teaching staff. Some of the future funds for the Quality Agreements have already been spent in 2021. TSHD decided to do so because the teaching conditions in 2021 required more staff.
- ◆ As previously agreed with the School Council, investments in student teaching assistants have continued this year, thereby allowing academic staff to focus more on teaching and educational development.

The EB concludes that TSHD has spent substantially more than it had intended. This was partly due to bringing forward funds for additional staff, which was a responsible choice, given the circumstances (COVID-19). The School's representative bodies were sufficiently involved.

Tilburg School of Catholic Theology (TST)

Table 3.3.5 Progress in 2021: TST

School	Budget (in € thousand)	Actual (in € thousand)	Difference (in € thousand)	Progress
TiSEM	2,456	2,218	-238	90%
TLS	1,106	996	-110	90%
TSB	1,528	1,717	189	112%
TSHD	903	1,269	366	141%
TST	76	68	-8	89%
Total	6,069	6,268	199	103%

Figure 3.3.5.1 Progress on national themes, TST

Figure 3.3.5.2 Progress on Tilburg University themes, TST

2021 was the second year of the implementation of the TST Quality Agreements. The plans for the period 2020–2024 were approved by the School Council in December 2019. For 2021, TST has committed to three main themes. The motivation for these themes, the decisions concerning adjustments, and the School Council's involvement are discussed in greater detail below. Due in part to COVID-19, the emphases were shifted somewhat, and the development of digitalization in education was switched into high gear.

Themes 2 and 3: In 2021, additional investments were made in the supervision of international students. The School Council had already approved these investments in 2020.

Theme 4 (Educational Differentiation): A Career Service Officer (CSO) was appointed to develop a specific range of offerings for students of theology: lectures, excursions (*Later als Ik Groot Ben* [When I Grow Up] project; School Council, December 16, 2021).

Theme 5 (Further Professionalization of Lecturers): Again in 2021, attention was devoted to the professionalization of lecturers: courses, coaching tracks. An assessment expert was appointed in 2021 (School Council, March 2021).

The digitalization in education is and has been an important priority for TST . Because of COVID-19, this development was switched into high gear, and new teaching methods were developed at a rapid pace. Whereas the budget was initially intended for the development of a blended learning program, a decision was made to spend it on IT support for lecturers.

Involvement of School-level representative bodies

All the aforementioned plans were discussed with and approved by the School Council.

The Quality Agreements were addressed in every meeting of the School Council. The monitoring schedules were specifically discussed in the spring and in September. The 2021 evaluation was discussed in two rounds, on February 4 and March 30, 2022. The accounting for the 2021 Quality funds was approved on March 30, 2022.

TST School Council statement (March 30, 2022)

Pursuant to the TST School Council's involvement in the Quality Agreements and their implementation, the School Council is also intensively engaged with the established Quality Agreements during the current 2021/2022 academic year. The Quality Agreements were placed on the agenda and discussed in detail at every School Council meeting and in every Consultation Meeting.

The School Council notes that the Quality Agreements were implemented according to agreements in 2021, and this implementation could be followed satisfactorily.

The School Council is confident that the Quality Agreements and their implementation will contribute to the further innovation and professionalization of education at Tilburg University in general and within TST in particular and, with this in mind, wishes to achieve meaningful Quality Agreements for 2022 as well.

Findings of the Executive Board

The EB supports the additional expenditures of TST, particularly for Themes 2 and 3, and to support the development of digitalization in education.

The fact that the investments at TST involved relatively small appointments was discussed in the bilateral consultation. They concern staff members who are also active in other Schools (e.g., the Career Service Officer and the assessment expert). The discussion also addressed the situation that the professionalization of lecturers is a major concern. The Teacher Academy and blended-learning initiatives offer starting points in this regard.

Detailed explanations for the changes to the expenditures are provided in the TST report. The involvement of the School Council was good.

3.4 Reflection of the University Council

The University Council noted with interest what was included in the annual report on the Quality Agreements, and it discussed this at length with the EB during the University Council meeting on June 2.

The University Council is pleased to note that the agreed-upon measures are being energetically implemented by the Schools, despite the impact of COVID-19. In addition, the representative bodies in the Schools are satisfied with how and to what extent they are involved. In our conversations with the parties in the Schools, we have heard that they feel adequately heard by the School Board. In this regard, the NPO funds played an important role in absorbing the negative effects of the COVID-19 crisis. The pandemic has brought the aspect of digitalization into high gear within the Quality Agreements. For this reason, considerable progress has been achieved in this field (out of necessity). Within the context of digitalization, the EB has also included in its strategy efforts to develop an educational environment in which Blended Learning is the standard. The University Council is of the opinion that the EB is taking good steps in this regard within the framework of digitalization.

The University Council appreciates the active manner in which the EB connects efforts invested in the Quality Agreements to the ambitions established in the strategy toward 2027. The Board advises the EB to continue its activity in this regard and, to that end, requests that it continue and optimize its commitment to further educational innovation and digitalization. The Council was also able to express its views to the EB during the discussion of the budget, as well as in an informal setting outside of that discussion.

The Quality Agreements were introduced in 2015 as a consequence of the discontinuation of the basic student grant. The money that was freed up by its discontinuation was supposed to go to improving the quality of education. One important aspect in this regard is that these investments should be noticeable to students. For this reason, the University Council considers it important for the EB to remain in constant dialogue with the representative bodies to ensure that the funds from the Quality Agreements continue to benefit the educational climate of the student.

The University Council wishes the Schools and the EB good luck with the further implementation of the Quality Agreements, and it looks forward to a broader evaluation in the future.





TS
JOK
ANGOU

STUDENT
TILBURG



4. National education program (NPO)

4.1 NPO in 2021

Section on the pandemic

As described earlier in Sections 1 and 2 of this annual report, the COVID-19 pandemic had a major impact on teaching and research within Tilburg University. Teaching was faced with highly variable conditions to which students and lecturers had to respond time and again. Research encountered delays, either because it could be conducted to a limited extent, if at all, or because scientists were forced to prioritize teaching. The NPO spending plans for teaching and research include an analysis of the consequences of the COVID-19 pandemic and the measures that were taken by the government in response. For the specific implications for our University, please refer to the earlier sections of this annual report.



Accountability and monitoring

In January 2022, assisted by feedback from universities, universities of applied sciences, and institutions of senior secondary vocational education, the Ministry of Education, Culture, and Science wrote a guide for the section on the pandemic. This section is part of the annual report in accountability for NPO funds received for teaching and research. To prepare this section, Tilburg University has chosen to follow a similar process for the spending plan for teaching as is applied for the Quality Agreements. Progress is monitored by explicitly placing it on the agenda at bilateral consultations between the EB and the Schools in the spring and fall, and by addressing it in the Management Reports of the relevant divisions. A dashboard is being used for this purpose. This dashboard has been designed at the level of actions, so that it provides a good overview of the expenditures for each action and established objective. This will allow for making agreements concerning adjustments during consultations. For the spending plan for research, it has been agreed that monitoring and evaluation are to be performed by the EB, in consultation with the School Boards. To this end, a record is kept of the number of researchers encountering delays and the solutions offered—with or without the use of NPO funds.

Involvement of the representative bodies

To accommodate the important role of participation in this matter and its involvement in the development of the spending plan for teaching, the University Council will be informed of the progress of both spending plans. In this process, any adjustments can also be discussed with the University Council.

4.2 Choices made in advance

Spending plan for teaching

The spending plan for teaching outlines the themes and actions on which Tilburg University will spend the available NPO funds. The following principles, which have been coordinated with the representative bodies, are to be used for this purpose:

General principles:

- ◆ The measures fit within the frameworks of the NPO Administrative Agreement on Education.
- ◆ The measures are ambitious, allow customization, and are feasible.
- ◆ They are being elaborated in the most specific and most targeted manner possible.
- ◆ The measures correspond to the regular processes in the institution, and they are embedded within the regular annual rhythm of education.
- ◆ The measures are targeted toward the identified problems with the themes of the Administrative Agreement.

Principles specific to Tilburg University:

1. The measures to be chosen correspond to existing initiatives within the University.
2. To the extent possible, the selected measures will have a sustainable and developmental impact that extends beyond the horizon of the Administrative Agreement.
3. They support the lecturers and/or support staff in the tasks that they perform within the framework of education, and they are either directly or indirectly tangible to students.
4. They can be implemented quickly, given the horizon of the Administrative Agreement.
5. The choice has been made for a limited number of measures (or clusters of measures), thereby ensuring focus and efficiency.

The conclusion of the Administrative Agreement on Education has given Tilburg University the opportunity to solve the problems caused by the COVID-19 pandemic as well as possible. To this end, the University receives earmarked funds for the following themes:

- ◆ Theme 1. Intake and progression
- ◆ Theme 2. Student well-being and bond with the degree program
- ◆ Theme 3. Teacher training programs
- ◆ Additional theme: Additional help in the classroom.

These efforts are aimed largely at the following points:

1. Providing support for students to catch up on delays (e.g., working on individual study plans, providing additional internship opportunities, and devoting attention to personal development and socialization)
2. Preventing delays in the near future by working on flexibilization and digitalization
3. Reinforcing the bonds that students have with the University and the city

4. Providing support to students who are struggling with mental health problems and ensuring proper commitment to prevention and early identification
5. Relieving the burden on our lecturers by strengthening the support structure so that the aforementioned measures will not increase their workload.

Spending plan for research

The spending plan for research explains how Tilburg University tries to solve problems relating to research delays. To arrive at a good assessment of how delays can be avoided or minimized, it is very important for researchers to maintain close contact with their managers, supervisors, or co-supervisors to discuss the situation and possibilities together. The preferred solution is to consider flexibility within the project and within the duration of the employment contract. Temporary extensions to employment contracts will be considered only if no solution can be found in this manner. In terms of flexibility within the project, examples could include adjusting the planning of the research project and evaluating the content of the research project.

If there are no possibilities for adjusting the research within the stipulated duration of the employment contract or the performance indicators (criteria), the possibility of extending the researcher's temporary employment contract will be examined. For this purpose, it is important (1) for the temporary extension of the employment contract to be legally possible, (2) for it to be clear how long the employment contract will be extended, and (3) for it to be clear how the extension will be funded. In the first instance, funding will sought within the researcher's project that have not yet materialized (e.g., travel and living expenses) and other additional resources that the external grantor may make available to complete the research. If funding for the extension of temporary employment cannot be covered from these funds, it can be covered for PhD students, postdoctoral researchers, and tenure-track staff by using NWO and NPO funds. These are explicitly made available to researchers in the final phase of temporary research.

4.3 NPO funds for the realization of teaching

Tilburg University has chosen to allocate funds directly to the realization of its stated goals. Because the efforts in 2021 consisted primarily of preparations for the actual expenditures (e.g., recruiting education coordinators and Examining Board secretaries and developing an appropriate range of training courses), the expenditures in 2021 were significantly lower than included in the plan. It is expected that this calculated backlog will be made up from 2022 onward.

Theme 1. Intake and progression

Within Theme 1 (smooth intake and progression), problems have been identified, particularly with regard to the supervision of students, both in helping them to catch up with individual delays and in ensuring attention to development of personal development and socialization. For this reason, Tilburg University is making additional investments in tutoring and support for personal development. In addition, it is important to prevent delays in the near future, especially given the continuing uncertainty surrounding the further development of the COVID-19 pandemic. We are therefore committed to providing good support to our lecturers relating to digitalization of education, such that more flexibility can be offered to students. Finally, Tilburg University is committed to strengthening the bond that current and prospective students have with the University and the city, by making the campus a vibrant and challenging place where students like to stay.

The provision of additional supervision and opportunities for catching up on study delays: commitment to socialization and personal development

Within the framework of the TEP, all Schools have developed a PASS program for their students. In addition, substantial efforts were directed toward preparation for the job market. From the spending plan for teaching, efforts were directed toward further strengthening and intensifying the PASS program. The year 2021 was characterized by plan development and recruitment. This led to the start of an additional Career Service Officer in early 2022 to provide more supervision to students as they approach the job market. In addition, in preparation for the new academic year, the possibility of working with smaller groups within one of the Schools is being considered. This is intended to identify more quickly when students need additional support, given the delays they may have accumulated in their prior education due to the COVID-19 pandemic.

Providing opportunities for catching up on individual study delays and preventing them in the near future

The delays that have been accumulated call for customized solutions for individual students by working with them to prepare good study plans and to seek areas where acceleration might be possible. Furthermore, additional internship opportunities are being pursued so that students will be able to catch up on any delays and improve their preparation for the tight job market. To this end, in the last three months of 2021, active efforts were made to increase the number of program and internship coordinators. This will be elaborated further in 2022. It will provide the space necessary to provide true customization where needed. Moreover, the recruitment of more staff for the Scriptorium will provide students with additional assistance and support in the thesis-writing process. This will allow them to catch up on previous delays caused by motivation problems.

Improving the orientation of students and enhancing their bonding with the University and city

In addition to the usual activities (e.g., an introduction week for first-year students), Tilburg University is committed to improving the connection between secondary school and university, including in conjunction with national efforts. This means that it is important to have a clear picture of what causes students to drop out, so that we can provide additional supervision and advice. In this regard, particular attention is paid to students who are currently in the final year of university preparatory education and who were not able to make sufficient use of open days and other information activities during the past academic year. By conducting several surveys of prospective students, by training staff, and by instituting a new, hybrid approach to information, the University is now better equipped to meet the demands of our future students. Full implementation of this approach will take place in late 2022.

To strengthen bonding with the University and the city, we are investing in a vibrant, living campus with a wide range of social and cultural activities. The process of recruiting a project Leader for Culture on Campus was started in 2021. In addition, Marketing & Communication has been working with Facility Services to develop new plans that will meet the needs of our students and provide them with opportunities to meet each other. Unfortunately, due to government regulations that were in place at the end of 2021, it has not yet been possible to organize any additional activities on campus. The funds that were available for this purpose in 2021 have therefore been shifted to 2022.

To ensure a good start for students at the University, a learning pathway on study and learning skills is being developed. It is intended primarily to provide support to students who have developed deficiencies in executive skills. A group of lecturers was formed for this project in 2021. Beginning in 2022, it will work to develop a web-based module, which will be available in the third quarter of 2022.

Providing opportunities for catching up on and preventing individual study delays—digitalization and flexibilization

We are committed to improving processes and expanding opportunities for responding to changing circumstances. To this end, a process analyst was appointed in 2021, who has started to improve processes relating to examinations and scheduling. The use of proctoring and the decision to allow examinations to be taken online strained the processes in the organization of examinations, and it was necessary to optimize their organization. We are also committed to improving the digital accessibility of our education, with a particular focus on pre-Master's students. This calls for continuing attention to the workload of lecturers by focusing on the proper support for the educational processes that will be necessary to catch up on delays and prevent them in the future. To this end, several Schools have started to use interdisciplinary support teams close to the lecturer. In addition, student teaching assistants have been used to relieve the burden on lecturers and researchers, thereby creating

additional time for flexibilization and digitalization. Where it was not yet possible to use these solutions in 2021, initial efforts to recruit these employees were made, and they are expected to start in early 2022. Finally, the University has started to intensify and optimize the use of digital tests. A Project Leader identified needs within the University and developed a new vision for digital testing. These developments will continue in 2022, with the goal of meeting the demand from lecturers and students at the start of the 2022/2023 academic year.

Conditions for the implementation of actions for Theme 1: Support through IT

Table 4.3.1 Theme 1: Intake and progression

Objective/Target result	Action	Budget 2021 (in € thousand)	Expenditures in 2021 (in € thousand)
Additional supervision and catching up on delays—socialization and personal development	Strengthening and intensification of PASS (TEP)	200	Toward 2022
Catching up on individual study delays	Deployment of teaching and internship coordinators	400	Toward 2022
Catching up on individual study delays	Expansion of the Scriptorium	7	Toward 2022
Study choice, improving orientation, and enhancing bonding with the University	Living Campus	150	Toward 2022
Study choice, improving orientation, and enhancing bonding with the University	Data-driven approach to study choice	Equity	Equity
Study choice, improving orientation, and enhancing bonding with the University	Adjusting design of recruitment calendar	Equity	Equity
Providing opportunities for catching up on and preventing individual study delays—digitalization and flexibilization	Deployment of a process analyst	34	30
Providing opportunities for catching up on and preventing individual study delays—digitalization and flexibilization	Deployment of a project leader for digital testing	Equity	Equity
Providing opportunities for catching up on and preventing individual study delays—digitalization and flexibilization	Digitalization of education	150	20
Providing opportunities for catching up on and preventing individual study delays—digitalization and flexibilization	Support of educational processes	608	111
Support through IT	Expanding possibilities for streaming and recording	Equity	Equity
Learning pathway on study and learning skills	Development of a learning pathway on study and learning skills for new students and pre-Bachelor's program	20	Toward 2022
Total Theme 1		1,570	161

The effective implementation of the aforementioned actions calls for investing in the facilities that enable implementation. Internal funds are therefore being used to expand streaming and recording facilities have been increased, both by investing in fixed streaming and recording facilities in all major lecture halls and by providing mobile units. For 2022, we are investigating the possibility of installing fixed facilities in classrooms with a capacity of fewer than 50 students, so that we will be prepared for the possible resurgence of COVID-19 in the fall.

Theme 2. Student well-being and bond with the degree program

With respect to student well-being (Theme 2), we are particularly committed to providing direct support to our students who have encountered or continue to encounter issues relating to well-being. We do this by deploying more Student Counselors and psychologists, expanding the range of training for students and staff, and focusing on a clear, integrated approach to student well-being, proceeding from a previously formulated central vision. This integrated approach is supported by clear information facilities based on a single-entry principle.

Provision of additional supervision

Some of the actions identified under Theme 1 (e.g., strengthening and intensifying the PASS program and employing additional program and internship coordinators) go beyond merely providing students with the support they need to prevent or catch up on study delays. They are also explicitly aimed at enhancing student well-being, in part by increasing the likelihood of academic success. The status of and justification for this have already been presented under the first theme.

Support for students through training

We are committed to providing additional training opportunities for individual students, as well as to providing training to lecturers, student associations, and study associations as a means of supporting others. Wherever possible, we do this in collaboration with other universities. In the last quarter of 2021, preparations were made to launch a suitable range of training for four distinct target groups:

- ◆ Staff members who are directly involved in student counseling
- ◆ Student administrators
- ◆ Confidential contacts in associations
- ◆ The general student population

For the latter target group, the emphasis is on expanding preventive offerings appropriate to the most common problem areas (e.g., stress management, attention and concentration, procrastination, and perfectionism). To this end, joint purchasing with other universities will be used wherever possible. In 2021, this resulted in the intensification of knowledge sharing and the further development of a national network for student well-being.

In the first quarter of 2022, a new E-health offering will be implemented to meet the increasing demand for short-term interventions within the broader framework of preventive and early diagnostic well-being policies. The remaining training options will be partially implemented in the second quarter of 2022 (suicide prevention for staff in the student-counseling chain) and deployed for the target group of students starting in the 2022/2023 academic year. For students, the highest priority will be to provide training to the confidential contacts in associations, in order to monitor and promote social safety.

Preparations have also been made for the launch of peer-to-peer groups in the first quarter of 2022. These groups are aimed at students with ADD/ADHD, as well as students who are faced with grief and loss. This peer-to-peer approach aligns seamlessly with our vision on student well-being and meets a growing need that students have for support in connecting with peers, sharing experiences, helping each other, and building social networks.

Additional support for students; continuity in capacity

To help students quickly and effectively and to minimize waiting lists, we are committed to expanding support for well-being, in terms of both direct support and safeguarding integrity. In 2021, this resulted in the expansion of student counseling services by 0.6 FTE in the last few months of the year. In addition, the Well-being Officer started work as of June 1, 2021. She is responsible for providing a clear, coherent range of ongoing and new initiatives relating to well-being. Although ownership and control of well-being rest with the individual student, the University creates the proper conditions and seeks cooperation with external care providers where necessary. The Student Well-being Working Group, in which both staff and students are represented, fulfils an initiating and connecting role in the implementation of the established vision on student well-being.

One major stress factor among students appears to be the increasing waiting time with the Examining Boards due to the transition to online testing. To limit this factor, stronger support is being provided to the Examining Boards. This has proven difficult, due to limited supply on the job market. Nevertheless, it is expected that additional staff to support the Examining Boards will start in all Schools in early 2022.

Provision of additional facilities for students; improvements to information facilities

In 2021, students indicated that the information on student well-being and support is available within Tilburg University, but that it is sometimes difficult to find. To improve this situation, the student well-being homepage was developed. The accessibility of the student desk was also increased by matching the available capacity to the expected demand and digitalizing a number of processes.

Conditions for implementing actions for Theme 2: opportunities for encounters

To be able carry out these actions, it was necessary to invest in expanding the opportunities for encounters and contact. To this end, an additional 120 additional outdoor workplaces were realized. This also allowed students to congregate on campus during the pandemic in good weather for encounters and study-related facilities. In the library, the number of study workstations has been increased by 160, and a central meeting place with a living room atmosphere has been created where students can meet each other for scheduled and unscheduled encounters. The informal setting lowers the threshold for mutual contact.

Table 4.3.2 Theme 2: Student well-being and bond with the degree program

Objective/Target result	Action	Budget 2021 (in € thousand)	Expenditures in 2021 (in € thousand)
Support through training	Confidential advisors/Early recognition/Other training		
Support through training	Peer-to-peer groups	40	Toward 2022
Additional support for students—continuity of previous investments	Expanding capacity of student counselors and student psychologists	0	9
Additional support for students—continuity of previous investments	Deployment of a Well-being officer	37	39
Additional support for students—continuity of previous investments	Expanding capacity of Examining Boards	150	Toward 2022
Provision of additional facilities—improvements to information facilities	Expanding capacity of Student Desk	Equity	Equity
Provision of additional facilities—improvements to information facilities	Development of a student well-being homepage	5	Toward 2022
Expanding opportunities for additional encounters and contact	Expanding outdoor workplaces	Equity	Equity
Expanding opportunities for additional encounters and contact	Expanding workplaces in the Library	Equity	Equity
Joint development and purchasing relating to student well-being	Expanding range of E-health services offered/Training of confidential advisors/Training in suicide prevention/Training in social safety	37	Toward 2022
Total Theme 2		284	48

Theme 5. Teacher training programs

Within the teacher training programs (Theme 5), students were not able to do as many internships during the past year and a half. As a result, they received less feedback on their pedagogic skills. Tilburg University would nevertheless like to provide students with this feedback by making additional internship visits and offering more internship opportunities. Within the context of teaching, attention was also devoted to the didactic principles of online teaching so that the future lecturers trained within our University will be well prepared for future teaching. In 2021, initial efforts to this end were made in the form of recruitment and the development of plans. These plans will be materialized in 2022.

Conditions for implementing actions for Theme 5: Digitalization and support

To enable the actions for teacher training program, the investments related to digitalization and support from Theme 1 will be aligned.

Table 4.3.3 Theme 5: Teacher training programs

Objective/Target result	Action	Budget 2021 (in € thousand)	Expenditures in 2021 (in € thousand)
Expanding range of internships and education offered	Deployment of additional subject-matter experts	103	Toward 2022
Expanding range of internships and education offered	Internship coordination	22	Toward 2022
Total Theme 5		125	0

Additional theme: Additional help in the classroom

Finally, Tilburg University is committed to providing direct support to our lecturers. We offer them additional support in the form of student teaching assistants and Teaching Assistants, so that any additional tasks they may take on for our students (e.g., by providing blended education) will not result in an increased workload. Although these funds will not be available until 2022, work was not at a standstill in 2021. Within the Schools, the recruitment of student teaching assistants and Teaching Assistants was already in full swing, so that they could be deployed as soon as possible in 2022.

Conditions for implementing actions for Additional help in the classroom: Digitalization and support

To enable the actions for this theme, the investments related to digitalization from Theme 1 will be aligned.

Table 4.3.4 Extra theme: Additional help in the classroom

Objective/Target result	Action	Budget 2021 (in € thousand)	Expenditures in 2021 (in € thousand)
Direct support to lecturers	Support of educational processes through deployment of student and teaching assistants.	0	7
Total Extra theme		0	7

4.4 NPO funds for the realization of research

Among other provisions under the NPO, Dutch universities receive funds to address delays in research primarily by young researchers on temporary employment contracts. These NPO funds, supplemented by allocated funds from the NWO, are used within Tilburg University to extend the temporary employment contracts of PhD students, tenure-track staff, and post-doctoral researchers who have been delayed by the pandemic. Causes of research delays include problems collecting data, additional workload due to converting from in-person to online instruction, childcare duties, mental health issues, or the inability to conduct fieldwork and experiments abroad. From the NPO, and supplemented by NWO funds, the University will receive a total budget of €2.6 million for 2021 and 2022.

The directive *Solution Strategies for (Possible) Delay of Research due to the COVID-19 Crisis for Temporary Researchers (PhD students, post-doctoral researchers, and tenure-track staff) at Tilburg University* has been prepared for the use of these NPO and NWO funds. This directive, including a decision tree, provides a tool for researchers and their supervisors to discuss the progress of the research and to determine which solution strategies could be used to prevent delays (or further delays) in the research. Possible solution strategies include adjusting the planning of the research project, revising the content of the research project (e.g., conducting research with data that have already been collected), and adjusting expectations about the performance (or performance criteria) to be achieved without lowering the standard. Customization is crucial to doing justice to the diversity of problems.

For bottleneck cases, if legally possible, the option of extending the temporary employment contract can be considered. The final piece of the directive is aimed at researchers who have encountered delays due to COVID-19 and for whom extension of the employment contract is the only remaining possible solution.

The directive outlines a procedure for applying for and awarding the NPO and NWO funds that have been allocated to Tilburg University for the purpose of extending temporary employment contracts. Applications for contract extensions are reviewed by the Central Delay Committee. The Committee, established by the EB, performs assessments according to the specifications of the directive.

In 2021, one emergency round and two regular rounds were organized in which PhD students, tenure-track staff, and post-doctoral researchers could apply for contract extensions. Within this application, researchers should indicate the following:

1. The extent of delay due to the COVID-19 pandemic and the factors that have caused it
2. Why other solution strategies are not possible
3. The manner in which an attempt is made to achieve the intended result during an extension.

The call for applications was distributed through the Deans and Directors, the Graduate Schools, an intranet message, the newsletter, and a direct email to the PhD students. In 2022, another two rounds will be held in which temporary researchers with research delays due to COVID-19 can apply for contract extensions.

Expenditures in 2021

In 2021, a total of 106 applications for contract extensions were honored. Funds amounting to €1.8 million were allocated for this purpose. The actual costs incurred in 2021 amounted to €369,000. Expenditures are accounted for based on actual labor costs; other costs (e.g., material costs or indirect mark-ups) are not included. Looking at the realized costs and the NPO and NWO budget received in 2021 (€1,215,000 NPO and €206,000 NWO), funds amounting to €1,052,000 remain to be spent in subsequent years. In addition, Tilburg University will receive a further subsidy in the amount of €1.2 million in 2022.

When reviewing applications, a four-month extension is used as a standard for one or more problems relating to COVID-19 (e.g., data collection, online teaching, and problems with the working environment problems) that have caused delays. When multiple or weighty issues have caused a delay in the investigation (e.g., caring for children or being detained abroad), the Central Delay Committee has granted longer extensions of up to six months.

Table 4.4.1 Expenditures in 2021

	Number of researchers assisted	Total expenses
NPO Support Program for recovery and prospects for researchers	106	€1.8 million
Equity and financial and non-financial measures	See description below.	See description below.

Other financial (and non-financial) measures

NWO budget

In 2021, all universities in the Netherlands received a budget from the NWO to assist scientists who have encountered delays due to COVID-19. Tilburg University used these funds—amounting to €206,000 together with the NPO funds—to extend the employment contract of temporary researchers with research delays due to COVID-19.

‘Corona Jobs Arrangement’ (extra help in the classroom, 2021)

As a result of COVID-19, support staff were assigned many new tasks in addition to their standard work. Tilburg University used the grant from the ‘Corona Jobs/Extra Help in the Classroom’ arrangement for the temporary expansion of capacity to ensure the continuity of the primary processes of the Schools. From the first grant scheme, the University used funds amounting to €172,907, supplemented by its own contribution of €32,033. From the second grant scheme, the University used funds amounting to €688,024. For example, additional proctors and program coordinators were recruited, for tasks including preparing online examinations, arranging hybrid training for lecturers, and supporting ZOOM events. Additional support was also used to record online lectures, supervise video conferences, assist lecturers with online teaching, and to deploy student teaching assistants to support ZOOM-based teaching, webinars, and events.

Non-financial measures

Researchers are encouraged to start by working with their supervisors to consider possible revisions to their research projects and possible flexibility within the Tenure Track assessment to complete the research within the duration of the employment contract. This could include using data that have already been collected, shortening the duration of field research or longitudinal research, or adjusting the research question (or a part thereof).

Throughout the pandemic, there was a stronger focus on community, with an eye to the well-being of and connections between staff and students. Various measures taken to mitigate the negative effects of the COVID-19 restrictions include the use of a company counselor, the provision of facilities for working from home, workstations on campus for vulnerable groups, support for workload, well-being and contact, online teaching (including for PhD students), various vitality programs, the introduction of the Golden Rules, and assistance with converting from in-person to online teaching and examinations. For additional information, see [Section 6.2 Human Resources](#) and [Section 6.4 Well-being](#).





5. Impact & Partnerships

5.1 Valuable (and Values-based) Partnerships

Our society is facing far-reaching issues. How can we ensure that we are working in a smart, social way to create a society that will be inclusive and sustainable for generations to come? How can we ensure that more people will be able to work in the right places? How can we ensure the well-being of our inhabitants without exceeding the limits of our planet? Under the motto of ‘Understanding Society’, Tilburg University aims to be at the forefront of finding answers to these complex societal changes. Breakthroughs in scientific knowledge and societal interventions occur as we search for new solutions, in co-creation with a variety of collaborative partners and from a variety of disciplines.

The multidisciplinary research themes on which the University will direct special effort in the coming years include the sustainability transition, inequality, and issues relating to well-being and health, with prosperity in the broadest sense serving as a thematic guide. Broad prosperity concerns what makes life valuable—not only the quality of life in the here and now, but also the extent to which the current quality of life comes at the expense of that of later generations or of people elsewhere in the world (Statistics Netherlands). Within the University, and in cooperation with external partners, academic collaborative centers have been established for the development of knowledge that will contribute to solutions for the aforementioned societal issues. These academic collaborative centers are characterized by multi-year, multidisciplinary, and collaboration in co-creation with companies, governments, and other knowledge institutions, based on a common ambition.

Academic Collaborative Centers/Innovation Hubs (working title)

In 2021, work began to develop four Academic Collaborative Centers/Innovation Hubs (working title), stimulated in part by the Impulse Fund (see [Section 5.2 Organization of impact in 2021](#)). Discussions concerning these hubs were held in the fall with a variety of external partners—from the business community and the government—about possible partnerships. These Academic Collaborative Centers/Innovation Hubs serve as the foundation for the future form in which our researchers and students will cooperate on solutions to major societal issues, in co-creation with strategic partners. In terms of governance (both internal and with all partners, funding, and operations), preparations have been made to reach decision-making by the EB and Schools in 2022.

The Academic Collaborative Center for Broad Prosperity was launched online on October 1, 2021. After the opening by Rector Magnificus Wim van de Donk, Alderman Rik Grashoff, and the chair of the Broad Prosperity steering group, Pieter van Geel, the relevant subjects were discussed at three tables. Guests from academia and practice were brought together at each table. For example, there was a table on Climate and Energy Transition and another on the dynamics between the national government and

the region in the field of broad prosperity. At the table on the Inclusive Labor Market, Professor of Labor Market Studies Irmgard Borghout gave a short pitch, and the director of VNO-NCW Brabant Zeeland, Ellen Kroese joined a policy advisor for the municipality of Waalwijk, Ranjith Clemminck, to discuss urgent challenges relating to the labor market. The session provided interested parties with an initial glimpse into the themes that would be central to the workshops.

The Academic Collaborative Center on the Labor Market aims to develop a collaborative infrastructure by 2030, in which starting a job and moving between jobs is guaranteed for everyone, thereby providing new security within the labor market. The core partners of the Academic Collaborative Center are CNV, CSU, ING, NS, Philips, Rabobank, Randstad, Tilburg University and the UWV (Employee Insurance Agency).

For the Academic Collaborative Centers on Climate and Energy Transition and on Digital Mental Health Innovation, the discussions with external partners will be held in 2022. In anticipation, the relevant organizations have been mapped out, as well as the contacts that are already in process with those organizations.

Digital Sciences for Society/Creating Value from Data

In 2021, the role and function of Digital Sciences became increasingly clear in relation to the other themes mentioned. The theme is an enabler for the other Impact themes, in addition to its major importance to the entire University. It has therefore become an integral part of the development of the Digital Sciences for Society program.

Digital technology is a major driver of innovation within society. The importance of Digital Sciences to the solution of societal issues is increasing. It is precisely at the intersection of technology and social issues that Tilburg University can develop a credible, distinctive proposition. In recent months, therefore, the University has worked together with many stakeholders to develop an ambitious plan: Digital Sciences for Society. One of the activities in this plan was a series of six sessions with representatives from all Schools. In October, a roundtable session was organized with external experts to assess and enhance these ambitions. Conversations were also organized with the strategic partners of Tilburg University.

The objectives were as follows:

- ◆ Tilburg University will use Digital Sciences to make responsible contributions to addressing societal challenges.
- ◆ Tilburg University will increase its internal research budget for Digital Sciences and the stated application themes.
- ◆ More students and lecturers will have improved basic knowledge about Digital Sciences (courses and University-wide elective minors).
- ◆ Tilburg University will increase public-private collaboration between its researchers and external partners.
- ◆ More students, lecturers, and researchers will be involved within the domain of Digital Sciences for Society.

Tilburg University AI Special Interest Group

As described earlier, a wide variety of scientists are involved in AI at Tilburg University. The Tilburg University AI Special Interest Group (TAISIG) was established to chart and visualize what we do and what we are good at. The objective of TAISIG is to bundle, coordinate, and reinforce the AI activities taking place within the University and to emerge as a recognizable key player in the regional and national AI domain. The TAISIG further aims to facilitate and expedite the development of new research proposals and grant applications. The TAISIG is subdivided into three clusters:

- ◆ AI algorithms and methods
- ◆ AI applications and concepts
- ◆ Ethical, Legal and Societal Aspects of AI (ELSA)

In doing so, it covers the full chain of developing AI methods, applying AI methods in practice, and investigating conditions in AI applications (e.g., ethics and legislation). In doing so, the TAISIG will make an important contribution to the development of the new strategy.

ENGAGE

In the ENGAGE. EU European University, Tilburg University is working with six European universities of Social Sciences, Economics, and Humanities to build the university of the future. Together, we aim to arrive at an integrated approach in which education, research, and societal impact are developed in connection with each other. The ambition is to equip European citizens with the skills and competences they need to take on major societal challenges. To this end, the partnership decided to change the approach on which they teach, research, innovate, and establish contacts. The partners aim to become an incubator for building knowledge of future business needs and promoting economic capacity and societal development based on academic excellence and community collaboration.



As a work package leader, Tilburg University is responsible for the development of Work Package 4: Engaged in Society. In this work package, nine sub-goals are used to develop a structure and program aimed at further shaping societal impact within the Alliance. The year 2021 was characterized primarily by fact-finding and concept development. Within ENGAGE, there is broad diversity in visions on, knowledge of, and experience with societal impact. In 2021, several important elements were developed and coordinated for the purpose of advancing societal impact within the Alliance.

- ◆ Survey of the Societal Outreach Alliance
- ◆ Methodology for Societal Outreach;
- ◆ Framework for the Innopreneurial Mindset
- ◆ Outline of the pilot ENGAGE. EU labs
- ◆ Outline of the Innopreneurship methodology and Innopreneurial Spaces

◆ Innopreneurial Literacy Concept

Wherever possible, the development of Work Package 4 will be linked to existing initiatives and developments within Tilburg University. The development of the Academic Collaborative Centers/ Innovation Hubs will run parallel to the development of the ENGAGE. EU labs. Other elements will be developed further in consultation with other units within Tilburg University. For example, the elements focusing on entrepreneurship (Innopreneurial Mindset and the Innopreneurship Methodology and Innopreneurial Spaces) are being set up in close cooperation with IQONIC, the entrepreneurship program of Tilburg University.

Tilburg University Junior is closely involved in setting up the Innopreneurial Literacy Concept subprogram, which is targeted specifically at children and adolescents in primary and secondary school. It should be noted that the part of the program around the development of the Professional Learning Program has encountered delays and will be resumed in 2022, in consultation with TIAS.

The most important objectives are to realize the following:

- ◆ Engaged Learning. A joint ENGAGE. EU university campus with a common course catalog and a range of actual and virtual mobility opportunities embedded within our degree programs
- ◆ Engaged Research and Innovation. Establishment of the ENGAGE. EU university think tank, with the involvement of Communities for Societal Change (CSC), which will identify the causes and consequences of societal change and provide analysis to support the actions of the Alliance
- ◆ Engaged in Society. ENGAGE. EU Labs for students, lifelong learners, researchers, innovators, businesses, civic initiatives, and policymakers to work together to find knowledge-based solutions to societal problems. ENGAGE. EU dual learning programs help practitioners exercise influence.

Joint educational activities (e.g., online mobility for students, thematic minors, joint programs, and the establishment of an ENGAGE Summer School) were also under development in 2021. A concept was also developed for a Challenge Based Lab, where students, researchers, and community partners will collaborate. In addition to collaboration on education, the Alliance received European funding in 2021 to develop a joint research agenda.

The first ENGAGE conference was held in October 2021. Tilburg was heavily represented, with direct involvement by the President of the Executive Board, Wim van de Donk, and Mayor Theo Weterings, along with representatives of PON/Telos, Midpoint, two students serving on the Board of Learners, and six members of the Tilburg University staff. This delegation emphasizes the importance that Tilburg University attaches to the ENGAGE program.

Continuation of the PhD Valorization Program

In 2021, we were able to offer 12 PhD students the opportunity to participate in the PhD Valorization Program. This program is designed for PhD students who would like to explore and accelerate the societal impact of their research. In a six-month track, PhD students received a variety of facilities, including personal coaching and workshops. We offered track to allow them to create their own impact propositions, learn entrepreneurial skills, expand their networks, and learn how to communicate their research to organizations outside of academia. This program is offered by the THRIVE Institute, in collaboration with the Impact Team.

MindLabs

MindLabs is a partnership with participation from knowledge institutions (Tilburg University, Fontys University of Applied Sciences, Breda University of Applied Sciences, and ROC Tilburg), governments, and a growing group of business partners, social institutions, and startups. MindLabs partners work together to strengthen the development of technologies that interact with human behavior (i.e., human-centered AI). The partners aim to use the unique capabilities of these technologies to help solve societal challenges.

MindLabs is a member of the Brainport AI Hub and, within this context, it has established close collaboration with the Jheronimus Academy of Data Science (JADS), EASI, and Eindhoven University of Technology (TU/e). One of the objectives is to establish projects in which individual participants can contribute their own expertise. Fellow institutes and Brainport perceive added value in the expertise of MindLabs in the field of human behavior and cognition, as well as, with regard to hybrid intelligence: the optimal collaboration between the human brain and artificial brains.

Despite the COVID-19 restrictions that were in place in 2021, and despite the fact that the MindLabs building was closed for most of the year, MindLabs has continued to develop to its full potential. Eighteen new partners were added to MindLabs, and seven new projects were developed. Tilburg University/MindLabs and the Elisabeth-TweeSteden Hospital (ETZ) are participating in the Hologram Guided Surgery project. Furthermore, the MasterMind project obtained the status necessary to become a member lab within the network of International Centers of AI (ICAI). In addition, MindLabs is participating in TAISIG through activities including the co-production of all TAISIG events.

MindLabs expects further expansion in 2022, including through collaboration with the province of North Brabant in the BrabantAI4Everyone initiative. The plans also include the opening of the new MindLabs building next to the iconic LocHal in the Spoorzone (railway zone) in late 2022.

5.2 Organization of impact in 2021

In 2021, the former Impact and Entrepreneurship program continued to merge into the Tilburg University Knowledge Transfer Office (KTO), which was established in 2020. This section refers to the Impact. Further details on Entrepreneurship are provided in [Section 6.7 Entrepreneurial Thinkers](#). The year 2021 was the last of the four-year Impact program. Whereas the main focus in 2020 was on strengthening internal communities and collaboration with external stakeholders within the three Impact themes, the main focus in 2021 was on bringing further focus and sustainability to the results achieved beyond the program period.

The format of the Academic Collaborative Centers/Innovation Hubs (working title) is regarded as the most suitable for this purpose. Characteristics of the Academic Collaborative Centers//Innovation Hubs include the following:

- ◆ They are mission-driven and contribute to strengthening the profile of Tilburg University.
- ◆ They have a clear, distinctive proposition for our researchers, students, and partners.
- ◆ They have strong ties to education and research, and they aim to generate impact.

From Impact themes to Academic Collaborative Centers/Innovation Hubs

In 2021, roadmaps were used for the further concretization of the three Impact themes: Empowering the Resilient Society, Enhancing Health and Wellbeing, and Creating Value from Data. Based on external and internal analyses, the roadmaps depict relevant societal transitions to which Tilburg University can make a distinctive contribution, together with its partners. In addition, the further thematic delineation includes the results previously achieved in the Impact program, including the ecosystems and networks that have been developed, a presence in relevant lobbying organizations, and the systematic and structured approach to achieving impact and co-creation (i.e., the Pathway to Impact).

Commitment to Digital Sciences

The pathway for the continued development of Creating Value from Data is different from those of the other two Impact themes. In 2021, work was begun on the development of a university-wide program that will play an important role in the strategy for 2022–2027.



Impulse Fund

Efforts to ensure the sustainability of the results achieved in the Impact program in 2021 include the application of capacity and resources to develop the Academic Collaborative Centers/Innovation Hubs and to continue the development of other sub-themes, transdisciplinary, and interdisciplinary projects and communities.

The following Academic Collaborative Centers/Innovation Hubs received a financial boost from the Impact program in 2021:

- ◆ Broad Prosperity in the Region
- ◆ Climate and Energy Transition
- ◆ Inclusive Labor Market
- ◆ Digital Mental Health Innovation

In 2021, this resulted in the launch of both the Academic Collaborative Center on Broad Prosperity and the Academic Collaborative Center on the Inclusive Labor Market. The other academic collaborative centers are expected to be launched in the first half of 2022.

For the past four years, the Impact program has been systematically working to develop impact using the aforementioned Pathway to Impact. This includes events, in addition to establishing and strengthening internal communities of researchers and shaping collaborations with social partners and industry. In 2021, efforts to set up and carry out these events were substantially limited by the COVID-19 restrictions, but we tried to work within the applicable restrictions as much as possible.

- ◆ In 2021, TAISIG (see [Section 5.1 Valuable \(and Values-based\) Partnerships](#)) organized monthly TAISIG Talks. This is a series of short online presentations on a wide range of topics related to recent developments and achievements of Tilburg University in the field of AI .
- ◆ Together with Avans University of Applied Sciences, the Climate and Energy Transition Community organized the Talk Show: Making Energy Together. This interactive talk show (which could be followed both online and) addressed possibilities for energy transition in the built environment involving cooperation between citizens, housing corporations, governments, and relevant companies. This theme is extremely important, given that around eight million buildings will have switch from gas to renewable energy sources by 2050.
- ◆ Because of situations relating to the pandemic, the Impact team worked with Studium Generale to explore ways to maintain relationships with residents in the city. Unfortunately, it was necessary to cancel the Night University this year. As an alternative, we cooperated on the 'Tafel van Martinus', a talk show in which we outlined a diverse overview of research at Tilburg and its impact. The event drew too few visitors to warrant its continuation.

Impact Award

This year, the Tilburg University Impact Award was presented for the second time. Through the Impact Award, the Impact team expresses its appreciation for studies that have had major social and scientific impact.

In all, 21 projects were submitted from many different disciplines and on a variety of themes. The projects were assessed for their Societal Impact and Scientific Impact. Societal Impact entails tangible effects within society. Scientific Impact is measured according to the number of publications and innovative characteristics of the research. A jury, consisting of a chair, Paulina Sniijders (Vice President and member of the EB), Esmah Lahlah (Alderman for Tilburg Municipality), and Chantal Vergouw (Board President for Interpolis) assessed the studies according to these criteria. Three studies received the best ratings:

- ◆ The Longa Via project, which centers on a study of the implementation of data-driven innovations in the infrastructure sectors
- ◆ Spacebuzz: Creating Ambassadors of Planet Earth, which concerns the possibilities of Virtual Reality in education
- ◆ Netspar , with the New Pension System for Dutch Citizens.

The winner of the Impact Award 2021 was the Spacebuzz project.



Contract Management for Research Projects

Beginning in 2021, Contract Management has been arranged within the KTO , with a staffing level of 1.5 FTE . The purpose of this position is to assist researchers in embedding a research project within the University or School. The KTO contract managers handle all contract matters and serve as a connecting link between other disciplines involved in the embedding, including Finance and Control, Grant Support, Legal Affairs, Human Resources, Marketing & Communication, and the Research Support Teams in the Schools. This allows for the construction of a common network and enables researchers to devote their scarce time to the core task.

Impact indicators

Table 5.3.1. Impact indicators

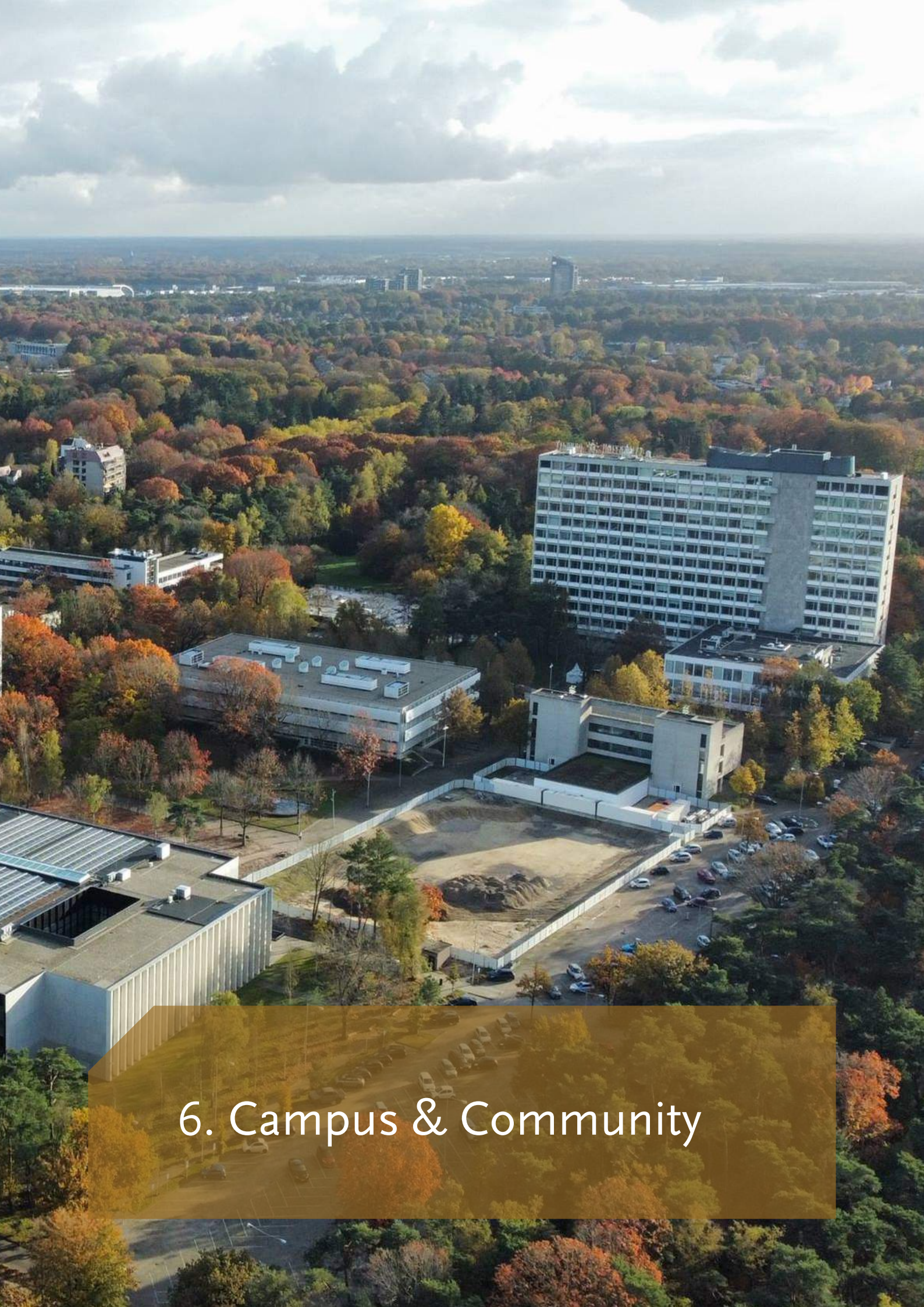
Individuals reached (internal and external)	680
Total number of participants in the Impact PhD program	12
Participants in the PhD Valorization Program training	13
Researchers in communities	530
Number of events	19

In 2020, halfway through the planned duration of the Impact program, we issued *Focus on Impact*: an inspiring publication containing several appealing and inspiring examples of high-impact projects and researchers. We distributed it widely (a circulation of 1,500). We obviously did not achieve the same reach in 2021. Our events were nevertheless well attended. Further details on organized activities are provided in [Section 5.1 Valuable \(and Values-based\) Partnerships](#).

The Impact PhD students continued their tracks in 2021, and we provided several PhD students with the opportunity to participate in the THRIVE Valorization Program.

The communities did not experience much further growth in 2021. The final year of the Impact program was devoted primarily to making the results that have been achieved more sustainable, as well as to the continuing development of the themes.





6. Campus & Community

6.1 Humans of Tilburg University

There are many different people walking around our beautiful campus, each with a fascinating story. Throughout the year, we interviewed several of them. These interviews have been shared on our social media channels. A few previews of the interviews are presented below. To read more, please join our social media channels.

Hezha Mohammed Khan

“Being able to make a difference is so rewarding.” Alumna Hezha Mohammed Khan grew up during the war in Iraq. From there, she travelled to Tilburg by way of California. As part of the Zero Hunger Lab at Tilburg University, she is conducting a study of hunger among children. In addition, she is committed to helping young people in the Middle East.



“Every day, I receive messages from women and girls all over the world telling me that I inspire them. That is fantastic, but it also adds strain. I don’t want to make any mistakes. In the Middle East, having a good family is more important than a successful career. I want to show girls that it’s possible to do both. That’s why I’m doing my very best to be a good woman, a good mother, and a good citizen.”

For more information about the Zero Hunger Lab in 2021, see [Section 1.1 Research in 2021](#).

Zainab Karimjee



To save six months of rent, our student Zainab Karimjee chose to return to her native Tanzania when classes were being held online. “Due to the regular power outages and a lack of internet for two weeks during the Tanzanian elections, however, it was difficult to study here. I am two weeks behind due to the absence of internet. Although I can watch most of the video lectures later, some are livestreams. A lecturer might incorrectly think that I’m not committed. The context in Tanzania is very different than in the Netherlands.”

We hope that Zainab will not have as many practical and internet problems once she returns to Tilburg. “I’ll be able to see my friends. I do miss them. One advantage of online instruction is that I can plan my own time. One drawback is that you lose the connection with your program in some way. Am I still on the right track? It’s harder to know that now.”

For more information about online instruction in 2021, see [Section 2.1 Education in 2021](#).

Marvin Putuhena

“I’m convinced that we all have talents. If we allow each other the freedom to use them in our own unique ways, we can make the world quite a bit better.” Marvin Putuhena (25) started his school career in pre-vocational secondary education. After completing programs in senior secondary vocational education and a university of applied sciences, he went on to earn a Master of Laws degree, and he is about to complete another Master’s program in International Law. He now works as a policy lawyer at the Ministry of Education, Culture and Science (OCW). He was one of the first in his family to attend university.



“My parents gave me the freedom to develop myself, and my lecturers gave me many opportunities, because they recognized that I had more potential. I nevertheless observed a lack of equal opportunities, especially in senior secondary vocational education, based on different ethnic backgrounds, as well as on social background. I would like for students to be able to discover what they are good at, what their talents are. What you want to do should not be determined by your religion, your social class, or your economic position, but by your hope, your talents, and your willpower.”

Ans de Jong



“Our job is to keep the coronavirus out of the buildings.” Ans de Jong has been on the cleaning staff at Tilburg University for four years. “In normal times, when I start working, it’s quiet, but it gets busier as more and more people arrive on campus. Now it stays calmer. I would really like for things to get back to normal and for the campus to come back to life, because that’s the way it’s supposed to be. Fortunately, my co-workers and I can still take coffee breaks together. Not running into anyone at all, I would really miss that.

Although the campus was obviously busier before the pandemic, our work now is really important. The people who come to campus these days appreciate the fact that things are thoroughly scrubbed and that we are doing our jobs. All of these jobs are obviously intended to keep the coronavirus out of the buildings. Now, we’re mainly cleaning faucets, door handles, light switches, keyboards, telephones, chairs, and toilets. I’ve had COVID-19 myself, and I therefore want to do everything I can to prevent infections.”

Luuk van Hoogstraten, Jason Oleana, and Dylan Mattijssen (Genius Voice)

The Marketing students Luuk van Hoogstraten and Dylan Mattijssen often encountered the Data Science student Jason Oleana in the Deprez building, and it was there that the idea for their start-up was born during a short recess: Genius Voice. Dylan recounts, “At one point, Luuk happened to mention that something big was going on in the United States... voice assistants were on the rise. At that time, the Dutch version of Google Assistant was not yet available; that did not happen until four months later. By then we had already made our move.”



“You see that the ideas are endless,” continues Dylan. “Our first question was therefore: ‘Where do we start?’ This is where Tilburg University’s start-up program, IQONIC, came in. We requested support to help our start-up take steps toward success.” As Luuk observes, “It is sobering to realize that only two of the 10 or so speech technology companies that were operating in the Netherlands when we started are still in business. Speech technology has not developed as rapidly as we originally expected. Without IQONIC, we wouldn’t have been able to get around the many pitfalls that exist, and Genius Voice would have ended up in the graveyard for speech technology start-ups.” Jason is confident that speech technology will become a common fixture in people’s daily lives. As Luuk observes, “And in three years, we won’t still be working with only three people. I even wonder whether we’ll still be in the Netherlands then.”

For more information about IQONIC in 2021, see Section 6.7 Entrepreneurial Thinkers.

Ajaneer Ranasinghe



“Working from the other side of the world has been an interesting experience.” Ajaneer Ranasinghe, an Assistant Professor at TiSEM, was offered a job at Tilburg University in mid-February 2020. “We knew that the coronavirus would complicate matters, but we weren’t yet aware of how much of an impact it would have on me.”

“I tried to work from Asia based on Middle European time. I started working around four or five o’clock in the afternoon. After a few breaks around mealtime, I would keep working until two or three in the morning.” Ajaneer admits that a few accidents happened from time to time. “For example, I once dozed off during a Zoom seminar at three o’clock in the morning. I was only an auditor and not in view, but it was still embarrassing! Since that time, I have resolved not to participate in any more late-night seminars, even if I’m only a little tired. Choices! On the other hand, remote working gave me a chance to explore a few Australian nature trails during the day. So, on the whole, it turned out to be a unique experience.”

For more information about hybrid working in 2021, see Section 6.2 Human Resources.

Loran van den Dungen

“What I’m most looking forward to is seeing all of those happy faces.” Loran van den Dungen, a student of Information Management, is the President of the TOP Week board. “Students have a real need for a completely personal orientation week, and I’m proud that we were nevertheless able to provide that.” Loran explains that they want participants to forget as much as possible that this year is different as well. “We’ve prepared a fun program, and this year’s orientation week is in no way inferior to previous editions.”



For the TOP Week in September 2021, the board had worked out several scenarios, so that they would be ready for whatever the COVID-19 restrictions might be at that time. “What made it more complicated this year compared to previous editions was mainly the logistics. In fact, we organized four orientation weeks instead of one. Fortunately, the past months have taught us to be flexible.”

Janne Calis



“We ask students to donate food to the food bank.” Janne Calis, a student of Global Law, is a volunteer with the Red Cross Student Desk Tilburg, which conducted the Meal for an Other campaign in 2021. “This includes products like pasta, rice, and dry groceries that have a long shelf life and would otherwise just sit in the pantry. We call on those who can afford it to buy not one but two packs of pasta and give one to us. We then deliver it to the food bank.”

With this action, they would also like to draw attention to students who depend on the food bank. “During the pandemic, many students saw their part-time jobs disappear, and that did not make life any easier for students with very little spending power. There is a big taboo on it, and so students are not likely to admit they could use help. They have a right to assistance, however, and they shouldn’t be afraid to ask for it.”

For more information about student well-being in 2021, see [Section 6.4 Well-being](#).

Mila Chuncheva

“I took a lot of notes during my studies, and I promised to make a dress out of them.” Psychology graduate Mila Chuncheva had previously made a dress out of newspapers that turned out better than she had expected. “When my friends saw the newspaper dress, one suggested that I should make one out of my summaries, because I used to take a lot of notes when I was studying.”



Now, you might be thinking, “That girl has a lot of time on her hands.” Nothing could be further from the truth. Mila explains, “The truth is that I did not make the dress until the night before the photo shoot. And I don’t think I had a plan. I just start something, and if I’m not happy with it halfway through, I throw it away or start over in a different way.” At any rate, it keeps Mila busy. “Personally, I love it when people use art to express themselves, or to cope with things. For me, it’s more the latter. I go crazy when I don’t have anything to do, so I make up things to keep myself busy.”

Bram Groothuis



“I know almost every square foot of the campus grounds.” Bram Groothuis, a contract-management employee for cleaning and grounds maintenance, has been working at Tilburg University for nearly 40 years. “Given my passion for nature, I became responsible for maintaining the greenery on campus in the 1980s. Since then, I have helped ensure that there is more room for flora and fauna on campus.” We now have many bee hotels, owl hives, and insect-attracting plants on campus. “My goal is to make the campus a beautiful, green, and safe haven for many people.”

Bram’s work day starts at 6:15 a.m. “It’s not because I’m a natural early bird, but because I’m responsible for ensuring that the campus looks tidy. Every morning, I help my co-workers in the cleaning service get started. We work together to make sure that everything is tidy and neat by the time that the first visitors arrive on campus. That sometimes takes more work than you might think.”

For more information about our sustainability initiatives in 2021, see [Section 7.4 Sustainable Business Operations](#).

Isa Nieuwstad

“It’s everything that I had imagined it would be.” Our Law student, Isa, was on exchange in Madrid during the final months of 2021. “I lived right in the center of Madrid, cooked with my roommates, took trips to other cities with people I knew for just two weeks, and ate delicious tapas in the cutest restaurants. The nice thing was, we could always join in the activities that others had planned. That idea of ‘inviting yourself’ is just part of the whole exchange experience.”



The actual studying also went well for Isa. “I specifically chose courses that are not offered at Tilburg. Whereas I had mainly taken courses on Dutch Law, in Madrid, most had to do with International Law. It was a nice addition to my studies.” Isa admitted that it was sometimes a challenge to get everything organized, especially during the pandemic. “But the help from the Study Abroad Office ensured that I knew what to expect and that I could be confident going on an exchange to Madrid.”

For more information about exchange in 2021, see [Section 6.6 International Community](#).

Daniel Fidrmuct



“Surprisingly, I didn’t feel very homesick when I moved here.” Daniel Fidrmuct has been living in the Netherlands since August 2020. He is an exchange student from Slovakia, and is studying Economics. “I quite enjoy living on my own, but I do miss my family and parents. And I miss Slovakian food.” But then again, food is also the nice flip side: “I would say the best part of making international friends is being able to discover new food. I’m so happy to have the chance to try so many things.”

Besides the food, Daniel admits that the classes were also not what he was accustomed to: “I think my study timetable was the hardest to get used to. Education in the Netherlands is much more intensive than it is in Slovakia. It’s much more demanding, and it requires many longer hours of studying every day.” He does think the courses at our University are very good. “They’re all taught in English in a very internationally oriented manner. And my lecturers are approachable and competent. I like that the relationship with the lecturers is so good and informal, because that makes me feel more at ease.”

6.2 Human Resources

In 2021, the themes of Recognition and Appreciation, Connected Leading, Performance and Talent Development (P&TD), and employability were approached in a more integrated manner from within the overarching vision of “Use (Y)our Talents!” Due to the coronavirus pandemic, the focus was also on community building and hybrid working. Actions emerging from the employee well-being surveys held during the pandemic period (May and December 2020) were set up in 2021, particularly on the themes of workload, health/well-being, and contact. We also devoted attention to diversity, inclusion, social safety, and participation (for more information on these points, see Section 6.5 Diversity and Inclusion), as well as to encouraging sustainable behavior on the part of staff (for more information on this point, see Section 6.9 Campus Services).

Use (Y)our Talents!

We give staff members the opportunity to invest in their talents. They have the opportunity to develop their strengths further, and then to use them as individuals, as team members, and for our University as a whole. We have translated this ambition into the overarching vision “Use (Y)our Talents!”

Recognition and Appreciation

The results of the dialogue sessions on Recognition and Appreciation that were held with the Schools underscore the needs of our staff for more equal appreciation of talents in the fields of teaching, research, social impact, and leadership, with attention to cooperation in teams. To this end, and within the national framework of Recognition and Appreciation and our own Use (Y)our Talents!, we are working to achieve system and culture change that will contribute to the following:

- ◆ Diversification of career paths
- ◆ Recognition of both the individual talents of our staff members and cooperation in teams
- ◆ Focus on quality in criteria for recruitment, selection, development, and promotion
- ◆ Enabling the creation and promotion of Open Science
- ◆ Promoting and providing opportunities for staff members to develop personal and formal leadership

In 2021, we reached consensus on our basic principles for Recognition and Appreciation. These principles provide a strong base for further implementation. We have adopted the following priority areas for 2022:

- ◆ Elaborating job profiles and career paths (including criteria)
- ◆ Developing and managing talent
- ◆ Coaching of supervisors



In 2021, broad dialogue sessions between the Schools were organized around Recognition and Appreciation. During these online sessions, scholars used the ambition document entitled *Room for Everyone's Talent: The Tilburg University Ambition* to discuss the aspects of their work that deserve more recognition and appreciation. In short videos, several scholars also told what they hope Recognition and Appreciation will mean for their careers, for Tilburg University, and for science. The questions and concerns emerging during the dialogue sessions are addressed in a summary of frequently asked questions. In the second half of 2021, we also initiated the publication of experience stories highlighting examples, discussing dilemmas, and the words of role models.

Connected Leading

We believe it is important for our employees to take responsibility for their own work and careers, thereby strengthening their personal leadership. To support staff and supervisors, we offer training, workshops, coaching, and mentoring. In 2021, the EB, together with Deans and directors, worked hard on team development within the Connected Leading program. Last year, several teams also worked on professional support with the aim of getting to know each other better, having a good dialogue, working from strengths, and giving and receiving feedback. The need for this has been reinforced by various factors, including the need for remote working due to the coronavirus pandemic. This is particularly the case when new colleagues join the team. Working (or continuing to work) together on team development is therefore very important to proper performance.

Team development

Due to COVID-19 restrictions, a large share of the time in the past year was spent working remotely. New colleagues were shown around our University through a screen and, in many cases, they had not yet met their team members in person. For many teams, this distance created a need for time for the team—time to get to know each other better personally, as well as in terms of work. In the past year, Connected Leading has supported teams in this regard by organizing team sessions and by providing a toolbox containing a variety of exercises and instructional formats.

Performance and Talent Development

We consider it very important for supervisors and staff to discuss development and careers with each other, and to continue doing so. We strive for continuous dialogue and feedback, focusing on the strengths of staff members. To assist supervisors and staff with these conversations, the new digital P&TD cycle was introduced. In 2021, we initiated pilot projects within the various Schools and divisions. In all, 387 staff members held P&TD conversations in 2021. In addition, 11 supervisors followed a training course on conducting a good conversation. This will be continued in 2022.

Employability

We value ensuring that employees are able to work (and continue to work) in a healthy and pleasant manner. To this end, we like to use job creation, which allows staff members to think about their range of tasks and make optimal use of their talents.

We also make shared agreements on promoting employability and internal mobility. In 2021, the division directors arrived at commitment to a set of common and shared principles, with an integrated approach at their core. Based on these principles, the legal frameworks and working arrangements for internal mobility will be elaborated further in 2022, and efforts will be directed toward setting up a project pool.

Workload

Our ambition is to have a healthy and meaningful working climate. Workload is and will remain an important point of attention in this regard. To achieve this ambition, we will continue to work together to find a workload approach that suits both the University as a whole and the individual Schools. The EB has asked Deans to enter into a School-wide discussion with staff about workload (and how it should be approached). These outcomes will be discussed in 2022. Sharing these returns will allow us to continue talking about workload and to work together to find solutions.

Support to help make workload manageable (or more manageable) for staff members, teams, and supervisors continued in 2021. A brochure entitled *Gezond aan het Werk* (Healthy at Work) has been developed to provide starting points for recognizing, discussing, and addressing workload.

We have noted that COVID-19 has added to the workload. This was indicated by surveys of employee well-being during the coronavirus pandemic (conducted in May and December). We have therefore released 15 FTE for student employees, allocated funds for the renewal of scholars' contracts, and launched IMPULS funds to recruit additional lecturers amounting to 40/50 FTE. We aim to use the 2022 staff monitor to examine whether these measures have had the desired effect.

Community building

We provide a working climate that is characterized by attention to each other, well-being, and connection. As a University community, we have made agreements with each other that will help us persevere under the current circumstances: the Golden Rules. We also have a buddy system and vitality programs, as well as a helpline for employees who are experiencing mental health complaints. Workplaces are available on campus for vulnerable groups. For teams, we offer support through a toolbox containing instructional formats and exercises.

Tilburg Young Academy

The Tilburg Young Academy (TYA) is one of our new communities in 2021. This first year was used to become an established, self-governing body of 12 talented early-career researchers from the various Schools of Tilburg University. The TYA collaborated with Grant Support to introduce alternative ways of funding research for academics at Tilburg University. Unfortunately, in today's competitive environment, many excellent research proposals from young academics are ultimately rejected. The TYA has worked and will continue to work with Grant Support to search for options outside of the regular funding opportunities offered by the Dutch Research Council (NWO) and the European Research Council (ERC).

The first campus-wide TYA event was supposed to take place in 2021: the Prizeless Ideas event. The purpose of the event was to celebrate all aspects of being a young academic at Tilburg University and to support young academics in their daily work and lives. Due to COVID-19 restrictions in the weeks leading up to the event, however, it was decided to postpone the event until spring/summer 2022.

One concern of the TYA in 2021 was the new Collective Labor Agreement. In a statement, the TYA invited the EB and School Boards to show courage and empathy in the implementation of the new Collective Labor Agreement and to be generous in granting permanent contracts, both now and in the future. In addition to these initiatives, TYA members have also made active contributions to steering groups and consultative meetings, including in the areas of Recognition and Appreciation, Catholic Identity, Education, Ecosystems, and Digital Sciences.

Hybrid working

Working independently of location and partly independent of time: that is hybrid working. Maintaining a sense of community and strengthening and securing the quality of work is of paramount concern in this regard. As a University, we provide the basic conditions for hybrid working. Examples include ergonomic home offices, flexible workstations, and technical meeting facilities. We help teams to make agreements by providing a toolkit and dialogue starters. In addition, we support supervisors and staff in successful hybrid collaboration.



Read the story of Ajanee (photograph on the left) in Section 6.1 Faces of Tilburg University.

6.3 Key personnel figures

Table 6.3.1 Number of employees (individuals and FTE), by sex (as of December 31)

	2019			2020			2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Individuals	1066	1288	2354	1069	1428	2497	1113	1479	2592
FTE	855.4	963.6	1819	859.9	1050.5	1910.4	879.3	1096.4	1975.7

Table 6.3.2 Staffing level in FTE (as of December 31; broken down into academic staff and support and management staff, and into permanent and temporary personnel)

Year	Academic staff— permanent	Academic staff— temporary	Support and management staff— permanent	Support and management staff— temporary	Total
2017	398.1	612.4	594.5	89.9	1694.9
2018	414.4	661.8	595.1	103.4	1774.7
2019*	514.4	577.3	623.3	104	1819
2020	539.5	598.9	637.7	134.3	1910.4
2021	545.2	611.2	662.3	157	1975.7

* Beginning in 2019, employees in the Tenure Track category have been covered by permanent contracts.

The proportion of temporary contracts for academic staff has grown faster than the number of permanent appointments for academic staff relative to 2021. This is a troubling development that we would like to counteract. In the 2021 Collective Labor Agreement for Dutch Universities, it was agreed to move more toward permanent appointments. The size of the flexible non-core workforce—particularly of lecturers—was also discussed.

Table 6.3.3 Developments in number of employees, in FTE (as of December 31) and personnel expenses

	2018	2019	2020	2021
Personnel at Tilburg University (FTE)	1775	1819	1910	1976
Academic staff	1,076 (60.6%)	1,092 (60.0%)	1,138 (59.6%)	1,156 (58.5%)
Support and management staff	699 (39.4%)	727 (40.0%)	772 (40.4%)	819 (41.5%)
Total personnel expenses (in € million)	156	164	175	187

Table 6.3.4 Developments in academic staff (HGL, UHD, UD), in FTE (as of December 31)

	Full Professor (HGL)		Associate Professor (UHD)		Assistant Professor (UD)		Total
	Male	Female	Male	Female	Male	Female	
2017	139.7	32.8	63.9	27.1	120.1	88.8	472.4
2018	140.6	38.1	65.5	28.5	135.3	110.1	518.1
2019	128.4	38.2	70.7	31.3	140	106.9	515.5
2020	118.2	37.2	77.6	33.4	147.8	123.6	537.8
2021	110.1	38.5	81.6	34.5	146.4	130.4	541.4

Figure 6.3.1 Academic positions Full Professor (HGL), Associate Professor (UHD), and Assistant Professor (UD); in FTE by sex (as of 31 December)

The proportion of women has increased for nearly all academic positions in recent years. The pace of this development is nevertheless still too slow. Tilburg University has yet to make major strides in this regard.

Figure 6.3.2 PhD students, lecturers, and researchers; in FTE , by sex (as of 31 December)

About 57% of all PhD students are women. About 26% of all full professors are women. The proportion of women decreases as one ascends the academic ladder. The Diversity and Inclusion Action Plan takes steps to increase the proportion of women across the board.

The development of temporary staff employed by the University in relation to the total workforce (broken down by sex) is displayed in the following tables.

Table 6.3.5 Developments in academic staff with temporary contracts (HGL, UHD, UD), in FTE (as of December 31)

	Full Professor (HGL)			Associate Professor (UHD)			Assistant Professor (UD)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017	6.2	0.8	7	2.7	1.2	3.9	66.3	49.6	115.9
2018	4.7	0.7	5.4	2	2	4	77.7	70.1	147.8
2019*	5.6	0.2	5.8	2	3	5	27	24.7	51.7
2020	3.4	0	3.4	3	3	6	30.2	25.3	55.5
2021	3.3	1	4.3	0	1.9	1.9	31.3	22.9	54.2

* Beginning in 2019, employees in the Tenure Track category (UD position group) have been covered by permanent contracts, and they are thus not counted in the figures above.

Table 6.3.6 Developments in academic staff with temporary contracts (lecturers), in FTE (as of December 31)

	Lecturer		
	Male	Female	Total
2017	37.9	44.1	82
2018	32.5	41.5	74
2019	34.9	47.5	82.4
2020	43.3	57.9	101.2
2021	65	84.6	149.6

The group of lecturer positions is characterized by relatively more temporary contracts. The flexible non-core workforce of lecturers is an important area of concern, including in relation to the Collective Labor Agreement. We are making agreements with the Schools and the representative bodies about the flexible non-core workforce.

Figure 6.3.3 Developments in the age composition of academic staff; in percentages of FTE (as of 31 December)

Figure 6.3.4 Developments in the age composition of support staff; in percentages of FTE (as of 31 December)

Table 6.3.7 Developments in sick leave < 1 year (in percentages)

	2017	2018	2019	2020	2021
Sick leave percentage (Academic Staff)	1.6	1.7	1.9	2.2	2.6
Sick leave percentage (Support and Management Staff)	3.8	4.4	4.5	3.1	3.3
Sick leave percentage (total)	2.5	2.8	3	2.6	2.9

Table 6.3.8 Intake in individuals, broken down by job category*

	2017	2018	2019	2020	2021
Full Professor (HGL)	12 (5%)	7 (3%)	6 (2%)	4 (2%)	7 (4%)
Associate Professor (UHD)	6 (1%)	2 (2%)	3 (3%)	4 (3%)	4 (3%)
Assistant Professor (UD)	52 (22%)	57 (21%)	31 (12%)	52 (18%)	35 (12%)
Lecturer	75 (42%)	57 (33%)	67 (36%)	73 (33%)	121 (43%)
Researcher	60 (46%)	59 (47%)	50 (39%)	73 (48%)	43 (34%)
PhD student	90 (29%)	80 (24%)	58 (18%)	64 (20%)	44 (15%)
Other Academic Staff	2 (66%)	3 (50%)	2 (40%)	3 (60%)	3 (60%)
Student assistant	248 (122%)	251 (136%)	305 (143%)	380 (154%)	376 (146%)
Support and management staff	270 (32%)	135 (16%)	147 (16%)	168 (18%)	181 (18%)
TOTAL	815 (37%)	651 (29%)	668 (28%)	821 (33%)	814 (31%)

* Intake figures are expressed as a percentage of the total number of individuals in the same job category on December 31 of the year.

Table 6.3.9 Exit of individuals, broken down by job category*

	2017	2018	2019	2020	2021
Full Professor (HGL)	11 (5%)	8 (4%)	15 (7%)	17 (9%)	20 (11%)
Associate Professor (UHD)	6 (6%)	6 (6%)	9 (8%)	11 (9%)	11 (9%)
Assistant Professor (UD)	18 (8%)	17 (6%)	28 (10%)	19 (6%)	31 (10%)
Lecturer	49 (28%)	59 (34%)	68 (36%)	53 (24%)	61 (21%)
Researcher	39 (30%)	55 (44%)	61 (43%)	61 (40%)	56 (44%)
PhD student	65 (21%)	50 (15%)	69 (21%)	57 (18%)	57 (19%)
Other Academic Staff	0 (0%)	0 (0%)	2 (50%)	2 (40%)	2 (40%)
Student assistant	198 (97%)	267 (145%)	284 (133%)	344 (139%)	366 (142%)
Support and management staff	263 (31%)	103 (12%)	159 (18%)	120 (13%)	124 (12%)
TOTAL	649 (29%)	565 (25%)	695 (30%)	684 (27%)	728 (28%)

* Exit figures are expressed as a percentage of the total number of individuals in the same job category on December 31 of the year.

Some groups of academic staff positions (e.g., researchers and lecturers) are characterized by relatively high entry and exit rates. Many researchers and lecturers have temporary contracts. Discussions are being held about the flexible non-core workforce of researchers and lecturers. In addition, the Diversity and Inclusion Action Plan calls attention to the entry and exit of talent (particularly women), and increasing attention is being paid to the recruitment and retention of personnel.

6.4 Well-being

Student well-being

Monitoring and promoting student well-being is a joint responsibility of our entire academic community. This posed a major challenge in 2021. It was a difficult year for both staff and student well-being. In this regard, a variety of societal developments (e.g., the ongoing pandemic, the performance society, the student loan system, and housing issues) had a negative effect on the mental state of our students. Efforts were made to meet the needs of students as much as possible, even though they were not able to come to campus for much of the year. In 2021, in addition to having interventions in place for situations in which students are experiencing a loss of well-being, a cultural shift was made toward prevention and early diagnosis, with the objective of preventing dropouts and delays, while increasing the resilience of students. Within this framework, we continue to activate individual students to engage in self-management, and we aim to inspire students to keep an eye on each other's well-being and promote social cohesion.



According to the results of previous Student Well-being Monitors, students need support primarily in the areas of motivation, contact with fellow students, contact with lecturers, and the daily schedule. In addition, working from within the coronavirus working group for Community, students kept their finger on the pulse of well-being among their constituents. In addition to increasing the deployment of Student Counselors and Student Psychologists, a range of activities has been organized again this year in response to these signals. For example, around Christmas, there was a program of activities for staff and students (with the Tilburg University Chaplaincy Maranatha serving as a community center), TiU Walks (see below), digital drops, and a musical Christmas bingo. Groups were started for students for grief and loss counseling, in addition to training opportunities in mindfulness, silent meditation, women's resilience, yoga, Pilates, and fitness. Lecturers also made additional investments in staying in touch with students (e.g., by organizing small-scale meetings where possible or taking groups for a walk outside).

TiU Walks. Through the TiU Walks initiative, students could sign up to meet up with others for walks or other social activities. The organization behind TiU Walks ensured that students received each other's contact information, so they could agree on a place and time. This allowed them to take a break and meet new people at the same time. They were obviously instructed to follow the COVID-19 restrictions at all times.

Although ownership and control of well-being rest with the individual student, the University creates the proper conditions and seeks cooperation with the external care system. The Student Well-being Working Group, in which both staff and students are represented, fulfils an initiating and connecting role in this process of change. This is because the focus of our shared well-being agenda is increasingly shifting toward the belief that well-being is being strained for most of us (and especially for students) during certain periods and that we must anticipate this across the breadth of the population before even greater problems arise. In short, the promotion of well-being is strategically crucial to academic success, orientation to the job market, and career success.



Read the story of Janne (photograph on the right) in *Section 6.1 Faces of Tilburg University*.

To achieve these goals, a Well-being Communication Plan was written and partially implemented in 2021, using awareness campaigns to direct students to the proper assistance. This new approach is aimed at helping students find their own way toward an appropriate range of help (including self-help). For example, starting in Q1 2022, the *Gezonde Boel* (Healthy Lot) prevention portal will be introduced to the entire student population, and the range of training opportunities for student ambassadors and administrators will be expanded (e.g., Active Bystander training). Furthermore, several Peer-to-Peer activities (including for grief/loss and ADHD/ADD) have been developed and will be expanded further in the coming years.

In addition, by 2021, some improvements have been made in services to international students with regard to insurance and better access to family physician care services. For example, close cooperation has been established with seven family physician practices in Tilburg, which have created additional space for international students to register, and information campaigns have been launched to inform them better about insurance (including better coverage against medical expenses through collective agreements and improved information facilities).

In addition, the number of requests for examination facilities increased significantly in 2021. As of December 1, 2021, 1,416 students had received one or more examination provisions (for a total of 2,207 provisions). This refers to adjustments in the taking of examinations for students in need of support (e.g., additional time to take examinations, adapted furniture, or auditory facilities). Student counselors have also been actively involved in providing workstations, and online examinations.

Employee well-being

Employee well-being was also strained in 2021. Within Tilburg University, we consider employee well-being important, and we aim to ensure a positive working climate in which our employees can perform their work in a healthy and safe manner. Monitoring and promoting employee well-being is a joint responsibility of employees, supervisors, and the organization as a whole. The employee surveys that were conducted in 2020 identified workload, well-being, work-life balance, and connection as major concerns. These outcomes will be followed up on in 2021.

The pandemic placed a strain on the well-being of all employees. The effects of COVID-19 on the social lives, financial situations, and study delays of students led to an increasing demand for help. This increased the strain on student counselors and student psychologists, as well as on social workers, and the University Chaplain. For staff with teaching duties, the ability to deliver classes and stay connected to students suddenly became a major challenge. Researchers and PhD students could no longer continue with their research in a normal setting—some were even forced to discontinue it—and this can have a major effect on well-being. All employees within the supporting service departments had to adjust their work and take on additional activities during the pandemic, and it became more difficult for them to maintain connections with colleagues. Some of these employees were also suddenly assigned the task of managing parts of the crisis. In addition, factors of even greater importance were at play for certain groups of employees (e.g., international colleagues or colleagues with care responsibilities outside of work). For this reason, we have been working across the entire organization to protect the well-being of all employees as much as possible. A regular employee monitor will be conducted in 2022.

Inspire (Y)ourself Week. In partnership with Human Resources, we can look back on a successful Inspire (Y)ourself Week. Despite restrictions, we managed to get many employees excited about participating. Fortunately, the week took place during a time when exercising was allowed to some extent. Despite the stricter measures imposed by the government just before the week started, we were ultimately able to record more than 200 participants in the week's programming. The programming entailed a highly diverse array of activities, ranging from morning yoga to mindfulness and spinning classes.

A survey of lecturers was conducted in January 2021. Although lecturers apparently appreciated the support that was set up through the Teacher Desk, the co-hosting of online classes, and the Teacher Academy, not all of them actually used these forms of support (due to unfamiliarity or lack of time). The results revealed that lecturers were experiencing an overwhelming information overload. Finding the right information therefore took a great deal of effort. In addition, there was a need for support in the organization of online examinations and across the board for more personalized assistance options (customization). The findings of this study were incorporated into the recommendations issued in the spring by a working group on education in 2021/2022 and beyond. Based on these findings, a wide range of actions were initiated, including agreements concerning better lines of communication and the organization of support closer to the lecturer.

In addition, many tools have recently been developed to open well-being to discussion and to promote well-being for all employees: Golden Rules, a buddy system, check-ins from the Connected Leading toolbox, a company counselor, a PhD psychologist, training in mindfulness and work-life balance, vitality programs, and advice on workplace design. To foster dialogue in teams, between employees and supervisors, and between employees, a clear brochure was produced showing what is on offer, broken down into ways to identify (or recognize) workload, health, and well-being, to open them to discussion, and to address them. More comprehensive information can then be found on the dedicated intranet page where the tools and support available to our organization are classified and explained in detail.

6.5 Diversity and Inclusion

Inclusion and social safety

Tilburg University assigns a great deal of importance to a safe environment based on openness, trust, and transparency. Diversity, inclusion, and a safe working and studying environment (social safety) are essential to our community. In an inclusive community, all current and future staff members come into their own, regardless of their age, stage of life, job tenure, gender, or origin. National and international movements and developments (e.g., #MeToo, Black Lives Matter) and the targets for women in top-level positions have also called for reflection, dialogue, and concrete steps. The Diversity and Inclusion policy within Tilburg University is based on four pillars.



Behavior and integrity

To improve a socially safe working environment, we have supplemented the social infrastructure of confidential advisors and other facilities with an ombudsperson and an integrity officer, to whom employees can turn for advice and mediation. The ombudsperson will start in early spring 2022. In addition, our integrity system is being analyzed. The analysis has been prepared and will be implemented in the first quarter of 2022. The Code of Conduct includes a roadmap for staff and students in search of support. It is extremely important to us to offer the proper support, but prevention is many times more important. With Awareness Week and similar events, we are trying to create a culture change, although we are well aware that this poses quite a challenge.

Recruitment and selection

We facilitated several training courses again in 2021. For example, the Bias in Recruitment and Selection training helped to pursue equal treatment of candidates and optimal and fair decision-making. Participants learn to recognize their own and the group's bias and are then made responsible for holding each other accountable. In this way, we are trying to counteract inequality of opportunity due to bias or stereotyping. Bias is nevertheless present in many ways and, because it is not always recognizable, we must continue to develop and challenge ourselves.

Inclusive organizational culture

We are working to build an inclusive organizational culture in which gender equality, diversity, and inclusion are natural. Together with the Deans, we have created a Diversity and Inclusion Action Plan. This plan includes concrete actions in the areas of recruitment, selection, promotion, and exit that further help to increase the number of women in senior positions.

One way in which the inclusive organizational culture is expressed is by raising the rainbow flag at multiple locations on Coming Out Day. In cooperation with the municipality of Tilburg, we actively participated in this annual LGBTQIA+ awareness day. In addition, by becoming a member of Workplace Pride, we are propagating the message that Tilburg University supports a working and studying climate where LGBTQIA+ people can be themselves and are appreciated for who they are. In addition, various human rights and emancipation movements (e.g., International Women's Day, World Refugee Day, and Coming Out Day) have been highlighted in the past year. We are well aware that these initiatives are not enough and that the most important thing is to have a culture in which people actually feel safe. Together with students and staff, we are committed to creating a climate in which all people can be themselves. We also try to make it possible for students and staff members with disabilities to have the facilities that will enable them to participate fully in campus life.



Training courses

To increase employee awareness concerning inclusion and social safety, we developed an Inclusion Checklist that facilitates working with an inclusive mindset; taking into account different opinions, approaches, and perspectives; and training to make unconscious bias recognizable. In the area of inclusion, we provided training on topics including Active Bystander, Cultural Awareness, and Cross-Cultural Competences and Intercultural Communication.

Gender equality, diversity, and inclusion

The year-long Career Strategy Program for women scientists took place in 2021. Within a caring environment, participants have time for vision formation in the long term. The meetings, small group sessions, and individual coaching all involve working toward achieving the learning goals. The program is perceived as particularly valuable. The results are concrete (e.g., promotions, taking on strategic roles, and/or acquiring grants). The learning process nevertheless includes more: developing an authentic and strategic style of communication, increasing connection with colleagues during lockdowns, and helping each other move forward within an interdisciplinary environment.

Participation

As a University, we are committed to provide chances to staff members with differing working capacities. In 2021, the focus was on creating jobs for highly skilled candidates with disabilities to support academic staff. To this end, job analyses and job creation studies were conducted at TLS and Facility Services, with objectives including reducing the workload of academic staff.

In addition, investments were made in further encouraging and inspiring Schools and divisions to create jobs for the target group, to share knowledge, and to provide guidance/job coaching. As of 2021, two job coaches from the municipality are working for Tilburg University four days a week. They are physically present on campus to support the counseling of both candidates and the University.

Our efforts have resulted in more than 52 participation jobs. Although we are not growing as fast as we should in accordance with the job quota, we are proud that, in 2021, for the third consecutive year, we scored as one of the top three universities in terms of realizing the job quota. We are regarded as an example or other universities. Our ambition is to continue growing to 90 participation jobs by 2025, in accordance with the statutory job quota for government employers.

Challenges

We are well aware that we have a long way to go with regard to diversity and inclusion. For example, the proportion of women professors is not yet nearly as high as we would like it to be. We are lagging behind several other universities in this regard, a development we are not proud of. We are committed to reducing this gap, but we recognize that it is not happening fast enough. We will continue to look critically for areas in which we can do more, and we will continue to challenge each other concerning this backlog.

Diversity nevertheless entails more than gender equality alone. We aim to guard against this becoming the only or most important measure. This could cause us to lose sight of other groups, thereby generating a plethora of additional diversity challenges. For example, international students and staff are always a vulnerable group. For example, even the ‘Dutch only’ advertisements for rooms can make them feel as if they are not fully part of the community. We certainly have our own part to play in this as well: many emails, letters, and meetings are automatically in Dutch. As a result, international students and staff members are likely not to feel addressed and engaged. In addition, there are many other groups and individuals who may not have always felt heard. Examples include students and staff with different cultural backgrounds, particular religious beliefs, difficult financial situations, disabilities, or mental illness. Awareness leads to improvement, and we appreciate it when people speak up about this. We keep ourselves and each other alert in order to work toward a situation in which all perspectives are included from the outset.

6.6 International community

Tilburg University is proud of its diverse and international community. The increasing diversity within the University and the intensive contacts with partner universities around the world contribute to the quality of our teaching and research.

Actions in response to the COVID-19 pandemic

Students who were prevented from going abroad or coming to Tilburg University on physical exchange due to COVID-19 restrictions were offered online alternatives. Increasing numbers of students are making use of this option. In this sense, the crisis accelerated innovation in new mobility options that emphasize sustainability and inclusiveness.



Erasmus Charter for Higher Education and European Policy Statement (ECHE)

Tilburg University is pleased with the renewed designation of the ECHE for the period 2021–2027. This Charter is a prerequisite for participation in the Erasmus+ program, which focuses on student and staff mobility and international cooperation. The University will continue to work on the implementation of quality criteria, including the automatic recognition of academic work completed during exchanges, non-discrimination, transparency, and support for students and staff participating in Erasmus+ projects. We pay particular attention to inclusion, social engagement, sustainability, and digitalization in our European cooperation activities. In November 2021, the National Agency for Erasmus+ visited Tilburg University for a system inspection. This provides the Agency with insight into the quality of our procedures and processes in the implementation of the program. The Agency arrived at a positive assessment.

International collaboration contracts

By the end of 2021, more than 85% of all contract negotiations with our European partners for the new Erasmus+ program for 2021–2027 program had been completed. The digital signature of contracts through Erasmus Without Papers was also initiated in 2021.

ENGAGE. EU

Since 2020, Tilburg University has participated in the European University ENGAGE. EU (for additional details, see [Section 5.1 Valuable \(and Values-based\) Partnerships](#)). The ambition to equip European citizens with the skills and competences they need to take on major societal challenges contributes to the international community to which Tilburg University aspires.

Internationalization strategies of the Schools

Within the framework of the institution, each School provides its own interpretation of the content of internationalization. In 2021, the process of formulating new Strategic Plan for the Schools was accompanied by the formulation of the Strategic Plan for the institution. Internationalization is an integral part within the Strategic Plans of all Schools within the domains of education, research, impact and service.

Intercultural Awareness training

A pilot project of the Intercultural Awareness Module (IAM) for outgoing exchange students was continued, based on previous positive evaluations. Work is currently underway on a shorter online version that outgoing exchange students will be required to complete and that could potentially be offered to the broader student population as a tool for Internationalization at Home. Intercultural Competence for Support Staff trainings were attended by 300 employees of the supporting service departments. By developing the competencies of staff and students in this area, we are improving the inclusiveness of our campus community.



Daniel (photograph on the left) came to the Netherlands in 2021. Read his story in [Section 6.1 Faces of Tilburg University](#).

Student accommodations

The coronavirus pandemic generated additional uncertainty last summer, particularly for international students. Will digital instruction be provided? Am I allowed to travel? Will accommodations be available? The 2021/2022 academic year began with in-person instruction. There is an increasing shortage of student accommodations. Although Tilburg University has entered into a covenant that has generated from which positive steps have emerged, the housing shortage remains a reality for many students, and we are far from resolving the situation. For this reason, we unfortunately had to decide to strongly advise international students not to travel to Tilburg at the start of the academic year until

after they had arranged for their own accommodations. Far from ideal, this approach further underscores the severity of this issue. Additional emergency accommodations are provided for the initial period after arrival, and the percentage of students still searching is continuously monitored through surveys. To prevent a recurrence, the goal is to organize up to 500 additional housing units by August 2022. Student accommodations will continue to hold our attention in the coming years.

6.7 Entrepreneurial Thinkers

Tilburg University is committed to entrepreneurship and strives to be a national leader in the field of social entrepreneurship. To this end, we encourage entrepreneurship, generate impact, and strive to combine an entrepreneurial spirit with a critical view of society.

The Entrepreneurship team is responsible for implementing start-up support and facilities, including the incubator and funding, community building, business development, and academic value creation. The team assists with knowledge transfer and intellectual property, collaboration in the region (e.g., with Midpoint Brabant, Station88, and Braventure) and with other educational institutions, and strengthening the ecosystem with other strategic collaboration partners.

By 2021, the IQONIC entrepreneurship program was expanded, and the network of students, scientists, alumni, and strategic partners has been expanded.

Academic entrepreneurship

Tilburg University has the vision to have a fundamental impact on society. With a world-class academic environment, we strive to improve that society. This vision was endorsed by the formalization of the KTO . By making connections and encouraging collaborations, the KTO helps and motivates our researchers and students, in addition to providing support for project and program development, with the goal of contributing to solving societal challenges.

With a variety of activities at different levels, we stimulate impact for scholars and the supporting ecosystem (e.g., by offering valorization programs for PhD graduates, establishing transparent policies around knowledge exploitation, or supporting individual scholars in their quest). The Steffie project is an excellent example. This scientifically validated AI avatar in the form of a chatbot helps people with low literacy make informed voting choices during political elections. The scientists Christine Liebrecht and Naomi Kamoen are working with the start-up Genius Voice from the IQONIC Incubator for the necessary speech technology. The project has received funding from the alumni fund and is receiving guidance from the business development and contract management services at the KTO .



Read the story of Genius Voice (photograph on the left) in [Section 6.1 Faces of Tilburg University](#).

Tilburg University Challenge

The second edition of the Tilburg University Challenge was held this year. This entrepreneurship competition is for students and PhD students who would like to make an impact in contemporary society. The online grand finale took place on December 9, 2021, when a total of 2,090 viewers voted for the audience award.

Participants in this second edition included 84 teams (353 students) and 31 partners (70 coaches).

Table 6.6.1 Key indicators for the Tilburg University Challenge

Participants	353
Teams	84
Partners	31
Coaches	70
Workshops and events	18
Votes during the livestream finale	2090

Global Entrepreneurship Week

Within the framework of [Global Entrepreneurship Week](#), various events relating to entrepreneurship were organized in November for students, researchers, and alumni. More than 500 people registered for these events. The network of partners was expanded to 12.

Table 6.6.2 Key indicators for Global Entrepreneurship Week

Participants	500
Partners	12

Monthly entrepreneurship day

In 2021, the IQONIC program took the lead in organizing a joint monthly day dedicated to entrepreneurship, together with all of Brabant's higher education institutions. Within this framework, successful Dutch entrepreneurs are asked a wide range of questions (Venture Visionaries) and start-ups can pose questions to experts from the business community (Expert Hours). This initiative will definitely be continued in 2022.

Start-up support

Eighty intake interviews were held between start-up students and the business developers of IQONIC. In addition, 46 intake interviews were held between researchers and the IQONIC business developers. Eleven start-ups were accommodated in the incubator. Six student entrepreneurs made use of the Dual Career provisions.

Table 6.6.3 Key indicators for Start-up support

Intake interviews with student and alumni entrepreneurs	80
Intake interviews with researchers and PhD students	46
Start-ups in incubator	11
Start-ups with dual careers	6

6.8 Involved Alumni

In the past year, Tilburg University's alumni network continued to grow to more than 80,000 alumni. More than 5,900 degrees were conferred. Due to COVID-19 restrictions, it was again necessary to award these diplomas in walk-through editions or in delayed ceremonies.

Like the graduation ceremonies, alumni activities were once again put to the test by COVID-19. Many were postponed, possibly even to 2022, and others were cancelled. Fortunately, however, we were able to bring our community together in real life in the fall. During Coach Café, Psychology Café, and Entrepreneur Café, we brought nearly 300 alumni from several generations into contact with students in person. Unfortunately, it was again necessary to hold the International Career Café online. It thus became a nice complement to the other online events that took place in 2021 (e.g., events relating to contact), together with the Friends of Cobbenhagen, the job market for young people in collaboration with Studium Generale, and the Zero Hunger Lab's Serious Game for donors to the University Fund. Events abroad were also organized for alumni, in cooperation with Nuffic Neso and the other Dutch universities.



Ties with alumni were also maintained through email and social media. With six alumni newsletters and two editions of *Tilburg University Magazine*—with the themes of New Common and Entrepreneurial Thinking—more than 50,000 alumni were reached.

The volunteer program continued to grow in 2021, and it once again managed to bring together knowledge and generations. More than before, the program offered students and recent graduates the chance to boost their professional careers without physical contact, and we managed to get many alumni involved as volunteers within the educational system. Alumni become involved as mentors, visiting lecturers, members of the alumni panel, and coaches at various events.

The annual phone campaign was held from home again this year. Students called alumni from their dorm rooms and asked about their experiences after graduation and offered alumni the opportunity to be actively involved with the University as volunteers and/or donors. In addition to the phone campaign with the student team in October and November, a student assistant called alumni throughout the year asking them to renew their donations to the University Fund. With this new component, the phone campaign raised a total of €148,369. The phone campaign thus yielded a higher donation amount than last year, albeit from a smaller number of donors. In addition to many small donations, we also received a number of large donations this year, including €100,000 for interdisciplinary research on religion and sociology.

Unfortunately, the Thank You event for loyal donors could not take place. In October, however, we were able to celebrate the Women of Bethany congregation's donation of €1,050,000 (donated at the end of 2020) at the formal launch that was held at the TST in Utrecht.

We closed out the year with a special Christmas action. We hung ribbons on the campus Christmas tree for all donors and volunteers to express appreciation for their contributions. In addition, staff, students, and alumni could also have ribbons hung on the tree for a small donation. The action yielded €800 for the Zero Hunger Lab.

With all the activities of the University Fund (e.g., Have a Seat), programs for medium and large donors, the phone campaign and smaller actions, and contributions from the Professor Cobbenhagen Foundation, and other campaigns, a total of €441,357 was donated this year.

6.9 Campus Services

The appearance of the campus in 2021 was characterized by alternation between joy and disappointment. Joy emerged as there was again room to meet, sit in lecture halls, and study in Library or CUBE. Disappointment emerged several times as we noted that the coronavirus pandemic was not over and we reverted to the partial closure of the campus. In 2021, we realized what the campus means as a meeting place. Considerable effort was also devoted to its further development. The campus now extends to the Spoorzone. Together with the municipality of Tilburg, the area vision document known as *Kenniskwartier* (Knowledge Quarter) was prepared and unanimously approved by the City Council. This vision document describes the future image of the area between the Warandebos and the Ringbaan-West. Our University figures prominently within this image. The University's role includes new construction and renovations on the Warandelaan, as well as the expansion and renewal of the Sports Center on the Reitse campus, the redevelopment of Meerkoldreef, and the realization of student accommodations. Considerable work on these plans was done in the background during 2021. We have also started to develop a new strategic campus plan, in line with the new institutional strategy. This campus plan will be completed in 2022.



The appearance of the campus underwent drastic change in 2021, due to the demolition of the Prisma building, a dated structure that will make way for a temporary parking lot in 2022 and, in a few years, for a new multifunctional building. We also invested in the expansion of catering facilities, in part to accommodate growth in the numbers of students and staff. In late 2021, a new Grab & Go location was completed in Montesquieu, and we realized the expansion of the company restaurant with the addition of several hundred seats.

We did this in a completely circular manner, including the re-use of materials from the Prisma building. During the demolition of this building, 22% of the materials released were put to a new use (e.g., 1,600 m² of ceiling components). Parts that could not be re-used were recycled. The majority (77%) of the materials were recycled, including nearly two million kilograms (4.4 million pounds) of metal and more than seven million kilograms (15.4 million pounds) of concrete. To make this possible, the project was carried out in two phases. The work during the first phase consisted primarily of dismantling, so that as much material as possible could be re-used. The heavy, load-bearing construction was not addressed until the second phase. We will be expanding this construction method in the coming years, and it will become a pillar of our new strategy for buildings and land.

One relatively small but no less important project is the renovation of Vigilant, the centrally situated building that houses our security services and in which all our security infrastructure is brought together. This is one of the last buildings that was still heated by gas, and it is now being switched to a more sustainable source of energy. This is one more step toward completely phasing out the use of fossil fuels.

In addition, part of the Tilburg School of Theology building next to the Olympia building was demolished. The land that became available will be used for the temporary expansion of sports facilities until new construction is complete.

A pandemic can sometimes offer opportunities. Over the summer, we refreshed the design and layout of the most heavily used building on campus, the Library—nearly 20 years after it opened in 1992. The Library aligned its facilities to meet student demand by introducing more and a greater variety of workstations (including self-study spaces) and increasing the size of the Study Café. The space needed for this was obtained by reducing direct access to books: part of the collection was relocated within the building and is now in compactor cabinets. Due to delivery problems resulting from COVID-19, not all new furnishings had been delivered yet. Students have embraced the use of the new concentration workstations with great enthusiasm.



The floor coverings on all three floors of the Library were replaced with a fully circular new floor covering. This sustainable flooring is made up of pieces of carpet with minor defects that would otherwise have been discarded at the production line.

One development that was particularly evident in 2021 was the shortage of raw materials and capacity in the construction market. This affected several projects with disappointing prices and long delivery times. This development is expected to continue, and it will require us to take a critical look at the future and how we will develop and realize our real estate projects.

Student growth in recent years has been higher than what the current real estate strategy could anticipate. For this reason, we acquired the Meerkoldreef site in early 2021. In only a few months, Facility Services and Library and IT Services prepared this former Fontys education building ready for use and included it in the schedule.



In 2021, the zoning process was started for the new education building, which is planned for the TIAS parking lot. The procedure has yet to be completed, and it generated resistance from the adjacent Torenbuurt district. Preparations for the building were nevertheless started, in cooperation with the contractor.

Catering

In 2021, a new catering vision was implemented on campus by initiating collaboration with new partners. The choice of operators focused on the aspects of health and sustainability. In terms of sustainability, efforts include encouraging reductions in meat consumption, adopting a focus on reducing waste, and using sustainable means of transportation. Vegetarian food is the standard option for receptions and meetings. In addition, students and staff are encouraged to make healthy choices. There is a wide range of products with less salt, fat, and sugar. Finally, individuals with a distance from the job market will be employed more often.

Unfortunately, situations relating to the pandemic made it nearly impossible to provide any services at full force. This was due in part to the difficulty in engaging new staff, however, although it was primarily due to the COVID-19 restrictions that severely limited the use of the campus.



Library

The continually shifting rules relating to the pandemic posed a true challenge to the opening and services of the Library. The Library was also closed during the summer, due to the renovation. This was not much of a hindrance, however, partly due to the limited presence of students. Limited services were provided from another building on campus. The Library also handled the process of issuing a new university card to the University's nearly 22,000 students and staff in 2021. The Brabant Collection realized two photo exhibitions despite all the COVID-19 restrictions: *Monastic Life in the 1960s* at Museum Krona and *Melancholy and Reality in the Green Forest* at Gallerie Pennings.

Sports and exercise

In 2021, the sports program made the greatest possible use of the space allowed by the COVID-19 restrictions. Unfortunately, these facilities were also subject to heavy national restrictions. Our season pass holders were compensated by extending season passes for the same period at no cost during periods when exercise was virtually kept to a minimum.

Student sports associations have been through a difficult time. They had few training opportunities compared to other years, league competitions stopped midway, and there were virtually no tournaments or social activities. Nevertheless, membership in several student sports associations grew in the past year. Social bonding combined with the opportunity to enjoy exercise is something that the pandemic has only made more valuable to students.



In 2021, a survey was conducted among the student population and the users of our sports facilities. Plans call for renovating and expanding these facilities, due to the high pressure that they face. Response to this survey was high, such that the results are representative of the entire University community. The results were discussed with the EB and parties in the representative bodies, and they provide input on the desired program, the location of the new sports building to be developed, and the subscription fees people are willing to pay. This fine process in 2021 reflects a great deal of

commitment and enthusiasm. Although no investments in teaching or research are involved, sports clearly serve as a unifying element that should be provided on a vibrant and attractive University campus. New facilities and a broader range of offerings are sorely needed in order to keep up with other universities. This project will be included on the agendas of the EB and the University Council in 2022.

Encouraging sustainable behavior. As a University, we are making a concerted effort to reduce our carbon footprint. Most of this footprint is due to the travel of our growing population of staff and students. The mobility policy has been translated into concrete measures to encourage students and employees to make more sustainable choices for the modes of transportation used to travel to and from campus, as well as for business travel. The shared bike/share car pilot project that was launched in December 2021 assists employees in this process. Employees can use an app to make a business trip on one of the available shared bikes placed at various locations on campus or reserve a shared electric car from Warandelaan. Students may also use the shared bikes. We will be monitoring the success of this project in the coming year. Furthermore, we have created additional opportunities for employees to finance the purchase of a bike (or e-bike) through the Options Model. This effort has been successful. In 2021, more than 100 employees bought bikes for sustainable commuting.



Student accommodations

In the past year, the shortage of student accommodations has been increasingly prominent in the news throughout the country. Tilburg is also struggling with an increasingly visible shortage. To this end, the Tilburg Student Accommodations Covenant for 2020–2025 is aimed at expanding the housing supply by 1,900 units by 2025. Current plans call for approximately 1000 units, but their development is extremely time-consuming. There is active collaboration with the municipality of Tilburg, housing corporations, and market parties on new initiatives to achieve both temporary and permanent housing units. Last summer, The Garden was completed next to the Avans property, and construction in several places within the Knowledge Quarter is already underway or being investigated for new tasks. Construction projects nevertheless call for a realization period of several years. It is therefore expected that, like in many other student cities, the availability of student accommodations will continue to be severely lacking in the coming years, much to our regret.



6.10 Information Technology

Whereas in 2020, every possible effort was made to make remote instruction and working from home possible on a large scale in the shortest possible time, efforts in 2021 focused on scaling up and optimizing these new or improved IT facilities. The IT organization improved the management and security of the University's cloud-based home workstations, completed the transition to a new email environment, and began the delivery of equipment for working from home. A certain extent of habituation to the situation of working from home and online instruction occurred, as evidenced in a slight decrease in the number of support requests received by the help desk (which nevertheless received 35,000 help requests).

Information security was a second area of concern for the IT organization. Information security equipment and some applications were replaced, insecure applications were disabled, and others were made more secure. These activities will also be continued in 2022. Following an audit commissioned by the Ministry of Education, Culture and Science, the Dutch universities formulated a level of ambition in the field of information security. Tilburg University identified improvement measures for its own University and initiated a multi-year program to bring information security to the nationally selected level of maturity. A new information security policy and risk management system contribute to these efforts. All levels of the University, up to and including the EB, participated in a large-scale cyber-crisis drill in March. Promotional campaigns helped raise awareness of information security among our staff and students. This topic will nevertheless require substantial effort and commitment in the coming years.

The IT organization made a significant contribution to several renovations, including those of the Vigilant building, the Library, and the temporary education building on Meerkoldreef. In the space of three and a half months, the latter was fitted with cabling, workstations, and lecture hall facilities to be in use at the start of the 2021/2022 academic year.

The storage and servers in the computer rooms, the network, and the data cabling were replaced through a European tender, and the hiring of IT personnel was successfully tendered as well.

Contacts and communication were complicated by COVID-19, thereby placing a strain on cooperation and services. This has led to longer lead times when rolling out new facilities and implementing changes. At the same time, however, there was more clarity on the prioritization of projects, and a new consultative body within Library and IT Services improved communication between the project organization and the IT organization.

The IT organization also worked to optimize sustainability in 2021. Efforts to this end included the re-use of cabling. This ensures that the old cabling will not cause contamination, while eliminating the need to purchase new cabling. In addition, the hardware in the computer rooms was replaced with more powerful, energy-efficient, and carbon-neutral equipment.

Educational support

The IT infrastructure now supports hybrid instruction. New equipment in the larger lecture rooms allows classes to be followed simultaneously by students in the lecture room and at home. All student workstations on campus can now be converted to testing workstations. As a result, examinations can now be given at many more locations on campus, and the examination organization can more easily set the degree of internet access at testing workstations. Through a European tender, the University chose an application that will support the application of video in education. In addition, pilot projects introduced nearly 100 lecturers to the use of knowledge bites, instructional videos, and interactive videos in their classes. TiSEM adopted two updated simulation games that were developed in-house for use in their instruction. Through a new application, automatic evaluations are now sent to students for 95% of all Bachelor's and Master's level courses after the final class and after the examination. The results contribute to monitoring and increasing the quality of education. The introduction of a new workstation reservation system made it possible for students to reserve workstations in the Library and other buildings on campus. The system was necessary during the pandemic, but it will continue to be used beyond that time, at least in the Library.



Research support

The Research Data Office in the Library helped researchers in the management of research data through consulting, webinars, and a new portal. Researchers gained access to the new GDPR, Ethics, and Data Management (G.E.D.) tool, which assists them in complying with the GDPR, ethics requirements, and data management policy when submitting applications. This facility is the first application on a recently introduced platform: Power Automate element of Microsoft 365.

The SURF Research Drive also became available. This facility provides researchers with a secure, organized, and flexible way to share their research data with national and international collaboration partners during their research. Students were provided with an online learning module to help them learn about managing their research data. Additional computational power was made available in the TSHD computer room. The Library arranged for the last books in the unique Buijnsters-Smets collection of children's books to be made available digitally and completely royalty-free for purposes of teaching and research.

6.11 Complaints, Appeals, and Objections

Central Disputes and Complaints Desk (CDCD)

In accordance with Article 7.59a of the Higher Education and Research Act, students can submit complaints, objections, and appeals and obtain information and advice on these matters online in [one place](#): the online central complaints desk (CDCD). Parties who do not have a Tilburg University administration number may submit their complaints, objections, or appeals in writing. A detailed annual report of the CDCD is available for consultation on the [CDCD website](#).

Students who are dissatisfied with the state of affairs at the University may file complaints with the CDCD. Complaints should be resolved within a maximum of six weeks, but the period is typically much shorter (see Table 6.11.4). The purpose of the complaints procedure is to ensure that students are heard and that they receive an adequate response to their complaints by the Head of Department or Program Director. Complaints are also used as a tool for quality improvement.

In all, 118 complaints were submitted in 2021, representing an increase of 10 relative to 2020. This brought the number of complaints to the same level as in 2017 and 2018. One remarkable observation in 2021 involved a number (nine) of official complaints about teaching and examinations on campus due to COVID-19 infections. This received a considerable amount of publicity, and concerns were expressed through many different channels, up to and including petitions. Some students appealed to the complaints office, where they received a detailed explanation of the COVID-19 policy. Of the 92 complaints about examinations, 56 specifically concerned examinations in relation to the COVID-19 restrictions. Of the four complaints about teaching, three were related to the COVID-19 restrictions. Most of the complaints about examinations were related to proctoring (or online proctored).

NOTE 1: The campus services departments have a dedicated address for complaints. None of the complaints received at that address were included in this report.

NOTE 2: Of the complaints submitted in 2021, six were still being processed as of January 1, 2022.

Table 6.11.1 Complaints about/settled by

	2020	2021
TiSEM	16	41
TSHD	13	9
TST	0	0
TLS	29	7
TSB	27	22
FS	8	4
LIS	2	2
AS	13	33
Total	108	118

Table 6.11.2 Subject of complaints

	2020	2021
Miscellaneous	10	6
Thesis	5	2
Teaching	15	4
Examinations	59	92
Examining Board	2	3
Tilburg University employees	3	8
Tilburg University facilities	14	3
Total	108	118

Table 6.11.3 Complaint settlement

	2020	2021
Partly founded	1	4
Founded	26	29
Withdrawn	5	3
Inadmissible	4	2
Unfounded	22	33
Referred	12	15
Text and explanation	38	32
Total	108	118

Table 6.11.4 Duration of complaint settlement

	2020	2021
Within six weeks	101	101
After six weeks	7	17
Total	108	118

Examination Appeals Board (EAB)

In accordance with the Higher Education and Research Act, students can lodge appeals with the Examinations Appeals Board (e.g., against decisions of the Examining Boards, decisions regarding the BSA, and decisions concerning admission to Master's programs). The EAB is composed of student and lecturer members, along with three independent chairs who serve in the role of chair on a rotating basis during sessions. The EAB is assisted in its work by the Legal Affairs department. Two new chairs were appointed in 2021. These individuals also serve as chairs of the Unacceptable Behavior Complaints Committee, the Objections and Appeals Advisory Committee (OACC), and the Employee Disputes Committee.

In all, 306 appeals were lodged by students in 2021 (2020: 170; 2019: 177). The manner in which these appeals were settled is presented in the table below.

Table 6.11.5 Appeal settlement

EAB - Appeals submitted by students in 2020					
Total	Forwarded	Amicable settlement	Withdrawn	In process	Ruling
	170	14	42	77	10
					Total: 27
					Founded – 5
					Unfounded – 20
					Inadmissible – 2
EAB - Appeals submitted by students in 2021					
Total	Forwarded	Amicable settlement	Withdrawn	In process	Ruling
	306	13	85	168	6
					Total: 34
					Founded – 10
					Unfounded – 23
					Inadmissible – 1

The rulings of the Examinations Appeals Board are available for consultation on the [website](#). The cases in which the EAB issued a ruling in 2021 related to the topics listed in the table below.

Table 6.11.6 EAB rulings, by subject

	2020	2021
Supplementary conditions for graduation	1	0
Assessment of examination	10	4
Assessment of thesis	2	0
Binding study advice	1	2
Additional examination opportunity	5	7
Fraud/examination irregularities	8	18
Admission to program	1	1
Exemption	0	2
Total	28	34

The number of appeals and rulings increased substantially in 2021. This was due to the increase in online examinations and policy changes resulting from the COVID-19 policy. For the processing of the various appeals, the School Examining Boards and the EAB committed additional effort to providing legal support. The further discussions of the various Examining Boards resulted in a proportionately large number of withdrawals and amicable settlements. In 2021, the Examining Boards and the EAB secretary's office frequently coordinated with each other to prevent and resolve complaints about online examinations and to determine how to respond to student requests to reduce study delays related to COVID-19.

Experience has shown that the appeals received in 2021 were more complex in nature than before, that they were more likely to involve legal process representation, and that the processing of the appeals had become more time-intensive. This required the Examining Boards and the EAB to pay additional attention to the management of the various educational arrangements and to rethink the support processes.

Appeals Tribunal for Higher Education

Any student who disagrees with a decision of the EAB or of the EB after receiving advice from the OACC may file an appeal against such decisions with the Appeals Tribunal for Higher Education. The rulings of the Appeals Tribunal for Higher Education are available for consultation on the Tribunal's [website](#).

In 2021, no students from Tilburg University submitted appeals to the Appeals Tribunal for Higher Education.

Objections and Appeals Advisory Committee (OACC)

A student who disagrees with a decision made by or on behalf of the EB may lodge an objection to such decision. For example, the objection could involve enrollment, retroactive enrollment, withdrawal, restitution, or the amount of tuition fees. Tilburg University has an Objections and Appeals Advisory Committee (OACC) that issues recommendations to the EB concerning these objections. The OACC is composed of student and lecturer members, along with three independent chairs who serve in the role of chair on a rotating basis during sessions. Two new chairs were appointed in 2021. These individuals also serve as chairs of the Unacceptable Behavior Complaints Committee, the EAB, and the Employee Disputes Committee. The OACC is assisted in its work by the Legal Affairs department.

In all, 15 objections were submitted in 2021 (2020: 17; 2019: 10). The reasons for the withdrawal of an objection by current or prospective students are usually related to the further information provided or the content of the defense.

Table 6.11.7 Objection settlement

OACC - Objections submitted in 2020					
Total	Forwarded	Amicable settlement	Withdrawn	In process	OACC recommendation
	17	3	7	3	2 Total: 2 Unfounded – 2
OACC - Objections submitted in 2021					
Total	Forwarded	Amicable settlement	Withdrawn	In process	OACC recommendation
	15	2	3	9	0 Total: 1 Founded – 1

The appeal on which the OACC issued a recommendation in 2021—and on which the EB subsequently issued a decision—concerned admission to a Bachelor's program.

Unacceptable Behavior Complaints Committee

Employees or students who are confronted with unacceptable behavior (e.g., bullying, sexual harassment, aggression, violence, and/or discrimination) may approach a confidential advisor and submit complaints to the Unacceptable Behavior Complaints Committee. The Unacceptable Behavior Complaints Committee advises the EB on the merits and handling of complaints. The members of the Unacceptable Behavior Complaints Committee are appointed by the EB. The Unacceptable Behavior Complaints Committee has three independent chairs who serve in the role of chair on a rotating basis in the handling of complaints. Two new chairs were appointed in 2021. These individuals also serve as chairs of the EAB, the OACC, and the Employee Disputes Committee. The Unacceptable Behavior Complaints Committee is assisted in its work by an administrative secretary.

In 2021, no complaints were submitted to the Unacceptable Behavior Complaints Committee by students or employees.

Tilburg University Employee Disputes Committee

An employee or a former employee who has a difference of opinion or a different viewpoint regarding a decision or similar conclusion of Tilburg University as an employer and who is directly affected by this as a consequence may, in some cases, submit a dispute to the Employee Disputes Committee. The Employee Disputes Committee has a mediating assignment and advises at the request of the EB.

The members of the Employee Disputes Committee are appointed by the EB. The Employee Disputes Committee has three independent chairs who serve in the role of chair on a rotating basis in the handling of complaints. Two new chairs were appointed in 2021. These individuals also serve as chairs of the EAB, the OACC, and the Unacceptable Behavior Complaints Committee. The Employee Disputes Committee is assisted in its work by the Legal Affairs department.

In 2021, one complaint was submitted to the Employee Disputes Committee by an employee. This complaint was settled amicably after a discussion between those directly involved.

Academic Integrity Committee (AIC)

Anyone who suspects that academic integrity has been violated may discuss a complaint in confidence with the Confidential Advisor for Academic Integrity or submit it to the EB or the AIC.

The Confidential Advisor for Academic Integrity is Prof. W.J.M. van Genugten. He succeeded Prof. Emeritus A.J. De Zeeuw in 2021.

The AIC ensures a careful procedure for the assessment of complaints and advises the EB. The members of the AIC come from all Schools of Tilburg University. Complaints and requests are processed by the chair and two members. The composition of the AIC is determined on a case-by-case basis. In 2021, Prof. A.M. Hol was succeeded as chair by Prof. A.J.C. de Moor-van Vugt.

In 2020, three interrelated complaints were filed with the AIC, whose processing continued into 2022 after receiving an opinion from the National Board for Research Integrity in 2021. In 2021, the AIC received two complaints. In one of these two complaints, the AIC advised that the complaint be declared unfounded. The EB adopted this advice. In the other complaint, the AIC provided advice to the EB, the EB made an initial judgment, and then one of the defendants requested that the National Board for Research Integrity provide further advice in 2022.

6.12 Consolidation and Related Parties

Consolidation

Consolidated Group

The consolidation includes the financial data of the Tilburg University Foundation (*Stichting Katholieke Universiteit Brabant*) hereinafter referred to as the “Consolidated Group,” together with those related parties in which there is a majority interest or decisive control, as well as the proportional share of joint operations.

In addition to the Tilburg University Foundation, the following parties are involved in the Consolidated Group:

- ◆ TiU Holding B.V., Tilburg, 100%, director of Tilburg University Foundation
- ◆ Tilburg University Career Services B.V., 100%, director of Tilburg University Foundation
- ◆ TiU Knowledge Transfer B.V., 100%, director of Tilburg University Foundation
- ◆ TIAS Business School B.V., Tilburg, 80%
- ◆ Tilburg University Fund Foundation, Tilburg, 100%, partial personal union between the Tilburg University Executive Board and the Tilburg University Fund Foundation.

In the event of a majority interest of less than 100%, a minority interest is included separately in both the result and in group equity.

The minority stake of TiU Holding B.V. in Starterslift Investments B.V. was transferred to TiU Knowledge Transfer B.V. in 2021. This minority participation is not included in the consolidated financial statements of the Tilburg University Foundation.

A Related Companies Policy is used for the purposes of administrative management and governance. The Related Companies Policy corresponds to the recommendations in Section 8 of the Good Governance Code for Universities (UNL , 2019).

Proportional share in Joint Operations

Tilburg University Foundation has a multi-year cooperation agreement with Eindhoven University of Technology, the province of Noord-Brabant, and the municipality of 's-Hertogenbosch regarding the joint graduate school in 's-Hertogenbosch (JADS), as well as the joint Bachelor's program in Data Science with Eindhoven University of Technology. The Tilburg University Foundation's contribution is €10 million in kind. The subsidy contribution from the province and the municipality (€20 million combined) was used in full by the end of 2020.

The JADS is recognized proportionately. This implies that Tilburg University and Eindhoven University of Technology recognize the joint assets, liabilities, income, and expenses of the JADS in their annual statements of accounts proportionate to their interest in the JADS (50% each). A joint arrangement as referred to in Article 8.1 of the Higher Education and Research Act was agreed between Tilburg University and Eindhoven University of Technology in 2019. In addition to tuition fees and the variable funding from the national government related to funded students, degrees, PhD theses, and designer's certificates, the universities contributed a fixed base of €0.5 million collectively in 2021. Surpluses and deficits from this collaboration are shared between Tilburg University (50%) and Eindhoven University of Technology (50%). The deficit for 2021 was €2508 million.

Negligible participation

The legal entity L-Logic B.V., whose significance in relative financial terms is negligible, is not included in the annual statements of account of Tilburg University Foundation. This legal entity is being dissolved.

Related parties and strategic cooperation partners

Related parties are defined as all legal entities over which dominant control, joint control, or significant influence can be exercised.

Furthermore, there are related parties in which there is a minority interest and/or a partial personal union at the management level without decisive managerial control. These legal entities are not included in the consolidation. In particular, this concerns the following legal entities, which are not to be included in the consolidation:

- ◆ Foundation for Endowed Chairs
- ◆ Tilburg Orientation Program Foundation
- ◆ Netspar Foundation
- ◆ CentERdata Foundation
- ◆ Braventure Foundation
- ◆ Starterslift Investments B.V.
- ◆ MindLabs Association
- ◆ Brainport Foundation
- ◆ Midpoint Brabant Foundation
- ◆ Brabant Foundation for Higher Education for Older People (HOVO) Brabant Senior Academy

Furthermore, there are three “support foundations”:

- ◆ Tilburg University Fund Foundation (component of the Consolidated Group)
- ◆ Foundation for the Support of Catholic Higher Education (not a related party)
- ◆ Professor Cobbenhagen Foundation (not a related party)

Transactions of significance with related parties are explained if they were not entered into under normal market conditions. Of these, the nature and size of the transaction and other necessary explanatory information are explained.

In addition to its the cooperation with related parties, the Tilburg University Foundation cooperates strategically and to a greater or lesser extent administratively with various other legal entities. In particular, these include student organizations, collaborative research and education partners, industry organizations (e.g., UNL , SURF), and regional governments. Individuals who are to a greater or lesser extent involved administratively and/or substantively with these legal entities on behalf of the Tilburg University Foundation are accountable: To their supervisors and, ultimately, to the EB in respect of their functional duties.

Accountability

The functioning and management of the legal entities that are part of the Consolidated Group and the cooperation with related parties and strategic cooperation partners is the subject of periodic consultation between the EB and the Board of Governors.

Entering into and continuing strategic partnerships and connections is always done in the interest of Tilburg University's perceived societal mission. In line with Section 8 of the Good Governance Code for Universities (UNL , 2019), in the decision-making of the EB on the entry of Tilburg University into new financial and/or managerial involvement in other legal entities and/or partnerships, it is clear how this contributes to the implementation of the University-wide strategy. Furthermore, in 2021 the EB initiated a process focusing on the account management of the various strategic collaborations and connections, the professionalization of this account management in light of the Strategy 2027, and the drafting of guidelines for entering into and dealing with strategic and contractual collaborations. The challenge is always to be open to new research (or other) collaborations and the corresponding requests for customization. In practice, the intrinsic need for collaboration among our researchers and Schools sometimes raises questions about how to make the various collaborations sustainable, which collaborations can count on additional attention due to the University-wide strategy, and how to organize financial and personnel administration.





7. Sustainability

7.1 Sustainability in 2021

Sustainability was one of the main themes of the previous Tilburg University strategy, which was in effect through 2021. Part of this strategy is the desire to communicate and report transparently on progress in the area of sustainability. This new section in the annual report is a result.

Tilburg University is nevertheless still in the early stages of reporting on sustainability. There is not yet any structural collection of quantitative data on sustainability. In preparation for the compilation of this annual report, a survey was conducted within the organization. This clearly indicates that there is a substantial amount of activity in the area of sustainability, but it is not reported on in a coherent manner. Different definitions are used as well (e.g., the broad SDGs and the narrower definition of Climate). Tilburg University aims for continuing improvement in the monitoring of sustainability targets, in line with the ambitious sustainability goals in its strategy. In the coming years, we would like to take steps toward integrated reporting, in line with the rapidly developing regulations.

Sustainability is comprehensive and is manifested in a variety of ways: in education, research, and operations. It is for this reason that green boxes are scattered throughout the annual report. In this section, we re-iterate the frameworks.

Tilburg University aims to be at the forefront of finding answers to complex, fundamental societal challenges. Caring for our climate is a fundamental challenge relevant to the future of our society, as outlined in the new strategy, *Weaving Minds & Characters: Strategy Towards 2027*. In the previous strategy (2018–2021) as well, Tilburg University described that the University is committed to contributing to the UN SDGs in research and education, in the day-to-day management of the campus, and in the management of assets.

In 2021, it was announced that Tilburg University was the greatest riser in the GreenMetric Ranking, winning the Most Sustainably Improved University award. This ranking is based on themes including energy, waste, and education and research.

7.2 Sustainable Research

Through its research, Tilburg University aims to contribute to a better understanding of international, regional, and local sustainability problems and associated solutions. Interdisciplinarity in research is extremely important for contributing to solving complex societal problems. For example, consider the collaboration of the Elisabeth-TweeSteden Hospital within the We Care program. Interdisciplinary work was also encouraged within the four Academic Collaborative Centers/Innovation Hubs in 2021: Broad Prosperity in the Region, Climate and Energy Transition, Inclusive Labor Market, and Digital Mental Health Innovation. An important place has once again been assigned to interdisciplinarity in the new strategy.

We aim to use research to gain better insight into issues relating to sustainability and develop knowledge to contribute to solutions. One example is the Zero Hunger Lab, which is part of a consortium that was awarded funding from EU Horizon 2020. Within the lab, we collaborate for the benefit of sustainable food systems and food security. In the Academic Collaborative Centers, knowledge is actively opened to fellow researchers, policymakers, social organizations, and other parties. The Academic Collaborative Center for Broad Prosperity in the Region was established in 2021. Within this context, the lens of broad prosperity is used to consider the inclusive energy transition, sustainable logistics, and positive health. Scholars from Tilburg University are collaborating with municipalities, corporations, energy companies, and other partners in the region around these topics.

To gain additional insight into Tilburg University's scientific and societal contributions to sustainability, we mapped the relationships between our publications and the SDGs. The visualization depicts Tilburg University's contribution to the SDGs in the form of scientific publications over the past decade. The larger the SDG is shown, the more has been published on this topic. In all, 1,683 publications contributing to the SDGs were published within this 10-year period, 289 of which were published in 2021.



7.3 Sustainable Education

Through its education, Tilburg University aims to create awareness of issues relating to sustainability among students, challenging them to consider the roles they can play in society. Sustainability is a part of character building within our educational profile. The mindset of the future leaders we are preparing for the future at Tilburg University is fueled by a broad ideology of sustainability.

As part of the strategy, we worked to make sustainability part of several degree programs in 2021. There is now a minor in Law and a Sustainable Future (TLS) and a Bachelor's program in Entrepreneurship and Business Innovation in which the theme is clearly embedded. It proved difficult to reflect sustainability in other curricula. The rollout of a labeling system for courses that could indicate the extent of attention devoted to sustainability was also not completed. This was due in part to shifting priorities due to the pandemic.

Although it proved difficult to embed sustainability into curricula, we did offer 85 courses focusing on the SDGs in 2021. Examples include Economics: Sustainable Development, Data Science: sustainability, privacy, and security, or Sustainability and Health and Well-being in a Global World. There are about 20 study and student associations with a strong focus on sustainability in relation to a variety of topics (e.g., Enactus, Vitruvian, and AIESEC).

In addition, events involving sustainability are regularly organized on behalf of the University and associations. In the past year, a sustainability fund was established to assist associations in their efforts to achieve a sustainable transition. Due to the pandemic, many events were offered online. Ten cultural activities were organized, and 20 events centered on sustainability. Examples include the 2021 Warande Lecture, entitled "Know what you eat: The need for a new food system," and the series on Global Sustainable Leadership.

Several sustainable start-ups have been established by students and alumni (e.g., the sustainable roof gardens by Rooftop Rumour). Roof gardens create the livable city of the future. They enhance the well-being of residents, in addition to restoring and strengthening biodiversity within the city. The Plennid company provides project development based on circular business models. After its success with the 3D printing company Ultimaker, the same Tilburg University graduate has now turned his attention to Stekker.app: a company that enables smarter and more sustainable charging and discharging of electric cars. ImpactUp is a start-up that is building an intelligent grocery platform for quickly and easily generating a personalized, healthy, and sustainable grocery plan for consumers. In addition, our students participate in SDG challenges that are organized nationally or internationally.

7.4 Sustainable Operations

We strive to achieve sustainable operations. This includes reducing the footprint of students and employees as they work or study, as well as creating a green campus.

We like to see employees choose sustainable transportation. To this end, the Options Model has created additional opportunities for employees to finance the purchase of a bike (or e-bike). In addition, shared bikes and cars were present on the campus in 2021. Using an app, employees can arrange to use these means of transport free of charge for business appointments. Students may also use the bikes.

Tilburg University would like to reduce the use of cars for traveling to campus, in addition to reducing the climate impact of flying by students and employees. In our new strategy, we state our ambition to reduce the carbon footprint of traveling on official business to 0 by 2027. The regulations for traveling on official business were further tightened in 2021. We expect employees to travel with public transportation whenever possible. We do not reimburse expenses for flying distances of less than 500 kilometers (310.6 miles). The adjustment of the commuting policy will be implemented as of January 1, 2023. Due to the pandemic, temporary commuting arrangements (customized to the situation with COVID-19) combined with allowances for working from home were in place. In the coming years, the new policy aimed at sustainable commuting will be implemented.

In addition, various agreements have been made and initiatives taken around the use of plastic (particularly single-use). Examples include the sale of Join the Pipe water, the installation of water taps, and the use of mugs and cups by employees. There is still plenty of room for improvement. For example, in 2021 it was not possible to have all purchases (e.g., by secretary's offices) processed through a central web shop. Purchasing products through the web shop provides a better guarantee of human rights, sustainable materials, and the limitation of transport movements. In the coming years, we will be working to enhance the sustainability of the products in the web shop and to encourage purchasing through the web shop.

In 2021, a new catering vision was implemented on campus by initiating collaboration with new partners. The choice of operators focused on the aspects of health and sustainability. In terms of sustainability, efforts include encouraging reductions in meat consumption, adopting a focus on reducing waste, and using sustainable means of transportation. Vegetarian food is the standard option for receptions and meetings. In addition, students and staff are encouraged to make healthy choices. There is a wide range of products with less salt, fat, and sugar. Finally, individuals with a distance from the job market will be employed more often.

We have a green campus with over 37,000 m² of forest area and about 140,000 m² of other vegetation (more than 40% of the total area). We would like to keep it that way. To this end, a plan for greening the campus was developed in 2021, in cooperation with urban ecologists from the municipality of Tilburg. It will include strengthening biodiversity (e.g., by providing more opportunities for insects, artificial nesting sites for bats and bird species, attention to restoration measures for red-list species, and the increase of medium height vegetation).



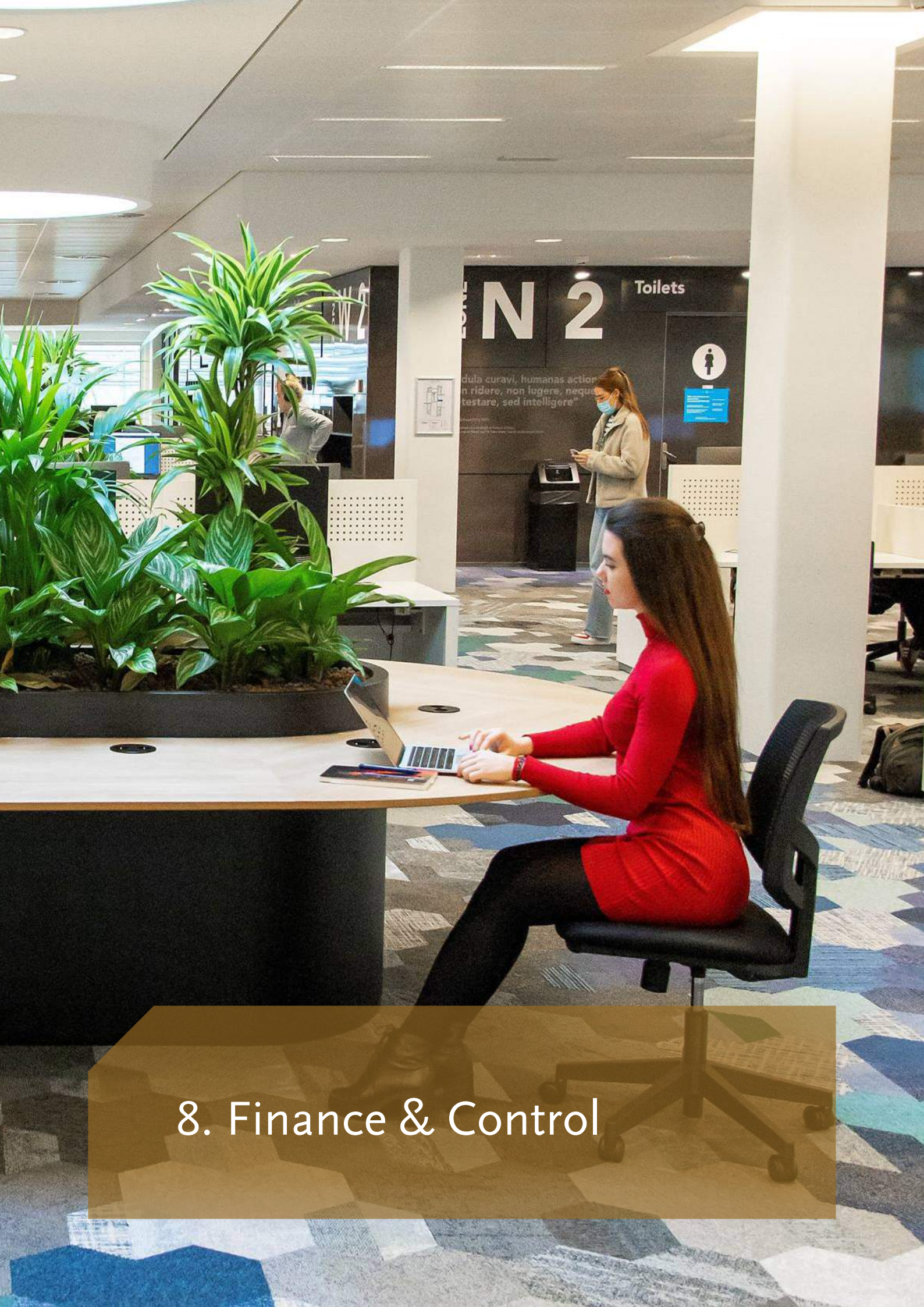
“My goal is to make the campus a beautiful, green, and safe haven for many people.” Read the story of Bram (photograph on the right) in Section 6.1 Faces of Tilburg University.

Tilburg University aspires to use no fossil fuels as a source of energy by 2027. All energy that is used for buildings and land is to be carbon-neutral by 2045. The sustainability ambitions of Tilburg University have been integrated into an accommodations policy in the form of visible and invisible solutions. For existing buildings, the economical use of space (fewer m² with more quality) will contribute significantly to the sustainability goals. The basic principle for completely new buildings will be to obtain BREAMM sustainability certification of Excellent or Outstanding, to meet the BENG (nearly energy-neutral buildings) standard, and to achieve a Fresh Schools ambition level of Class A. In addition, circular construction will play an increasingly important role in our projects, both new construction and renovation.

The Prisma building was demolished in 2021. In the process, 22% of the materials released were put to a new use (e.g., 1,600 m² of ceiling components). Parts that could not be re-used were recycled. The majority (77%) of the materials were recycled, including nearly two million kilograms (4.4 million pounds) of metal and more than seven million kilograms (15.4 million pounds) of concrete. To make this possible, the project was carried out in two phases. The work during the first phase consisted primarily of dismantling, so that as much material as possible could be re-used. The heavy, load-bearing construction was not addressed until the second phase. We will be expanding this construction method in the coming years, and it will become a pillar of our new strategy for buildings and land.

Two examples of projects on campus from 2021 in which sustainability played a role were the renovation of the Library and the relocation into Meerkoldreef. When the flooring in the library was renovated, carpet was used with minor defects that would otherwise have been discarded. Existing furnishings were used whenever possible. The latter also applies to the new Meerkoldreef education building. Some of the furnishings could be re-used to make this location suitable for teaching. For example, classroom desks from other education buildings were made appropriate for this location.





8. Finance & Control

8.1 Main Points of the Annual Statement of Accounts

These notes relate to the consolidated annual statements of account for the Tilburg University Foundation and the following related parties: the University Fund Foundation, the TIAS Business School B.V., and TiU Holding B.V. The operations for 2021 are presented below, in comparison to the previous year's budget and realization.

Table 8.1 Main points of operations (in €1,000)

	2021	Budget 2021	Difference 2021	2020
Income				
National government funding	173,152	157,204	15,948	146,307
Statutory tuition / course / examination fees	36,086	40,757	-4,671	37,950
Income from work commissioned by third parties	49,037	56,504	-7,467	47,593
Other income	10,220	6,857	3,363	10,584
Total Income	268,496	261,322	7,174	242,435
Expenses				
Personnel expenses	199,640	198,738	902	187,659
Other expenses	61,873	69,733	-7,860	56,119
Total expenses	261,514	268,471	-6,957	243,778
Balance of income and expenses				
Balance of financial income and expenses	6,982	-7,149	14,131	-1,343
Balance of financial income and expenses	-2,552	-720	-1,832	-1,033
Taxes	244	-	244	-190
Results of participating interests	-6	-	-6	-
Results of third-party shares	-62	96	-158	174
Operating results	4,117	-7,773	11,890	-2,013

Tilburg University closed 2021 with a consolidated surplus of €4.1 million, against the budgeted amount of -/- €7.8 million. The difference from the budget is greater than it was in 2020. This is related to the accelerated compensation of student growth (€6.2 million) through the NPO.

Income

- ◆ Funding from the national government amounted to €173 million (2020: €146 million). The difference from the budget amounted to nearly €16 million. This is related to the NPO: in addition to the accelerated compensation of student growth, an incidental allocation of €9.5 million was made. The amount of €3.3 was allocated for salary and price compensation in 2021.
- ◆ In 2021, Tilburg University received more funding for the Quality Agreements than it had in 2020 (+ €2.8 million). Due to the higher-than-average growth in the number of enrolled students, Tilburg University received a larger share of the increasing study advance funds.
- ◆ The higher-than-average growth in the number of enrolled students and degrees is also reflected in student-based funding. The surplus relative to 2020 is greater than €7 million. Although this seems like a lot, it is insufficient to maintain the student-to-staff ratio after the 20% reduction of the student-related tuition rates starting in 2019 as a result of the Van Rijn Commission.
- ◆ The number of enrolled students grew by 4.7% in 2021. This volume growth was offset by a fee reduction of €1,071 for full-time students in the 2021/2022 academic year in relation to COVID-19. This reduction was compensated through the NPO. On balance, tuition fees were almost €5 million lower than the budget.
- ◆ Due to COVID-19, income commissioned by third parties (contract research and contract teaching) was €7.5 million (more than 13%) less than budgeted. In 2020, the difference was nearly 18%.
- ◆ Other income (mainly grants and income from secondments) amounted to more than €3.4 million above budget. The realization was at the level of 2020.

Expenses

- ◆ Personnel expenses were 0.7% above budget (€0.9 million). For external employees, €0.9 million (+5%) more was spent than budgeted. The staffing level increased by 54 FTE, but this was €2.0 million (1.1%) less than budgeted, due to a reduction in international intake as a result of COVID-19, as well as to the strained Dutch labor market. Due to higher staffing levels and higher wages in the Collective Labor Agreement, personnel expenses were €12 million higher than in 2020. An amount of €1.6 million more than budgeted was added to personnel provisions. For social benefits, €0.9 more than budgeted was received.
- ◆ Miscellaneous expenses amounted to €61.9 million in 2021. This was 9% less than budgeted, and it was largely associated with COVID-19. The difference was less than it had been in 2020, when it was 17%. COVID-19 had a particularly heavy impact on travel and accommodation expenses, representation expenses, scholarships, and office and consumption expenses.
- ◆ The balance of financial income and expenses was lower, due to the unbudgeted cost of the early repayment of two long-term loans.

As in 2020, COVID-19 affected operations in 2021. The number of enrolled students grew to 20,254 (2020: 19,334). Tilburg University has invested heavily in online instruction. The operating result for 2021 amounted to €4.1 million (2020: -/- €2.0 million). The difference relative to 2020 is not as large when adjusted for special items.

Table 8.2 Result adjusted for special items (in €)

	2021	2020
Results of annual statement of accounts	4,117,324	-2,013,219
Interest expenses from accelerated repayment of long-term loans	1,467,998	-
NPO funds for compensating student growth	-6,167,000	-
Donation to Tilburg University Fund	-	-1,050,000
Impact of COVID-19	-570,000	-2,880,000
	<u>-1,151,678</u>	<u>-5,943,219</u>

Balance sheet developments in 2021 are presented in the table below:

Table 8.3 Size and composition of the balance (in €1,000)

Assets	December 31, 2021	December 31, 2020
Fixed assets		
Intangible fixed assets	1,627	1,981
Tangible fixed assets	153,209	153,689
Financial fixed assets	1,541	1,978
Total Fixed assets	156,377	157,648
Current assets		
Receivables	21,692	23,159
Liquid assets	66,512	82,025
Total Current assets	88,204	105,184
Total Assets	244,581	262,832
Liabilities	December 31, 2021	December 31, 2020
Group equity	143,219	139,076
Third-party share	707	645
Total Equity	143,927	139,721
Facilities	7,782	8,125
Long-term debts	-	16,325
Short-term debts	92,872	98,661
Total Liabilities	244,581	262,832

- ◆ Intangible fixed assets include goodwill on the acquisition of the Nimbias Business School by TIAS , which has been amortized on a straight-line basis through 2026.
- ◆ Tangible fixed assets include buildings, land, grounds development, inventory, and equipment. In 2021, an investment of €11 million was offset by depreciation of €11.4 million, resulting in a year-end book value of €153.2 million.
- ◆ Financial fixed assets included only fixed interest bonds. Due to revaluation and drawdown of one bond, the value decreased by €500,000. All investments of Tilburg University comply with the Ministry of Education, Culture and Science Regulations on Investments, Loans, and Derivatives.

- ◆ Liquid assets decreased by €15.5 million to €66.5 million. Cash flow from operational activities was positive at €13.6 million. Due to higher investments in tangible fixed assets, the cash flow from investment activities decreased more than in 2020: a decrease of -/- €12.8 million in 2021, as compared to -/- €9.0 million in 2020. A negative cash flow of €16.3 million remains on balance from financing activities. This is more than last year, due to the early repayment of two long-term loans.
- ◆ Provisions decreased on balance by €0.3 million and amounted to €7.8 million. Personnel provisions for reorganization and excess WGA deductibles decreased. Personnel provisions for long-term savings leave, anniversaries, redundancy pay, long-term illness, and the other provisions for asbestos have increased.
- ◆ Long-term debt was repaid early in 2021.
- ◆ The decrease in current liabilities to €93 million at the end of 2021 was for the most part (€4.7 million) related to the lower tuition fees due to NPO, as reflected in the tuition fees received in advance.

Equity (excluding third-party share) increased to €143 million. Solvency increased in 2021, due in part to the early repayment of long-term loans, and the current ratio decreased to 0.95. Tilburg University closely monitors its positions in relation to the Netherlands Inspectorate of Education's signaling limits for solvency, current ratio, resilience, profitability, and housing ratio. Tilburg University thus also remained well within the signal boundaries.

8.2 COVID-19 Crisis

In all, €400,000 of the earmarked NPO funding from the national government in 2021 (€3.2 million) for research delays, catching up on delays and supporting instruction, student counseling, and teacher training (internships) was spent. The remainder (€2.8 million) has been put on the balance sheet as income received in advance for use after 2021. Through the NPO, Tilburg University received €6.2 million in accelerated compensation for student growth in 2021.

Out-of-pocket expenses:

- ◆ The impact of COVID-19 on expenses incurred was significantly lower in 2021 than it had been in 2020: out-of-pocket costs (distributed among various items in the table below) amounted to €1.4 million, as compared to €2.2 million in 2020.

The influence of the restrictive measures was as follows:

- ◆ Fewer activities and events were organized, resulting in lower costs.
- ◆ Schools reported that job vacancies were difficult to fill. It was particularly difficult to recruit staff from abroad was difficult.
- ◆ Significant investments were made in additional staff for the development of online instruction and the organization of examinations.
- ◆ General costs (e.g., for representation, coffee facilities, and printing) were much lower.
- ◆ Employees travelled much less in the first half of 2021.
- ◆ Sales of sports subscriptions dropped sharply.
- ◆ Less leave was taken, resulting in a higher allocation to leave provision.

On balance, the windfalls (including the earmarked NPO funds) and setbacks had a result effect of + €6.7 million. This is broken down in the following table:

Table 8.4 Estimated impact of COVID-19, financial year 2021 (in €1,000)

Impact COVID-19 (in €1,000)	2021
Setbacks	7,289
Windfalls	14,026
Net impact	<u>6,737</u>
Setbacks (reduced income and/or additional expenses)	
Research delays	297
Lower income from contract research	1,100
Total impact on research	<u>1,397</u>
Additional personnel deployment and IT	3,026
Impact on contract teaching	308
Total impact on teaching	<u>3,334</u>
Effects of vacancy in combination with issued rental guarantees	57
Less income from sports facilities, cultural facilities, campus food service, (etc.)	981
Additions to leave provisions	1,520
Total general	<u>2,558</u>
Total setbacks	<u>7,289</u>
Windfalls (reduced expenses and/or additional income)	
Reduced expenditures on general expenses	7,559
NPO funds for compensating student growth	6,167
Deferred expenditures	300
Total windfalls	<u>14,026</u>

8.3 Continuity Section

This section comprises the forecast for operations and the balance sheet for the next five years. The operational forecast is based on the multi-annual budget for 2022–2026, as approved on December 16, 2021. The balance sheet is based on this budget as well, but it starts from the balance sheet at the end of 2021 according to the annual statement of accounts. The forecast for the number of enrolled students and staffing levels (excluding related parties) is presented in the table below.

Table 8.5 Forecast for number of students and staffing level

	2021	2022	2023	2024	2025	2026
Number of students	20,254	21,000	22,825	23,440	23,896	23,944
Staffing level (in FTE)						
- Governance / Management	30	30	30	30	30	30
- Primary process staff	1,158	1,232	1,254	1,291	1,308	1,298
- Support staff	894	908	896	900	894	894
Total staffing level	2,082	2,170	2,180	2,221	2,232	2,222

Following controlled growth in student enrollment and an increase in externally funded research in recent years, Tilburg University aims to consolidate its market share of enrolled students.

Tilburg University pursues a multi-pronged financial policy. Available reserves will be used in various ways within the framework of Strategy 2027: to fund strategic innovations and quality improvements in education, investments to improve the student-to-staff ratio, and investments in research.

Due to the planned investments and the negative operating results, we will draw on the available reserves in a controlled manner until 2024.

Table 8.6 Forecast of income and expenses (in €1,000)

	2021 (Actual)	2022	2023	2024	2025	2026
Income						
National government funding	173,152	191,120	177,708	185,310	191,133	193,351
Statutory tuition / course / examination fees	36,086	32,724	48,348	49,993	51,100	51,669
Income from work commissioned by third parties	49,037	53,972	55,353	56,679	58,339	60,255
Other income	10,220	10,377	9,091	9,630	9,804	9,997
Total Income	268,496	288,193	290,500	301,612	310,376	315,272
Expenses						
Personnel expenses	199,640	219,020	222,489	228,286	232,454	233,958
Depreciation/amortization	14,084	15,220	15,374	15,908	17,621	17,505
Accommodations expenses	14,261	14,123	13,254	15,120	14,771	14,343
Other expenses	33,527	42,717	41,175	42,637	43,033	44,089
Total expenses	261,514	291,080	292,292	301,951	307,879	309,895
Balance of income and expenses	6,982	-2,887	-1,792	-339	2,497	5,377
Balance of financial income and expenses	-2,552	-411	-543	-553	-788	-820
Taxes	244					
Results of participating interests	-6					
Results of third-party shares	-62	9	-53	-95	-139	-215
Operating results	4,117	-3,289	-2,388	-987	1,570	4,342
Results broken down by						
- deployment of school reserves	-2,773	-3,660	-1,554	-644	-375	-219
- deployment of division reserves	-1,019	-1,891	-501	23	23	23
- regular operations	7,909	2,262	-333	-366	1,922	4,538
	4,117	-3,289	-2,388	-987	1,570	4,342

The balance forecast for the planning period is presented in the table below.

Table 8.7 Balance forecast as of December 31 (Source: budget for 2022–2026, in €1,000)

	2021 (Actual)	2022	2023	2024	2025	2026
Assets						
Fixed assets						
Intangible fixed assets	1,627	1,271	916	561	206	-
Tangible fixed assets	153,209	162,349	176,733	181,570	210,602	222,804
Financial fixed assets	1,541	1,000	1,000	1,000	1,000	1,000
Total Fixed assets	<u>156,377</u>	<u>164,620</u>	<u>178,649</u>	<u>183,131</u>	<u>211,808</u>	<u>223,804</u>
Current assets						
Receivables	21,692	24,987	25,901	26,673	27,447	28,208
Securities and Liquid assets	66,512	61,805	81,321	83,858	84,057	85,322
Total Current assets	<u>88,204</u>	<u>86,792</u>	<u>107,222</u>	<u>110,531</u>	<u>111,504</u>	<u>113,530</u>
Total Assets	<u>244,581</u>	<u>251,412</u>	<u>285,871</u>	<u>293,662</u>	<u>323,312</u>	<u>337,334</u>
Liabilities						
Equity						
General reserve	143,927	140,637	138,249	137,260	138,829	143,172
Special purpose reserve	130,299	132,569	132,183	131,720	133,502	137,826
Third-party share	12,920	7,369	5,314	4,693	4,341	4,145
Facilities	707	698	751	846	985	1,200
Facilities						
Long-term debts	7,782	7,500	7,500	7,500	7,500	7,500
Short-term debts	-	-	35,000	40,000	67,000	74,000
Total Liabilities	<u>92,872</u>	<u>103,275</u>	<u>105,122</u>	<u>108,902</u>	<u>109,983</u>	<u>112,662</u>
Total Liabilities	<u>244,581</u>	<u>251,412</u>	<u>285,871</u>	<u>293,662</u>	<u>323,312</u>	<u>337,334</u>

The value of the tangible fixed assets increased significantly due to investments in accommodations and IT. This is based on the current campus vision. A new campus vision including modern IT facilities will be developed in 2022. The decrease in intangible assets is due to the straight-line depreciation of goodwill at TIAS. The liquid assets will be used to intensify teaching and research.

Tilburg University does not have excessive equity and falls within the signaling value of the Ministry of Education, Culture and Science (actual equity of €128 million, as compared to normative equity of €180 million).

The investments in accommodations and IT will be financed by new long-term loans totaling approximately €74 million. Provisions will decrease slightly in 2022, due to settlement of a few reorganizations.

As shown in the table below, Tilburg University's financial resilience remains solid despite the operating deficits resulting from the intensification of teaching and research and the pre-financing of growth. The current ratio and solvency remain above the lower limits set by the University of 1.0 (0.8 allowed temporarily) for the current ratio and 0.4/0.425 for the ratio of Solvency 1 to Solvency 2.

Table 8.8 Financial ratios (consolidated)

	2021	2022	2023	2024	2025	2026
Current ratio	0.95	0.84	1.02	1.01	1.01	1.01
Solvency 1	0.59	0.56	0.48	0.46	0.43	0.42
Solvency 2	0.62	0.59	0.51	0.49	0.45	0.44

8.4 Risk Management

Tilburg University uses the three-line model. Since 2021, Tilburg University's risk management system has been based on the ISO 31000 Risk Management Framework, supplemented by the Kaplan-Mikes model.

Risks are an inherent part of organizational action. Adequate risk management is rooted in “hard controls” (e.g., governance, processes, procedures, and guidelines), as well as well in the “soft controls” (i.e., culture and behavior).

Governance

The governance structure of the foundation is established in the structure regulations, which are further elaborated in the Management and Control Regulations, and it is based on integrated management at the decentralized level. As the internal supervisor, the Board of Governors is charged with approving the strategy and budget, as well as with adopting the annual report, and it is closely involved in major policy decisions. The Audit Committee oversees the presence and operation of the systems and processes for internal control and finance. The Education, Research, and Impact (OO&I) Committee supervises the primary processes.

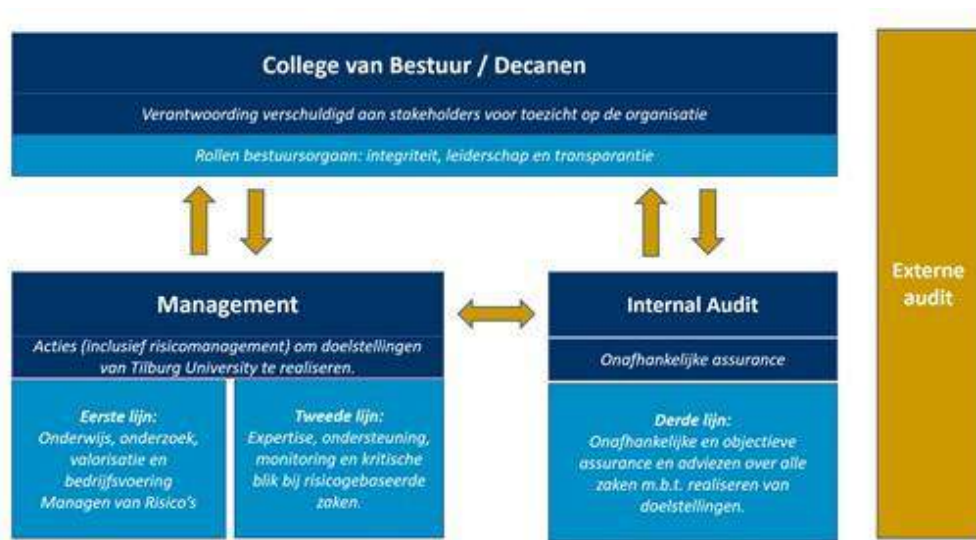
The EB has mandated the duties and powers for teaching and research—to the extent that this does not already follow from the law—to the Deans. The duties and powers for human resources and financial operations are mandated to Division Directors and Deans, with a sub-mandate to School Directors. Decisions on common issues are based largely on support from the Deans and management. In spring and fall, the EB consults with the School management teams separately.

Tilburg University acts in accordance with the principles of good governance, as established in the as laid down in the Good Governance Code applicable to Dutch universities.

Three-line model

The three lines operate independently of each other, with each making its own contribution to internal control.

Figure 8.1 Three-line model



- ◆ Executive Board/Deans: The EB and Deans ensure that the organization has adequate resources to meet goals, realize opportunities, and mitigate risks, as well as to foster a culture of ethical and responsible behavior. The EB sets the University frameworks for risk appetite and is accountable: To stakeholders.
- ◆ First line: The first line consists of management (Vice Deans, directors, and managers), which bears overall responsibility for operational activities. The first line provides leadership and guidance and is in a constant dialogue with the Tilburg University EB and the Deans on achieving the objectives, opportunities, and risk management.
- ◆ Second line: Management is assisted in its work by control posts (including risk management) in the second line, which report on progress and monitor risks with the aid of internal control systems. The coordination and monitoring of risk management is the responsibility of the independent Internal Audit and Compliance Department.
- ◆ Third line: Internal Audit, the independent third line, assesses the reliability of information and systems and advises on how to improve risk management and internal control.

Culture and behavior

In a healthy organizational culture, clarity, transparency, openness to discussion, and accountability are essential. Employees can call each other to account for attitudes and behaviors, and mistakes are discussed. The EB and the Deans play a leading role in the dialogue within the University and the Schools about how students and employees give concrete expression to this and how to act in the event of compliance and integrity issues. The strategy entitled *Weaving Minds & Characters: Strategy Towards 2027* defines the values that direct our behavior and actions: Connected, Curious, Caring, and Courageous. Everyone active in Tilburg University's academic community is expected to work according to these values. This involves both individual and collective responsibilities.

Risk management

The risk control framework at the strategic and tactical levels were elaborated further in 2021, taking into account the ISO 31000 and the Kaplan-Mikes model. Scenarios were used to identify strategic risks throughout the University and tactical risks within the Schools and divisions, and a risk assessment was conducted, including control measures. In addition to hard controls, this involved measures aimed at culture and behavior.

A risk dashboard (with Key Risk Indicators) will be developed and incorporated into the regular planning and control cycle through the Management Reports of the organizational units. Considerable attention is also devoted to identifying operational risks and threats in the areas of IT and integrity.

The EB discusses the greatest risks identified by Schools and divisions at the Fall Meeting. Risk management is regularly on the agenda of the Audit Committee and the Education, Research, and Impact Committee of the Board of Governors.

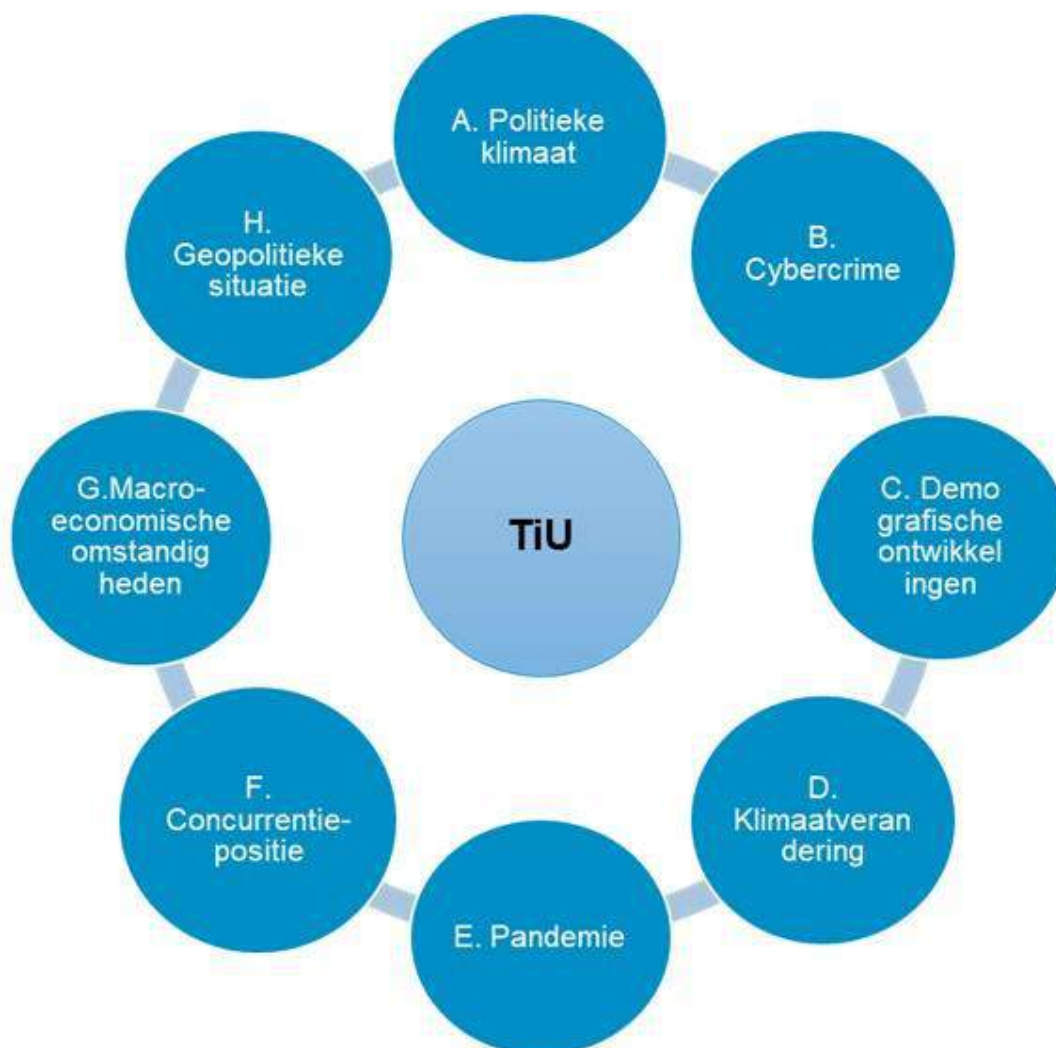
Important risks and uncertainties

Tilburg University distinguishes the following external and strategic risks.

External Risks

Tilburg University identifies the following external risks.

Figure 8.2 Risks



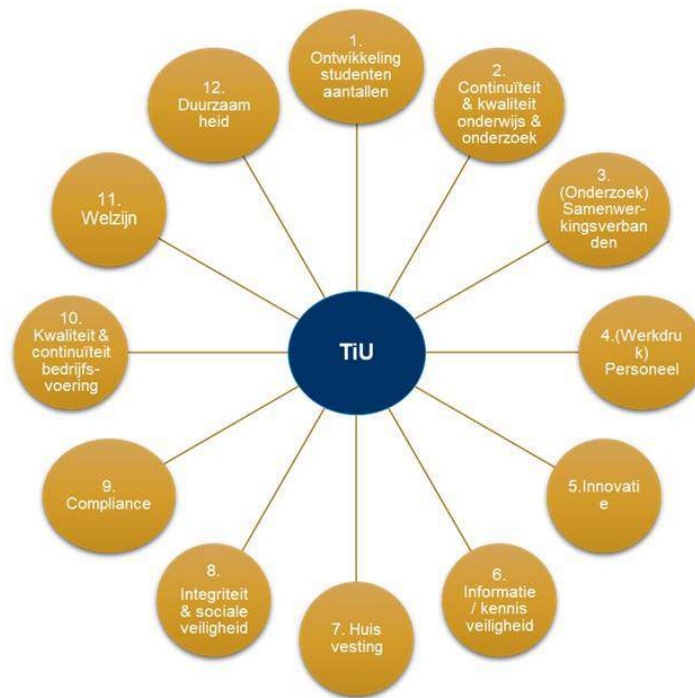
Within the context of these external risks, we would like to highlight two:

1. **Geopolitical situation.** Europe is currently in a volatile situation due to the war in Ukraine. This is also having an influence on Tilburg University. For example, consider research collaborations, the well-being of students and staff, the effects on any foreign partners, and a variety of risks (e.g., knowledge security).
2. **COVID-19 pandemic.** For the past two years, the University has been faced with the effects of the COVID-19 pandemic. Tilburg University acted swiftly. Teaching and research continued as fully as possible despite the restrictive measures. Various initiatives, including hybrid education and hybrid working, have been regarded as opportunities, and this has been translated into new policies. It will require constant updating as practices and learning methods have change. The pandemic has also taken a major toll on the organization. This, accompanied by the continued presence of the virus, will require attention in the near future as well.

Strategic risks

In 2021, the 12 key strategic risks were identified; these are detailed below.

Figure 8.3 Strategic risks



1. **Student intake.** The risks are threefold: (1) the risk of declining enrollment will affect funding over time; (2) excessive growth could potentially have a negative impact on the quality of education; and (3) funding for our programs falls short. The strategy of Tilburg University focuses on controlled growth, with excellence and quality as prerequisites. Our student-to-staff ratio is the highest of any Dutch university, and it is an area of concern in relation to workload and quality of education. This is partly due to the low funding of our program and the historically low fixed rate of funding. Moreover, most of our degree programs are not in the sectors that are being intensified nationally (science and engineering). Funding is also poor for pre-Master's programs, to which Tilburg University is explicitly committed. Meanwhile, as a result of growth in recent years, we have come to play an essential role within the university landscape. Finally, the issue of funding for the education of international students is still in play.
2. **Continuity in and quality of education and research.** The quality of education and research and integrity (including academic integrity) is of vital importance to Tilburg University, and it is crucial to gain and maintain society's trust. Tilburg University is well aware of this. The University uses a variety of monitoring systems to safeguard and improve quality. In 2020, a recovery plan was drawn up as part of the higher education Quality Agreements. Furthermore, several initiatives have been launched to ensure the quality of research, data management, and code of conduct for academic integrity (awareness). Tilburg University subscribes to the Dutch Code of Conduct for Research Integrity (2018) and operates according to the Academic Integrity Complaints Regulations. These complaints regulations are intended to lower the threshold for reporting suspected violations of academic integrity.

3. **Research (and other) partnerships.** In line with our strategy, Tilburg University has several partnerships in the fields of teaching and research. These collaborations are intended and expected to yield benefits for all parties. Maintaining the high quality of our teaching and research calls for more collaboration, preferably interdisciplinary as well. The administrative organization, finances, human resources, and other activities related to these collaborations are complex, due to the various organizations, governance structures, procedures, and systems involved. This could potentially create financial and reputational risks for Tilburg University. These risks are mitigated by clear agreements, good monitoring, and accountability.
4. **Personnel (and workload).** Risks relating to Personnel are twofold: (1) inability to fill job vacancies and (2) high workload. To provide high-quality teaching and research, Tilburg University must have sufficient high-quality staff. Educational intensification, high quality aspirations, and growing student numbers are increasing this need. With a view to the national and international job market, efforts are being directed toward strengthening the scientific reputation, gender policy, leadership skills, network involvement, and the attractiveness of the campus that is part of the Brabant knowledge region. Given the tightness of the job market due to demographic developments (external threat), there is a focus on attracting and retaining talent. Various studies have indicated that the workload for academic (and other) staff is high, and it has been increased further by COVID-19. Tilburg University now has several initiatives focused on workload and staff well-being, including “Recognition and Appreciation” and “Connected Leading,” which have been merged into “Use (Y)our Talents.”
5. **Innovation.** Innovation is an important source for the development of quality in teaching and research. With programs in the fields of digitalization and Learning Analytics, concrete efforts are being devoted to educational innovation. Nationally, in the field of research innovation, Tilburg University is very actively involved in the development of Open Access and Open Science. Tilburg University has established the Knowledge Transfer Office (KTO). Making an impact and collaborating with others covers a range of issues, including intellectual property, legal agreements, financing, and a validated business model. This can be complex, and the KTO provides professional support in this regard.
6. **Information/knowledge security.** Dutch universities are vulnerable to cybercrime (external threat). This applies to knowledge security as well. International partnerships are crucial to research and academic education, but they are accompanied by both opportunities and risks. Universities are traditional and, by definition, open and accessible. This implies greater risk for the security of information and knowledge. Tilburg University is well aware of this. Accessibility remains a basic principle, but not at any price. Tilburg University has defined a risk-based improvement plan (ISIP) to enhance information security. In addition to the implementation of preventive technical measures, this plan entails the implementation of a Security Operations Center (SOC) and a Security Incident and Event Management (SIEM) platform and the arrangement of an Information Security Management System (ISMS) framework for monitoring and managing these risks. Periodic external audits are also part of this program.
7. **Accommodations.** The quantitative and qualitative space requirements are changing in response to growth, as well as to educational intensification, digitalization, work organization (hybrid working), and external developments (e.g., pandemics, sustainability requirements). It takes a long time to develop new construction, due to permitting and environmental requirements. In addition, construction costs are increasing, due to continued tightness in the construction market. These developments require efficient and effective housing concepts for which a strategic vision

on accommodations has been developed and will be periodically adjusted. The availability and affordability of housing for students (and particularly international students) is becoming increasingly difficult. This puts the development of student numbers under pressure. We are committed to addressing this issue through a covenant with the municipality and other parties, as well as through active involvement in new developments.

8. **Social safety and integrity.** Tilburg University strives to provide a safe environment based on openness, integrity, trust, and transparency. Tilburg has a Code of Conduct that specifies the ground rules for behavior and manners, and in which diversity, inclusion, and social safety are anchored. Several studies have indicated that social safety is a point of concern for both employees and students at universities. Tilburg University is aware of this and has set out various actions on this topic. This theme is also a priority area in the new Strategy 2027. Our international environment could also create greater risks within the context of social safety and integrity. Raising awareness of bias and increasing our cross-cultural knowledge and skills contribute to mitigating such risks. Issues relating to integrity are discussed within the EB, as well as in the advisory committees of the Board of Governors (Audit Committee and/or Education, Research, and Impact Committee). In addition, various programs are in place to maintain awareness of integrity (including academic integrity), and “roadmaps” have been established to lower the thresholds for reporting and discussing dilemmas and suspected violations.
9. **Compliance.** Tilburg University complies with extensive, highly diverse legislation and regulations, including the Higher Education and Research Act, the General Data Protection Regulation (GDPR), and the Standards for Remuneration Act (WNT). The increasing complexity of laws and regulations is placing increasing pressure on the organization and its employees. Tilburg University continuously monitors developments in the field of legislation and regulations to ensure that we continue to comply with them. Training and awareness constitute an important part of these efforts. In 2021, Tilburg University defined a fiscal strategy and a tax control framework, as part of the horizontal supervision covenant with the tax authorities. This framework ensures that we have identified the tax risks, in addition to providing insight into how we mitigate these risks through control measures.
10. **Quality and continuity of operations.** Quality and continuity in the provision of support services is crucial to the delivery of good teaching and research. The COVID-19 pandemic has illustrated the importance of this. Being attractive to the right support staff of a sufficient quality level is becoming increasingly important in the face of a tight labor market. Internal and external programs play an important role in this regard. Good teaching and research practices are the starting point for shaping our internal support (and other) processes and procedures. Basic principles in this regard include structuring the organization as effectively and efficiently as possible, based on principles of comprehensibility, accessibility, and simplicity. The objective is to do things right, as well as to realize the right things in the right way. This is part of the program of untangling and unburdening that is part of our new strategic vision.
11. **Well-being.** Due to the pandemic, educational intensification, high quality ambitions, and growing student numbers, the workload is increasing, and this is also affecting the well-being of staff. Several of Tilburg University’s initiatives focus on staff well-being (e.g., Recognition and Appreciation). In addition to COVID-19, other factors also affect student well-being, including performance and financial pressures (e.g., loan system). This applies to PhD students as well, primarily due to performance pressure and the pandemic. During the pandemic, several good initiatives were started to support the well-being of students and PhD student. These initiatives will be continued and expanded as part of the new strategy.

12. **Sustainability.** Due to climate change and the societal discussions surrounding it, Tilburg University would run a risk by not fully committing to sustainability. In our Strategy 2027, several sustainability goals have been firmly embedded within our operations. At the same time, we would also like take major strides in the sustainability of our buildings and land. In our research and teaching, we are increasingly focusing on the SDGs .

Specific financial risks

Tilburg University develops its activities primarily within Europe, and most financial transactions are settled in euros. The currency risk is therefore limited. For transactions conducted in US dollars, a USD bank account with a limited balance is maintained.

Some of the University's financial assets are invested in fixed-income government bonds. Price risk is limited, as the entire portfolio complies with the 2016 Ministry of Education, Culture and Science regulations for Investment, Borrowing, and Derivatives. Moreover, Tilburg University does not make use of derivatives.

The credit risk of our customers is limited, due to the nature of the activities of Tilburg University. The University's liquid assets are deposited in Dutch banks that meet the rating requirements of the Ministry of Education, Culture and Science. The liquid assets are spread over several bank accounts. In July 2021, the University converted to Treasury Banking.

Tilburg University has a current account position with TiU Holding B.V., of which it is the sole owner. Tilburg University has not issued any letters of support.

In 2021, Tilburg University paid off two long-term loans early.

Financial Planning and Control

Starting in 2022, the strategic plan period has been extended from four to six calendar years. The budgeted operating results for each management unit are strict. The management units make interim progress reports throughout the year in the interim and make concluding analyses for the annual statement of accounts. Deans and Directors in the first line are supported by controllers, who are hierarchically positioned under the Director of Finance and Control. The deviations from the budgeted operating results and the size of the financial reserves in the management units are standardized. Short-term fluctuations in operating income are accommodated by the temporary use of reserves. Lower limits for liquidity (current ratio) and solvency have been set for the University as a whole.

8.5 Treasury Policy

Tilburg University's treasury policy is based on the Treasury Statute, in line with the 2016 Ministry of Education, Culture, and Science regulations for Investment, Borrowing, and Derivatives. The Treasury Statute was approved by the Board of Governors on December 16, 2016.

In 2021, Tilburg University converted to Treasury Banking, and almost all liquid assets were deposited with the Treasury. As of December 31, 2021, the investment portfolio still contained one bond, which may be held until maturity. Within the framework of Treasury Banking, no new bonds will be purchased. No derivatives will be used.

Cash-flow planning for the next five years is based on the estimate of funding from the national government, tuition fees, multi-annual unit budgets, the strategic real estate vision, and historical data. Investments in fixed assets are financed from the entity's own resources whenever possible.

The Treasury actively manages the size of the current account balance while ensuring continuity of operations.

In the annual statement of accounts, the bond was valued at fair value as of the balance sheet date. Unrealized changes in price since purchase (decreases to purchase price) are recorded directly in the securities revaluation reserve. Due to price appreciation, this reserve increased in 2021.

No other financial instruments were present at Tilburg University in 2021, and therefore no risks were incurred with respect to these instruments.

8.6 Contribution to the Student Financial Support Fund (Profleringsfonds)

In accordance with Article 7.51 of the Higher Education and Research Act, Tilburg University provides financial support to students in special circumstances through the Student Financial Support Fund (*Profleringsfonds*). This applies to students with the following:

- ◆ Study delay due to *force majeure*
- ◆ Recognized status as a student athlete
- ◆ A board position in the representative bodies or a student organization

Students who meet the requirements are eligible for financial assistance from the Student Financial Support Fund. The conditions for support are established in the regulations for the Student Financial Support Fund. These regulations have been approved by the University Council.

The Student Financial Support Fund has the character of an earmarked reserve. At the end of 2021, this reserve contained an amount of €286,252. An amount of €826,000 is available for the Student Financial Support Fund each year through the internal budget allocation model. The following table provides an overview of payments in 2021. Of the total amount, 80% was for students holding board positions.

Table 8.9 Payments from the Student Financial Support Fund in 2021, by category

Category	Number of applications	Number received	Reimbursement (in €)	Average amount of reimbursement (in €)	Average duration of reimbursement (in months)
Governance	482	482	739,568	1,534	5
Force majeure	85	85	146,023	1,718	8
Other	31	31	40,849	1,318	3

8.7 Flexible Education

Since the 2017/2018 academic year, Tilburg University has been participating in the pilot project on flexible studies. This allows students to follow degree programs at reduced tuition fees at an appropriate pace. The amount per credit is derived from the statutory tuition fees. For the 2021/2022 academic year, this included the 15% statutory surcharge of €20.78 (2020/2021: €41.07). The pilot project was designed for students with a recognized status of student athlete, entrepreneur, caregiver, and/or chronic illness. The program does not apply to students in pre-Master's programs or joint programs. Of the 39 students expressing interest in the 2021/2022 academic year, 29 were admitted to the pilot project (2020/2021: 29).

8.8 Clarity Aspects

This section describes the way in which Tilburg University deals with the aspects from the Ministry of Education, Culture and Science memorandum on Clarity in the Funding of Higher Education (dated August 29, 2003) and its supplement of August 27, 2004.

1. Outsourcing programs (or parts thereof) registered in the Central Register of Higher Education Study Program (CROHO)

In 2021, Tilburg University did not contract out any programs to private organizations or other institutions.

2. Investment of public funds in private activities

In 2021, Tilburg University invested public funds amounting to €108,000 in the implementation of private activities. This had to do with expenses for guarantees provided for temporary (emergency) accommodations for students, as well as for the costs of transportation to and from Tilburg University. Tilburg University has chosen this coverage because of the temporary nature of the guarantees and accommodations, the societal function of education, and the social well-being of our students, which is already under additional strain (due in part to COVID-19).

3. Granting of exemptions

Tilburg University grants extensions only at the request of individual students. Exemptions are granted by the Examining Board. The grounds on which exemptions may be granted are specified in the Education and Examination Regulations. Exemptions are registered in the student file.

4. Funding of foreign students

Tilburg University does not register foreign students unless they have met all conditions for enrollment. Enrolled students are eligible for funding only if they are in compliance with the relevant legislation and regulations. Exchange students and foreign students who are following only part of a program are registered as contract students in accordance with the regulations for contract students in contract teaching, as applicable within Tilburg University, and they are not exchanged with the Netherlands Education Executive Agency (DUO).

5. Tuition fees not paid by the student and program participation by University staff

The enrollment procedures of Tilburg University are in accordance with legislation and regulations surrounding this topic. Tilburg University does not spend any funding from the national government to compensate in any way for tuition fees paid by students. If tuition fees are paid by third parties on behalf of a student, this is explicitly stated on the authorization issued by the student.

In 2021, a total of 651 employees were enrolled in educational programs at Tilburg University. They met their own tuition fee requirements.

6. Students taking modules

Students who are taking only part of an educational program are enrolled as contract students, in accordance with the regulations for contract students in contract teaching. These students are not exchanged with the Netherlands Education Executive Agency (DUO).

7. Students following other programs

Students indicate the program (or programs) for which they wish to apply and be enrolled directly through Studielink, without intervention by Tilburg University. Tilburg University does not enroll students in programs other than those for which they have applied.

8. Customized programs for companies or organizations

No customized programs for companies or organizations were organized in 2021.

Number of students to be counted for funding purposes

Tilburg University registers students who have met all enrollment requirements and for whom all funding requirements have also been met as funded students in the basic education register for higher education (BRON-HO). Programs that have been successfully completed are also registered as funded in BRON-HO if all funding requirements have been met.

8.9 Remuneration of the Executive Board

The law lowering maximum remuneration maximum under the Standards for Remuneration Act (WNT) has applied since January 1, 2015. This legislation sets a ceiling for the remuneration of high-level officials in the public (or semi-public) sector based on sector standards or graduated scales. This standard has applied to higher education since January 1, 2016.

For the purposes of the WNT , the Ministry of Education, Culture, and Science uses a system of remuneration classes based on complexity points for the remuneration ceiling for high-level officials. In 2021, Tilburg University fell into Class G, with 18 complexity points (benefits 10, funded students 3, and weighted education sectors 5). The WNT remuneration maximum for Class G is €209,000 for the full year, based on full-time employment.

The remuneration policy for EB members is set by the Board of Governors. The remuneration is derived from the maximum of salary scale 18 according to the Collective Labor Agreement for Dutch Universities, and it includes a director's allowance. Vacation pay is 8%, and the year-end bonus is 8.3%. Executive Board members do not receive bonuses, gratuities, and other performance-based compensation. The pension scheme of the General Pension Fund for Public Employees (ABP) applies.

The amounts listed in Table 8.10 are based on the remuneration components in accordance with the WNT regulations of the Ministry of the Interior and Kingdom Relations. A specification is included in [Part 2: Annual Statement of Accounts, Section 9. Explanatory notes on the separate items of the consolidated statement of income and expenses.](#)

Table 8.10 Remuneration of the Executive Board (in €)

	Prof. W.B.H.J. van de Donk	Prof.A.J. Schuit	P.F.I.M. Snijders, MSc, CPC
Period	Jan 1 2021–Dec 31, 2021	Jan 1 2021–Dec 31, 2021	Jan 1 2021–Dec 31, 2021
Remuneration	203,173	202,034	201,995

8.10 Expense Claims of the Executive Board

In 2021, the Tilburg University Executive Board consisted of three people: the Rector Magnificus/ President, the Vice Rector Magnificus, and the Vice President with full-time employment.

The following table summarizes the expense claims for expenses prepaid by EB members, bills paid directly by the University, and expenses paid with a University credit card. Tilburg University has an arrangement for the reimbursement of expenses for members of the EB. The justification of expenses has been prepared in accordance with the guidelines of the Association of Universities in the Netherlands (VSNU). Domestic traveling expenses include the cost of a pool of student drivers that may be used on an occasional basis. The fixed monthly non-taxed reimbursement of expenses (€225 per month) is included in the expense claims under representation costs.

The “other expenses” item also includes the costs of training and education for individual members of the EB.

Table 8.11 Executive Board expense claims, by category (in €)

Category	Prof. W.B.H.J. van de Donk	Prof. A.J. Schuit	P.F.I.M. Sniijders, MSc, CPC
Travel and accommodation expenses domestic	4,652	13,000	9,685
Travel and accommodation expenses abroad	182	-	39
Representation expenses	171	146	146
Representation expenses, general fixed expense reimbursement	2,700	2,700	2,700
Other expenses	109	-	4,356
Total for 2021	7,814	15,846	16,926

en

• wat

overblijft

remains is the question

s de

when





Part 2: Annual statement of accounts

1. Key indicators

Key indicators 1)	2017	2018	2019	2020	2021	
Students	First-year (WO/I)	4,865	5,436	6,086	6,450	6,188
	Enrolled in initial degree programs	14,269	15,761	17,378	19,334	20,254
	Enrolled in Post-Master's degree programs ²⁾	397	410	289	401	426
	Enrolled in TIAS School for Business and Society	4,060	4,006	3,841	3,397	3,625
Education	Bachelor's degrees	1,455	1,492	1,554	1,776	2,131
	Master's degrees	2,689	2,816	3,233	3,431	3,840
	Post-Master's degrees	70	98	101	85	93
	Degrees TIAS School for Business and Society	553	677	682	647	584
Research	PhD defenses	118	132	110	102	112
	Academic publications	1,717	1,739	1,821	1,960	1,843
Operations	National government funding (in € million)	123	131	138	146	173
	Tuition and examination fees (in € million)	28	31	33	38	36
	Other revenues (in € million)	64	65	66	58	59
	Operational results (in € million)	-0.8	-5.7	-2.4	-2.0	4.1
Balance sheet	Equity (in € million)	149	144	141	139	143
	Borrowed capital (in € million)	136	120	120	124	101
	Liquid assets (in € million)	119	86	77	82	67
	Net working capital (in € million)	44	17	5	6	-5
Ratios	Solvency 2 (TiU Standard > 0.425)	0.6	0.6	0.6	0.6	0.6
	Current Ratio (TiU Standard > 1.0)	1.5	1.2	1.1	1.1	0.9
	Buffer capital	0.7	0.6	0.6	0.6	0.5
	Earning power	0%	-3%	-1%	-1%	2%
	Accommodations ratio	9%	9%	9%	9%	9%
Personnel	Academic staff TiU	1,011	1,076	1,092	1,138	1,158
	Supporting administrative personnel TiU	684	699	727	772	818
	Employees of related parties	120	121	121	118	106

Total contracted personnel	1,815	1,896	1,940	2,028	2,082
Personnel expenses for contracted personnel (in € million)	141	153	162	170	181
Personnel expenses for external employees (in € million)	18	17	16	18	19

1 The figures include the data of the consolidated related parties.

2 Excluding TIAS Business School for Business and Society.

2. Consolidated balance sheet

(after appropriation of profit; all amounts in €)

1. Assets		December 31, 2021	December 31, 2020
1.1	Fixed assets		
1.1.1.	Intangible fixed assets	1,626,510	1,981,385
1.1.2.	Tangible fixed assets	153,209,035	153,689,350
1.1.3.	Financial fixed assets	1,541,126	1,977,555
	Total Fixed assets	<u>156,376,671</u>	<u>157,648,290</u>
1.2	Current assets		
1.2.2.	Receivables	21,691,863	23,158,790
1.2.4.	Liquid assets	66,512,116	82,025,318
	Total Current assets	<u>88,203,979</u>	<u>105,184,108</u>
	Total Assets	<u>244,580,650</u>	<u>262,832,398</u>

2. Liabilities		December 31, 2021	December 31, 2020
2.1.	Equity		
2.1.1.	Group equity	143,219,077	139,075,902
2.1.2.	Third-party share	707,438	645,290
	Total Equity	<u>143,926,515</u>	<u>139,721,192</u>
2.2.	Facilities	7,782,241	8,125,032
2.3.	Long-term debts	-	16,324,810
2.4.	Short-term debts	92,871,894	98,661,364
	Total Liabilities	<u>244,580,650</u>	<u>262,832,398</u>

3. Consolidated statement of income and expenses

(all amounts in €)

	2021	Budget 2021	2020
3. Income			
3.1. National government funding	173,151,991	157,204,000	146,307,094
3.3. Statutory tuition / course / examination fees	36,086,493	40,757,000	37,950,037
3.4. Income from work commissioned by third parties	49,037,391	56,504,000	47,593,476
3.5. Other income	10,219,994	6,857,000	10,584,390
Total Income	<u>268,495,869</u>	<u>261,322,000</u>	<u>242,434,997</u>
4. Expenses			
4.1. Personnel expenses	199,640,369	198,738,000	187,658,634
4.2. Depreciation/amortization	14,084,250	14,908,000	13,365,751
4.3. Accommodations expenses	14,261,486	15,230,000	12,923,726
4.4. Other expenses	33,527,443	39,595,000	29,829,975
	<u>261,513,549</u>	<u>268,471,000</u>	<u>243,778,085</u>
Balance of income and expenses	6,982,320	-7,149,000	-1,343,088
6. Balance of financial income and expenses	<u>-2,552,456</u>	<u>-720,000</u>	<u>-1,033,427</u>
Results before taxes	4,429,864	-7,869,000	-2,376,516
7. Taxes	244,456	-	-189,741
Results after taxes	<u>4,185,408</u>	<u>-7,869,000</u>	<u>-2,186,775</u>
8. Results of participating interests	-5,936	-	-
9. Results of third-party shares	-62,148	96,000	173,556
Operating results	<u>4,117,324</u>	<u>-7,773,000</u>	<u>-2,013,219</u>

4. Consolidated cash flow statement

Cash flow from operational activities		2021	2020
	Balance of income and expenses	6,982,320	-1,343,088
7.	Taxes	-244,456	189,741
	Adjustments for		
4.2.	Depreciation/amortization	14,084,250	13,365,751
2.2.	Transactions for facilities	-342,791	7,491
		<u>13,741,459</u>	<u>13,373,242</u>
	Changes in working capital:		
1.2.2.	Receivables	1,466,927	-1,140,732
2.4.	Short-term debts	-5,789,469	4,946,016
		<u>-4,322,542</u>	<u>3,805,284</u>
	Cash flow from business operations	16,156,781	16,025,179
6.1.	Financial income	-12,235	-60,656
6.2.	Financial expenses	-2,514,370	-972,771
		<u>-2,526,605</u>	<u>-1,033,427</u>
	Total cash flow from operational activities	<u>13,630,176</u>	<u>14,991,751</u>
Cash flow from investment activities			
1.1.2.	Investments in tangible fixed assets	-13,249,060	-9,015,864
1.1.3.	Investments in financial fixed assets	-544,657	940
1.1.3.	Disinvestments in financial fixed assets	975,150	21,700
	Total cash flow from investment activities	<u>-12,818,567</u>	<u>-8,993,224</u>
Cash flow from financing activities			
2.3.	Payment of long-term debts	-16,324,810	-1,195,356
	Total cash flow from financing activities	<u>-16,324,810</u>	<u>-1,195,356</u>
Transactions, liquid assets		-15,513,202	4,803,171
1.2.4.	Starting position, liquid assets	82,025,318	77,222,147
	Transactions, liquid assets	-15,513,202	4,803,171
	Final position, liquid assets	<u>66,512,116</u>	<u>82,025,318</u>

5. General explanatory notes to the annual statement of accounts

Activities

The mission of Tilburg University is expressed as Understanding Society. By developing and transferring knowledge and bringing together people from different fields of study and organizations, Tilburg University aims to make an active contribution to society, in addition to contributing to solving societal issues. The main activities are education, research, and valorization.

Continuity

The policies regarding valuation and profit determination used in the consolidated financial statements are based on the assumption of continuity of the Institution.

Registered office

Tilburg University is located at Warandelaan 2, 5037 AB in Tilburg. The Chamber of Commerce registration number is 41095855.

System and estimation changes

Compared to the previous year, there were no changes in system and estimates.

Estimates

In preparing the annual statement of accounts, the management of Tilburg University arrives at assessments on various items and makes estimates that may be material to the amounts reported in the annual statement of accounts. If it is necessary in order to provide the insight required by Article 2:362 (1) of the Netherlands Civil Code, the nature of these judgments and estimates, including the associated assumptions, is included in the explanatory notes to the relevant items of the annual statement of accounts.

Consolidation

The consolidation includes the financial data of the Tilburg University Foundation (Stichting Katholieke Universiteit Brabant) hereinafter referred to as “Tilburg University” or the “Consolidated Group,” together with those related parties in which there is a majority interest or decisive control, as well as the proportional share of joint operations.

The following parties are included in the consolidation:

- ◆ Tilburg University, Tilburg, 100%
- ◆ TiU Holding B.V., Tilburg, 100%
 - Tilburg University Career Services B.V.
 - TiU Knowledge Transfer B.V.
- ◆ TIAS Business School B.V., Tilburg, 80%
- ◆ Tilburg University Fund, Tilburg, 100%

Tilburg University has a multi-year cooperation agreement with Eindhoven University of Technology, the province of Noord-Brabant, and the municipality of 's-Hertogenbosch regarding the joint graduate school in 's-Hertogenbosch (JADS), as well as the joint Bachelor's program in Data Science with Eindhoven University of Technology. Surpluses and deficits from this collaboration are shared between Tilburg University (50%) and Eindhoven University of Technology (50%).

The JADS is recognized proportionately. This implies that Tilburg University and Eindhoven University of Technology recognize the joint assets, liabilities, income, and expenses of the JADS in their annual statements of accounts proportionate to their interest in the JADS (50% each).

The legal entity L-Logic B.V., whose significance in relative financial terms is negligible, is not included in the annual statements of account of Tilburg University.

In the event of a majority interest of less than 100%, a minority interest is included separately in both the result and in group equity. Intercompany transactions, intercompany profits, and intercompany receivables and payables between companies in the Group companies and other legal entities included in the consolidation are eliminated to the extent that the results were not realized through transactions with third parties outside the Group. Unrealized losses on intercompany transactions are also eliminated except in the case of extraordinary depreciation. The accounting principles of companies in the Group and other legal entities included in the consolidation have been changed where necessary to reconcile with the applicable accounting principles for the Group.

Application of Article 402

Given that Tilburg University's figures for 2021 have been incorporated into the consolidated financial statements, a brief presentation of the figures in accordance with Article 2:402 of the Dutch Civil Code is sufficient in the company financial statement.

Related parties

Related parties are defined as all legal entities over which dominant control, joint control, or significant influence can be exercised. This refers to the related parties that are part of the consolidation.

Furthermore, there are related parties in which there is a minority interest without decisive control.

These parties are not involved in the consolidation. In this case, it refers to the following:

- ◆ Foundation for Endowed Chairs
- ◆ Tilburg Orientation Program Foundation
- ◆ Stichting Netspar (Netspar Foundation)
- ◆ CentERdata Foundation
- ◆ Braventure Foundation
- ◆ Starterslift Investments B.V.
- ◆ MindLabs Association
- ◆ Brainport Foundation
- ◆ Midpoint Brabant Foundation
- ◆ Stichting HOVO, Brabant Seniorenacademie (Higher Education for Older Adults Foundation/ HOVO; Brabant Senior Academy)

Transactions of significance with related parties are explained if they were not entered into under normal market conditions. Of these, the nature and size of the transaction and other necessary explanatory information are explained.

Cash flow statement

The cash flow statement has been prepared using the indirect method. The financial resources in the cash flow statement consist of liquid assets, excluding deposits with a maturity greater than three months. Cash flows in foreign currency have been converted at the estimated weighted average exchange rate. Receipts and expenses in respect of interest, dividends received, and profit taxes are included in cash flow from operating activities. Dividends paid are included in the cash flow from financing activities. The acquisition price of the acquired Group company is included in the cash flow from investing activities, to the extent that it was paid in cash. The financial resources present in the acquired group company have been deducted from the purchase price. Transactions in which no inflow or outflow of cash takes place are not included in the cash flow statement.

Policy Rules for the Application of the Standards for Remuneration Act (WNT)

The Standards for Remuneration Act (WNT) for the public and semi-public sector is in effect.

6. Accounting principles for assets and liabilities

General information

The consolidated financial statements are drawn up in accordance with the statutory provisions of Title 9, Book 2 of the Dutch Civil Code and the firm pronouncements in the Dutch Accounting Standards, as published by the Dutch Accounting Standards Board (*Raad voor de Jaarverslaggeving* or RJ). These provisions apply under the Annual Reporting Regulations for Education (RJO). The annual statement of accounts is prepared in euros.

Assets and liabilities (excluding group equity) are generally stated at acquisition or manufacturing price, current value, present value, or amortized cost. If no specific accounting principle is stated, valuation is at acquisition price. References are included in the balance sheet, statement of income and expenses, and cash flow statement. These references are used to refer to the explanatory notes.

Comparison to previous year

The accounting principles used are unchanged from the previous year, except for the valuation of real estate due to the gradual introduction of the component method.

In addition, a stricter application of the eXtensible Business Reporting Language (XBRL) structure and the inclusion of the financial statements of the parties to be consolidated in SAP led to a number of changes in the 2020 comparative figure, relative to the annual statement of accounts adopted for 2020. The changes are limited in scope; therefore, this explanation will suffice.

Foreign currency

The consolidated financial statement is prepared in euros. Expenses and revenues resulting from foreign currency transactions (receivables and payables, respectively) are translated at the exchange rate as of the transaction date or balance sheet date, respectively.

Operational lease

Tilburg University has lease contracts in which much of the advantages and disadvantages associated with ownership are not borne by the Institution. These lease contracts are justified as operational leasing. Lease payments, taking into account fees received from the lessor, are recognized in the consolidated profit and loss statement on a straight-line basis over the term of the contract.

Financial instruments

Securities included under current assets, insofar as they relate to the trading portfolio or to equity instruments outside the trading portfolio, are valued at fair value. All other financial instruments included in the balance sheet are measured at (amortized) cost. Fair value is the amount for which an asset could be exchanged or a liability settled between knowledgeable, willing parties in an arm's length transaction. If a reliable fair value is not immediately identifiable, the fair value is approximated by deriving it from the fair value of components or a similar financial instrument, or by using valuation models and valuation techniques. This involves the use of recent similar arm's length transactions, the discounted cash flow method (present value of cash flows), and/or option valuation models, taking into account specific circumstances.

Intangible fixed assets

Goodwill

Goodwill is stated at historical cost less depreciation. TIAS Business School BV acquired TiasNimbas Business School Utrecht B.V. and TiasNimbas Business School Germany GmbH on August 1, 2006, capitalizing the historical cost of €7,097,000 as goodwill. The basis for the decision to amortize this on a straight-line basis over the expected economic life of 20 years is that the acquisition brought in a renowned full-time MBA program with a carefully built and sustainable international network of companies and alumni with whom significant long-term benefits can be achieved. Goodwill is tested annually for possible extraordinary depreciation by calculating the realizable value of the unit. This is the higher of the net realizable value and the value in use, or the present value of future cash flows. This is used to determine whether the realizable value exceeds the book value of the unit. To date, there are no indications of extraordinary depreciation of goodwill.

Tangible fixed assets

Buildings and land

Land is valued at acquisition cost and is not depreciated. Buildings including fixed installations, as well as the development of land are valued at acquisition cost less depreciation. Starting in 2015, Tilburg University has gradually phased in the component method for valuing its real estate. All new projects to be capitalized are depreciated according to the following classification: shell (60 years), completion (30 years), technical installations, fittings, and site facilities (20 years), and fixed equipment (10 years). The construction interest resulting from investments is capitalized to the extent of debt financing.

Buildings under construction

Buildings under construction are valued at acquisition cost and are not depreciated. Depreciation takes place following transfer to the category "buildings" after the buildings are put into use.

Major maintenance

No provision for major maintenance has been made for future costs of major maintenance to buildings. The costs are justified in the income statement annually through depreciation of the investment in major maintenance using the component method.

Equipment and inventory

Equipment and inventory is capitalized to the extent that the acquisition value per asset exceeds € 30,000. Capitalized equipment and inventory are valued at acquisition cost less depreciation. Depreciation is on a straight-line basis and based on the acquisition cost and expected commercially useful life.

Technical replacements

Technical replacements are regarded as investments and are capitalized.

Extraordinary depreciation of tangible fixed assets

Tilburg University assesses at each balance sheet date whether there is any indication that a fixed asset may be subject to extraordinary depreciation. If such indications are present, the realizable value of the asset is determined. If it is not possible to determine the realizable value for the individual asset, the realizable value of the cash-generating unit to which the asset belongs is determined.

Extraordinary depreciation occurs when the book value of an asset exceeds its realizable value; the realizable value is the higher of the net realizable value and the value in use. A loss due to extraordinary depreciation is directly recognized as an expense in the statement of income and expenses, with a simultaneous reduction in the book value of the asset concerned.

If it is determined that a previously justified loss due to extraordinary depreciation no longer exists or has decreased, the increased book value of the related assets is not set higher than the book value that would have been determined if no loss due to extraordinary depreciation had been justified for the asset. Extraordinary depreciation of goodwill is not reversed.

For financial instruments as well, the Institution assesses at each balance sheet date whether there is objective evidence of extraordinary depreciation of a financial asset or group of financial assets. Where there is objective evidence of extraordinary depreciation, the Institution determines the amount of the loss due to extraordinary depreciation and immediately processes it in the statement of income and expenses.

For financial assets measured at amortized cost, the amount of extraordinary impairment is determined as the difference between the asset's book value and the best possible estimate of future cash flows, discounted at the financial asset's effective interest rate as determined on initial recognition of the instrument.

Financial fixed assets

Participating interests

Participating interests in which significant influence can be exercised are valued using the equity method (net asset value). Significant influence is assumed if 20% or more of the voting rights can be cast.

The net asset value is calculated in accordance with the accounting policies applicable to these financial statements; for participating interests for which insufficient data are available for adjustment to these policies, the accounting policies of the participation in question are used.

If the valuation of a part according to the net asset value is negative, it is valued at zero. If and to the extent that the institution in this situation wholly or partially guarantees the debts of the participation, or has the firm intention of enabling the participation to pay its debts, a provision shall be made to this end.

The initial valuation of purchased associates is based on the fair value of the identifiable assets and liabilities at the time of acquisition. For the subsequent valuation, the principles applicable to these financial statements are applied, assuming the values at initial valuation.

Recognized as income is the amount by which the book value of the participating interest has changed since the previous annual statement of accounts due to the result achieved by the participation.

Participating interests in which no significant influence can be exercised are valued at acquisition price. The dividend of the participating interest declared in the year under review is taken into account as income, with non-cash dividends being valued at fair value.

If extraordinary depreciation has occurred, valuation occurs according to realizable value. The write-down is charged to the statement of income and expenses. For the determination of whether extraordinary depreciation has occurred, please refer to Note X (“Extraordinary depreciation of fixed assets”).

Other receivables

Other receivables included in financial fixed assets include loans granted and other receivables, as well as purchased loans that will be held to maturity. These receivables are initially valued at fair value. These loans are subsequently valued at amortized cost. If discounts or premiums are incurred when loans are granted, they are credited or charged to income as part of the effective interest rate over the term. Transaction costs are also recognized in the initial valuation and charged to income as part of effective interest. Losses due to extraordinary depreciation are deducted from the statement of income and expenses.

Securities

Securities are valued at fair value on initial recognition. Securities included in financial fixed assets are subsequently valued at fair value. Increases in the value of these securities are directly recognized in the revaluation reserve. Once the securities in question are no longer recognized in the balance sheet, the cumulative increase in value in equity is recognized in the statement of income and expenses. If the fair value of an individual security falls below its (amortized) cost, the extraordinary depreciation is charged to the statement of income and expenses. For interest-bearing financial assets, interest income is recognized according to the effective interest method. Tilburg University values its securities at fair market value because, in principle, there is no intention to hold securities to maturity.

Projects in progress

Projects in progress are valued at realized project revenues (consisting of realized project costs). Profit is taken in proportion to the progress of the project (percentage of completion method). Progress is determined based on the eligible project costs incurred in relation to the estimated total eligible project costs. If the result cannot (or cannot yet) be estimated reliably, revenue is recognized to the extent of likelihood that the project costs incurred can be recovered. Foreseeable loss is (out of prudence) immediately included in full under income. Projects in progress whose invoiced installments exceed realized project revenues are presented under short-term liabilities.

Receivables

Receivables are valued according to the fair value of the consideration on initial recognition. Receivables are valued according to amortized cost price after initial recognition. If the receipt of the receivable has been deferred based on an extended agreed payment period, the fair value is determined according to the present value of the expected receipts, and interest income is credited to the statement of income and expenses based on the effective interest rate. Provisions for uncollectable debts are deducted from the book value of the receivable.

Liquid assets

Liquid assets are valued at nominal value and consist of cash, bank balances, and deposits with maturities of less than 12 months.

Equity

Equity consists of general reserves and earmarked reserves and/or funds. This also includes segmentation by public and private funds.

Earmarked reserves are reserves with more limited spending options, which have been put in place by the Board.

General reserve for buildings

The general buildings reserve is intended to express the blocked portion of the equity related to the ownership of the real estate and the financing of part of it with equity.

General reserves

General reserves are the freely disposable funds as of the balance sheet date of the operating balances up to and including the reporting year.

Designated reserves

Designated reserves are the funds that have already been appropriated as of the balance sheet date from the operating balances up to and including the reporting year.

Revaluation reserve

If revaluations have been accounted for in the revaluation reserve, realized revaluations are credited to the statement of income and expenses.

Third-party share

The third-party share as part of group equity is valued at the amount of the net interest in the net assets of the related party in question.

Facilities

Facilities are formed for legally enforceable or constructive obligations existing as of the balance sheet date, for which it is probable that an outflow of resources will be necessary and the extent of which can be reliably estimated.

Facilities are valued according to the best estimate of the amounts necessary to settle the liabilities as of the balance sheet date. Facilities are valued according to the present value of the expenditures expected to be necessary to settle the obligations and losses, unless the time value of money is immaterial. If the time value of money is immaterial, the facility is justified at nominal value.

Redundancy funds

The redundancy pay facility refers to a facility for former employees who are eligible to claim redundancy payments. Entitlement to redundancy payments is assessed according to decisions issued as of the balance sheet date in connection with redundancy pay and statutory or non-statutory unemployment benefits. The facility is set at 100% of the calculated maximum liability. Benefits paid are withdrawn from the facility.

Long-term illness

The facility for the long-term illness was created for employees who, as of the balance sheet date, are on long-term sick leave and who are not expected to return to active service (in part or in full). The provision is calculated for a period of up to two years after the first notification of illness.

Long-term savings leave

The provision for long-term savings leave was created in connection with obligations related to saving leave days for several years based on the actual hourly rate per employee.

WIA / WGA Deductible

Tilburg University is own risk bearer for fixed and flexible WGA . A fixed WGA benefit is awarded to employees who enter the WGA from permanent employment. A flexible WGA benefit is awarded to employees who left work due to illness, received a benefit under the Sickness Benefits Act and then, after two years of illness, entered the WGA .

The Collective Labor Agreement stipulates that the change in the wage-related WGA is to be repaired at the employer's expense as of July 1, 2017. The possibility of making arrangements for several universities are currently being considered. An estimate is therefore not yet possible, and it is thus not included in the facility.

Anniversaries

This facility was created in connection with the obligations associated with future 25-year, 40-year, and 50-year anniversary payments for staff. The periodic increase is an addition to the facility.

Reorganization facility

Tilburg University has chosen to redesign its support organization. Adopted in October 2015, the BEST (Building Excellent Support at Tilburg University) Layoff Plan establishes facilities for employees who would become redundant due to the reorganization. In the past, a decision to reorganize was also made for TSHD . This resulted in some employees being made redundant. A reorganization facility has been created for the related expenses.

Other provisions

The other provisions consist of a provision for transitional compensation, a settlement agreement, a provision related to asbestos to be removed, and a provision for deferred corporate income tax at TIAS . The provision for transitional compensation was created in connection with the obligations associated with the expiration of employment contracts of salaried personnel under the Balanced Labor Market Act (WAB).

Long-term liabilities

Long-term liabilities are valued at fair value on initial recognition. Transaction costs directly attributable to the acquisition of long-term liabilities are valued on initial recognition. After initial recognition long-term liabilities are valued at amortized cost (i.e., the amount received taking premium or discount into account and after deduction of transaction costs).

Short-term liabilities

Current liabilities are valued at fair value on initial recognition. After initial recognition short-term liabilities are valued at amortized cost (i.e., the amount received taking premium or discount into account and after deduction of transaction costs). This is usually the nominal value.

7. Principles for the determination of results

General information

Income and expenses are allocated to the reporting period to which they relate. Income is recognized only to the extent that it has been realized on the balance sheet date. Expenses and risks originating before the end of the reporting year are taken into account if they became known before the adoption of the annual statement of accounts.

Income

Government and other contributions

This category refers to the funding from the national government allocated by the ministry according to the model-based distribution, as well as the target grants awarded.

Tuition and examination fees

This category refers to tuition and examination fees received to the extent that they can be attributed to the reporting year. This includes institutional tuition and examination fees.

Income from work for third parties

This category represents revenue from contract teaching and contract research related to completed projects and revenue from ongoing projects up to the amount of project costs incurred. Any positive results are realized at the time they can be reliably estimated. These results are justified in proportion to the progress of the project (percentage of completion method), where progress is determined based on the eligible project costs incurred in relation to the estimated total eligible project costs. If a reliable estimate is not possible, the result is justified at the close of the project. The item “income from contract research” includes revenues from both projects in progress and grant projects. Grant projects involve an earmarked contribution to operating costs, intended for specifically named activities that are part of the regular business activities of the University. The subsidy to cover the specific operating costs (or some part thereof) is allocated based on the progress of the project, such that any internal contributions are also accounted for in accordance with the progress. Projects in progress exist when the output is intended directly and/or exclusively for the client (customization). In many cases, this refers to research aimed at the needs of a market participant. If total project costs are likely to exceed total project revenues for construction contracts, the expected losses are directly recognized in operations.

Other revenues

This category refers to revenues from all other activities to the extent that they can be attributed to the reporting year.

Expenses

Personnel expenses

This category includes expenses related to remuneration for work performed, including social security charges and pension contributions, as well as other personnel expenses to the extent they relate to the reporting year.

Tilburg University has a pension plan with Stichting Pensioenfonds ABP (ABP Pension Fund Foundation). This pension plan is subject to the provisions of the Dutch Pensions Act, and premiums are paid by the Institution on a mandatory, contractual, or voluntary basis. There is no obligation to make additional contributions in the event of a pension fund deficit other than to pay future premiums. The pension plan is accounted for in this annual statement of accounts as a defined-contribution plan. Premiums are justified as personnel costs when due. Prepaid premiums are recognized as accrued assets if they result in a refund or a reduction in future payments. Premiums not yet paid are recognized as a liability on the balance sheet.

Depreciation and amortization of intangible and tangible fixed assets

Intangible fixed assets and tangible fixed assets are depreciated from the year the asset is placed in use over its estimated future useful life. Land is not depreciated.

If there is a change in the estimate of the economically useful life, future depreciation and amortization are adjusted.

Accommodations expenses and other expenses

This category includes all accommodations expenses and other expenses to the extent that they relate to the reporting year.

Interest income and income expenses

Interest income and interest expenses are recognized on a time-proportional basis, taking into account the effective interest rate of the assets and liabilities involved. The recognition of interest expenses takes into account the justified transaction costs on the loans received.

Taxes

Income tax is calculated on the pre-tax result in the statement of income and expenses, taking into account available, tax-deductible losses from previous financial years and exempt profit components, and after adding non-deductible costs. It also takes into account changes that occur in deferred tax assets and deferred tax liabilities due to changes in the tax rate to be applied.

8. Explanatory notes on the separate items of the consolidated statement of income and expenses.

Assets

Fixed assets

1.1.1.3. Intangible fixed assets - Goodwill			
Purchase price	January 1, 2021		7,097,496
Depreciation/amortization	January 1, 2021		-5,116,111
Book value	January 1, 2021		1,981,385
Investments	2021		-
Disinvestments, purchase price	2021		-
Disinvestments, depreciation/amortization	2021		-
Depreciation/amortization	2021		-354,875
Purchase price	December 31, 2021		7,097,496
Depreciation/amortization	December 31, 2021		-5,470,986
Book value	December 31, 2021		1,626,510

Goodwill is depreciated over a period of 20 years.

1.1.2.	Tangible fixed assets	December 31, 2021	December 31, 2020
1.1.2.1.	Buildings	122,446,053	125,549,176
1.1.2.2.	Land	16,991,650	13,653,542
1.1.2.3.	Inventory and equipment	13,771,331	14,486,632
		<u>153,209,035</u>	<u>153,689,350</u>

1.1.2.1.	Buildings		Buildings	Buildings under construction	Total buildings
	Purchase price	January 1, 2021	210,279,897	3,370,667	213,650,564
	Depreciation/amortization	January 1, 2021	-88,101,388	-	-88,101,388
	Book value	January 1, 2021	122,178,509	3,370,667	125,549,176
	Investments	2021	2,475,705	2,973,090	5,448,795
	Disinvestments, purchase price	2021	157	-	157
	Disinvestments, depreciation/ amortization	2021	-157	-	-157
	Depreciation/amortization	2021	-8,551,918	-	-8,551,918
	Purchase price	December 31, 2021	212,755,445	6,343,756	219,099,202
	Depreciation/amortization	December 31, 2021	-96,653,149	-	-96,653,149
	Book value	December 31, 2021	116,102,297	6,343,756	122,446,053

1.1.2.2.	Land		Land	Land development	Total land
	Purchase price	January 1, 2021	10,689,569	5,690,630	16,380,199
	Depreciation/amortization	January 1, 2021	-	-2,726,657	2,726,657
	Book value	January 1, 2021	10,689,569	2,963,973	13,653,542
	Investments	2021	3,600,000	75,115	3,675,115
	Disinvestments, purchase price	2021	-	-	-
	Disinvestments, depreciation/ amortization	2021	-	-	-
	Depreciation/amortization	2021	-	-337,007	-337,007

Purchase price	December 31, 2021	14,289,569	5,765,745	20,055,314
Depreciation/amortization	December 31, 2021	-	-3,063,663	-3,063,663
Book value	December 31, 2021	14,289,569	2,702,081	16,991,650

The category of buildings under construction consists of New Construction (€1.2 million), Meerkoldreef (€0.8 million) and other projects under construction (€4.4 million). In April 2022, Tilburg University purchased an educational building on Meerkoldreef in Tilburg for €3.6 million.

1.1.2.3.	Inventory and equipment		Inventory and equipment
	Purchase price	January 1, 2021	29,810,108
	Depreciation/amortization	January 1, 2021	<u>-15,323,476</u>
	Book value	January 1, 2021	14,486,632
	Investments	2021	4,125,150
	Disinvestments, purchase price	2021	2,337,909
	Disinvestments, depreciation/amortization	2021	-2,337,909
	Depreciation/amortization	2021	-4,840,450
	Purchase price	December 31, 2021	31,597,349
	Depreciation/amortization	December 31, 2021	<u>-17,826,018</u>
	Book value	December 31, 2021	13,771,331

Fixed assets with a book value of nil as of January 1 are entered as disinvestments as of the end of the financial year, and they are recognized as such.

Depreciation and amortization are calculated from the year the asset is placed in service on its acquisition cost, based on the following percentages (unless otherwise explained):

- Land 0%
- Grounds development 5% - 10%
- Buildings 1,7% - 3,3% - 5% - 10%
- Equipment and inventory 10% - 25 %

1.1.3.	Financial fixed assets	Book value December 31, 2020	Investments in 2021	Disinvestments 2021	Profit/ Loss 2021	Book value December 31, 2021
1.1.3.1.	Participating interests in group companies					
1.1.3.1.4.	Holding participating interest in Starterslift	13,655	-	-	-5,936	7,719
1.1.3.7.	Securities					
1.1.3.7.3.	Other obligations	<u>1,963,900</u>	<u>544,657</u>	<u>975,150</u>	<u>-</u>	<u>1,533,407</u>
	Total Financial fixed assets	<u>1,977,555</u>	<u>544,657</u>	<u>975,150</u>	<u>-5,936</u>	<u>1,541,126</u>

TiU Holding has a 44% participating interest in Starterslift. The result recorded in 2021 relates to 2020 (-€3,159) and 2021 (-€2,777).

The current value of the securities as of December 31, 2021 was €1,541,126. All securities are publicly traded and freely available. The sum of revaluations is disclosed in the explanatory notes on equity.

Current assets

1.2.2.	Receivables	December 31, 2021	December 31, 2020
1.2.2.1.	Debits	8,897,216	10,840,493
1.2.2.9.	Valuation of Projects in progress	1,453,523	1,686,413
	Subtotal Receivables	10,350,739	12,526,906
	Accrued assets		
1.2.2.11.	Taxes and social security premiums	-	213,843
1.2.2.12.	Expenses paid in advance	5,321,978	4,991,003
1.2.2.13.	Advances provided	56,875	48,986
1.2.2.14.	Interest receivable	15	15
1.2.2.15.	Other accrued assets:		
	Income not yet received	2,601,550	2,370,733
	Income not yet received from grant projects	3,573,822	3,236,468
	Other accrued assets	940	940
	Subtotal Accrued assets	11,555,180	10,861,988
1.2.2.16.	Provision for irrecoverability	-214,056	-230,104
	Total Receivables	21,691,863	23,158,790

The provision for irrecoverability has been created within TIAS . The receivables have a remaining maturity of less than one year.

1.2.4.	Liquid assets	December 31, 2021	December 31, 2020
1.2.4.1.	Cash	17,782	9,461
1.2.4.2.1.	Bank accounts	12,929,737	62,285,935
1.2.4.2.2.	Deposit	16,043,917	19,729,922
1.2.4.3.	Treasury banking	37,520,679	-
	Total Liquid assets	66,512,116	82,025,318

Liquid assets include a bank guarantee in the amount of €313,584. The other liquid assets are freely available. As of July 2021, Tilburg University has placed its liquidity with the Ministry of Finance within the framework of Treasury Banking.

Liabilities

2.1.	Equity	Status December 31, 2019	Designated use 2020 Results	Other transactions 2020	Status December 31, 2020	Designated use 2021 Results	Other transactions 2021	Status December 31, 2021
2.1.1.	Group equity							
2.1.1.1.	General reserve							
2.1.1.1.1.	General reserve (public)	103,521,054	-1,743,910	5,661,936	107,439,080	3,269,796	4,549,648	115,258,525
2.1.1.1.2.	General reserve (private)	9,490,715	-516,724	-	8,973,991	81,790	-	9,055,781
2.1.1.1.3.	General reserve participations (private)	3,991,463	-734,820	-	3,256,643	612,882	-	3,869,525
2.1.1.1.4.	General reserve consolidated related parties	980,402	982,236	-	1,962,638	152,856	-	2,115,494
	Total General reserve	117,983,634	-2,013,218	5,661,936	121,632,352	4,117,324	4,549,648	130,299,325
2.1.1.2.	Special purpose reserves (public)	22,948,986	-	-5,661,936	17,287,050	-	-4,549,648	12,737,402
2.1.1.6.	Revaluation reserve	94,500	-	62,000	156,500	-	25,850	182,350
	Total Group equity	141,027,120	-2,013,218	62,000	139,075,902	4,117,324	25,850	143,219,077
2.1.2.	Third-party share	818,846	-173,556	-	645,290	62,148	-	707,438
	Total Equity	141,845,966	-2,186,774	62,000	139,721,192	4,179,472	25,850	143,926,515

Earmarked reserves are disclosed in the company financial statement.

The revaluation reserve is held for changes in the value of securities included in financial fixed assets. Changes are directly recognized in equity.

2.2.	Facilities	Status December 31, 2020	Transactions 2021	Withdrawals 2021	Additions 2021	Release 2021	Status December 31, 2021	Balance < 1 year	Balance > 1 year
2.2.1.	Personnel facilities								
2.2.1.1.	Reorganization facility	708,518	-	322,099	98,382	66,702	418,099	363,530	54,569
2.2.1.2.	Long-term savings leave	1,931,008	-	163,221	371,363	55,297	2,083,853	347,309	1,736,544
2.2.1.3.	WGA deductible	806,404	-394,000	87,941	1,088	-	325,551	86,852	238,699
2.2.1.4.	Anniversary facility	1,801,803	-	152,868	356,335	-	2,005,270	196,307	1,808,963
2.2.1.5.	Redundancy pay	824,511	-	602,806	652,665	-	874,370	486,267	388,103
2.2.1.6.	Long-term illness	65,996	394,000	65,996	276,237	121,522	548,715	475,217	73,498
2.2.1.7.	Other personnel facilities	1,786,793	-	1,071,471	546,062	-	1,261,384	748,284	513,099
	Total Personnel facilities	7,925,032	-	2,466,402	2,302,132	243,521	7,517,241	2,703,766	4,813,475
2.2.4.	Other provisions	200,000	-	178,959	265,000	21,041	265,000	144,000	121,000
	Total Provisions	8,125,032	-	2,645,361	2,567,132	264,562	7,782,241	2,847,766	4,934,475

Facilities are justified at nominal value, as the time value of money is immaterial. The facility for long-term illness was part of the WIA / WGA facility in 2020, and it will be included separately in the statement as of 2021. The addition of other facilities is related to the renovation of the facade of the Koopmans building.

2.3.	Long-term debts	Status December 31, 2020	Loans taken out in 2021	Repayments 2021	Status December 31, 2021	Of which 1-5 years	Of which > 5 years	Interest rate
2.3.3.1.	BNG Loan 40.100760.01	3,562,500	-	3,562,500	-	-	-	3.585%
2.3.3.2.	BNG Loan 40.97636	12,762,310	-	12,762,310	-	-	-	4.390%
	Total Long-term debts	16,324,810	-	16,324,810	-	-	-	

Both of these loans were paid in full in 2021.

2.4.	Short-term debts	December 31, 2021	December 31, 2020
2.4.3.	Debts to credit institutions	-	1,195,356
2.4.7.1.	Instalments received in advance for projects in progress	1,648,716	1,694,314
2.4.7.2.	Loss provision for projects in progress	552,176	689,080
2.4.8.	Creditors	6,125,076	8,760,423
2.4.9.1.	Payroll tax	6,238,770	5,751,227
2.4.9.2.	Social security premiums	1,725,907	1,639,746
2.4.9.3.	Sales tax	1,377,419	474,405
2.4.9.4.	Corporate tax	227,637	18,396
2.4.10.	Pensions	2,397,423	2,116,638
2.4.11.	Coordinator funds	2,418,737	2,026,214
	Subtotal Short-term debts	22,711,861	24,365,799
	Other liabilities		
2.4.13.1.	Tuition fees received in advance	11,729,590	16,385,893
2.4.13.2.	Tuition fees received in advance for contract teaching	17,237,612	18,486,452
2.4.14.	Ministry of Education, Culture, and Science grants received in advance	133,550	15,441
2.4.16.1.	Income received in advance from grant projects	11,687,881	13,067,083
2.4.16.2.	Income received in advance from Netspar	5,755,968	6,466,765
2.4.16.3.	Income received in advance from NPO	2,815,000	-
2.4.16.4.	Other income received in advance	4,769,529	5,051,852
2.4.17.	Vacation pay and vacation days	9,966,408	9,409,723
2.4.19.	Other accrued liabilities and deferred income	6,064,494	5,412,356
	Total Accrued liabilities and deferred income	70,160,033	74,295,565
	Total Short-term debts	92,871,894	98,661,364

The item “prepaid tuition fees” decreased relative to the previous year. This decrease is due to the lowering of tuition fees for all students in relation to COVID-19. The NPO funds received in advance relate to both teaching and research. In connection with the repayment of long-term loans, there is no longer any debt to credit institutions.

Earmarked target grants from the Ministry of Education, Culture, and Science (in accordance with Model G2 Accounting for grants with a settlement clause)

G1 Justification for grants whose surplus, if any, is added to the lump sum

Description	Allocation reference	Date	The activities were fully implemented and completed in accordance with the grant decision at the end of the reporting year.
-------------	----------------------	------	---

Grant scheme for additional help in the classroom	COHO21-20009	04/08/2021	Yes
---	--------------	------------	-----

This refers to the funds for the second tranche of the “Corona jobs” grant.

G2A Grants to be used only for the purpose for which the grant was made, expiring at the end of the reporting year.

Description	Allocation reference	Date	Amount of allocation	Received up to and including previous reporting year	Total eligible expenses up to and including previous reporting year	Balance as of January 1 in reporting year	Received in reporting year	Eligible expenses in reporting year	Balance as of December 31 in reporting year
Grant scheme for “corona jobs” in higher education	COHO10040	13/04/2021	261,085	-	-	-	261,085	172,907	88,178
Professional learning communities	PLG 2013 15	02/12/2013	200,000	200,000	197,197	2,803	-	-	2,803
Professional learning communities	PLG 2013 11	02/12/2013	200,000	200,000	199,547	453	-	-	453
Supervision of starting teachers	BSL 2013 03	02/12/2013	1,296,000	1,296,000	1,283,816	12,184	-	-	12,184
			<u>1,957,085</u>	<u>1,696,000</u>	<u>1,680,560</u>	<u>15,440</u>	<u>261,085</u>	<u>172,907</u>	<u>103,618</u>

The amounts justified in Model G2A are unspent funds and must be repaid in full. The determination of grants awarded in 2013 has been delayed and is expected in April 2022.

Off-balance sheet rights and obligations

Long-term financial liabilities

◆ Lease obligations

Tilburg University has a variety of lease agreements for the rental of commercial buildings and land. The agreements have expiration dates of January 31, 2022; September 30, 2022; November 30, 2022; March 31, 2025; and August 31, 2025, respectively. The total obligation is €3,713,121, with €1,473,000 relating to 2022 and €2,240,121 relating to the period 2023–2025.

In addition, TIAS Business School B.V. has a lease agreement for a period from April 1, 2017 to March 31, 2032 with an obligation of €800,311 for 2022, €3,448,647 for the period 2023–2026, and €5,188,677 for the period thereafter. Within the first five years, TIAS has the right to return 50% of the second floor. If this is done, Trappenburch C.V. will be required to pay a fine of €250,000. A bank guarantee of €200,000 has been issued for this purpose.

◆ Tangible fixed assets

With regard to the realization of New Building 2, Tilburg University entered into a contract with a construction company in 2021, in the amount of €16,641,426. The latest completion date for New Building 2 is June 12, 2023.

◆ Miscellaneous

Tilburg University has an off-balance sheet obligation for maintenance and other contracts totaling €3,450,644. The contract value of expiring contracts in 2022 is €2,842,424, with a contract value of €608,220 between 2022 and 2024.

In addition, Tilburg University has a multi-year cooperation agreement with Eindhoven University of Technology, the province of Noord-Brabant, and the municipality of 's-Hertogenbosch regarding the joint graduate school in 's-Hertogenbosch (JADS), as well as the joint Bachelor's program in Data Science with Eindhoven University of Technology. Tilburg University's contribution is €10 million in-kind.

Off-balance sheet liabilities relating to the fiscal unity

Tilburg University Foundation (*Stichting Katholieke Universiteit Brabant*) constitutes a fiscal unity for VAT purposes with TiU Holding B.V., TIAS Business School B.V., and Tilburg University Career Services B.V. Pursuant to the Collection of State Taxes Act, the Foundation and the aforementioned legal entities are each jointly and severally liable for taxes owed by the combination.

9. Explanatory notes on the separate items of the consolidated statement of income and expenses

Income

3.1.	National government funding	2021	2020
3.1.1.1.	National government funding from the Ministry of Education, Culture, and Science	172,316,850	146,307,094
3.1.2.1.	Earmarked subsidies from the Ministry of Education, Culture, and Science	835,141	-
	Total National government funding	<u>173,151,991</u>	<u>146,307,094</u>

Earmarked grants from the Ministry of Education, Culture, and Science are justified according to Model G.

The incidental allocation of NPO funds, the compensation within the resources framework for the increased intake, the wage and price compensation, more study advance funds for students, and an increasing share in student-related funding due to higher-than-average growth in the number of students are the main explanations for the realization of funding from the national government (€173 million) that was much higher than budgeted (€157 million).

3.3.	Statutory tuition / course / examination fees	2021	2020
3.3.4.1.	Statutory tuition fees	25,807,018	27,907,990
3.3.4.2.	Institutional tuition fees	10,279,476	10,042,047
	Total Statutory tuition / course / examination fees	<u>36,086,493</u>	<u>37,950,037</u>

Income from tuition fees (€36 million) was lower than budgeted (€41 million). The main cause was the reduction in the rate of tuition fees for full-time students in the 2021/2022 academic year.

3.4		2021	2020
Income from work commissioned by third parties			
3.4.1.	Contract teaching	25,245,558	22,342,769
3.4.2.	Contract research		
3.4.2.1.	International organizations	5,756,436	6,101,835
3.4.2.2.	National government bodies	2,976,530	2,397,516
3.4.2.3.	NWO	7,483,240	8,047,007
3.4.2.4.	KNAW	200,455	50,807
3.4.2.5.	Other non-profit organizations	1,674,852	1,475,472
3.4.2.6.	Companies	359,275	1,527,867
	Total Contract research	18,450,789	19,600,504
3.4.5.	Other income commissioned by third parties	5,341,043	5,650,204
	Total Income from work commissioned by third parties	49,037,391	47,593,476

The item “contract teaching” is primarily related to TIAS (€22.1 million).

The item “contract research” includes revenues from both projects in progress and grant projects.

Revenues from grant projects usually involve income that, depending on the duration of a research project, is awarded for the duration of a number of years.

Income from work commissioned by third parties (€49 million) was €7.5 million lower than budgeted (€56.5 million). The primary cause was COVID-19. At 13%, however, the decrease is less than it was in 2020 (18%).

3.5		2021	2020
Other income			
3.5.1.	Rental revenue	410,506	249,208
3.5.2.	Personnel secondment	742,570	636,391
3.5.4.	Grants	4,500,029	5,434,984
3.5.7.	Student contributions	812,458	481,908
3.5.8.	Sales of teaching (and other) materials	683,430	608,788
3.5.10.	Other miscellaneous income	3,071,000	3,173,111
	Total Other income	10,219,994	10,584,390

The realization of other income was higher than budgeted (€6.8 million). This consisted primarily of grants and secondments.

The item “Miscellaneous other income” is further specified below.

Part 2. Annual statement of accounts

3.5.10.	Specification of Other miscellaneous income		
3.5.10.1.	Services/personnel support	781,796	820,444
3.5.10.2.	Sports passes	485,174	829,634
3.5.10.3.	Other income	<u>1,804,031</u>	<u>1,523,033</u>
		<u>3,071,000</u>	<u>3,173,111</u>

Expenses

4.1	Personnel expenses	2021	2020
4.1.1.	Wages and salaries		
4.1.1.1.	Gross wages and salaries	134,526,217	127,003,965
4.1.1.2.	Social security costs	16,983,851	15,432,537
4.1.1.5.	Pension costs	22,248,584	19,580,561
	Total Personnel expenses	173,758,651	162,017,063
4.1.2.	Other personnel expenses		
4.1.2.1.	Additions to personnel facilities	1,648,441	1,843,972
4.1.2.2.	Expenses for external employees	18,903,398	17,898,439
4.1.2.3.	Other	6,591,892	6,926,477
	Total Total Personnel expenses	27,143,731	26,668,887
4.1.3.3.	Benefits received	-1,262,013	-1,027,316
	Total Personnel expenses	199,640,369	187,658,634

The realization of personnel expenses was in line with the 2021 budget (€199 million).

As of January 31, 2022, the pension fund's policy-coverage ratio was 103.9% (source: website www.abp.nl, dated April 8, 2022). Tilburg University has no obligation to pay additional amounts in the event of a pension fund deficit, other than the effect of higher future contributions, and it has therefore justified only the contributions due up to the end of the financial year in the annual statement of accounts.

In 2021, an average of 2,054 FTEs were employed (2020: 1,981 FTE): 37 FTE Board/management (2020: 37 FTE); 1,195 FTE primary process staff (2020: 1,165 FTE); and 823 FTE support staff (2020: 779 FTE). There were no employees based abroad (2020: 1 FTE).

4.2.	Depreciation/amortization	2021	2020
4.2.1.	Depreciation/amortization of intangible fixed assets	354,875	354,875
4.2.2.1.	Depreciation/amortization of buildings and land	8,888,925	8,560,256
4.2.2.2.	Depreciation/amortization of inventory and equipment	4,840,450	4,450,620
	Total Depreciation/amortization	14,084,250	13,365,751

Modern choices were made in the replacement of student workstations in terms of both the layout and the possibilities for "bringing your own device." Partly for this reason, investment costs were lower, and the cost of depreciation was less than budgeted (€14.9 million).

4.3	Accommodations expenses	2021	2020
4.3.1.	Rental expenditures	2,952,605	2,124,794
4.3.2.	Insurance expenses	437,237	376,325
4.3.3.	Maintenance expenses	3,051,226	2,876,272
4.3.4.	Power and water	2,136,879	2,047,446
4.3.5.	Cleaning expenses	2,604,088	2,547,554
4.3.6.	Taxes and levies	782,127	807,302
4.3.8.	Other accommodations expenses	2,297,324	2,144,033
	Total Accommodations expenses	<u>14,261,486</u>	<u>12,923,726</u>

Actual accommodations expenses were lower than budgeted (€15.2 million). As a result of COVID-19, both cleaning costs and rental costs for a temporary examination site were lower.

4.4.	Other expenses	2021	2020
4.4.1.	Administration and management	2,034,109	2,515,019
4.4.2.	Inventory and equipment	10,074,612	8,668,505
4.4.3.	Books and literature	3,865,556	3,620,031
4.4.4.	Addition of other provisions	185,635	677,978
4.4.5.	Other miscellaneous expenses	17,367,532	14,348,443
	Total Other expenses	<u>33,527,443</u>	<u>29,829,975</u>

Other expenses were lower than budgeted (€39.5 million). This was largely related to COVID-19, and it primarily concerns representation, travel and subsistence expenses, scholarships, and office and consumption expenses.

The item "Miscellaneous other expenses" is further specified below.

4.4.5.	Specification of Other miscellaneous expenses		
4.4.5.1.	Grants and income transfers	1,747,087	1,397,442
4.4.5.2.	Office expenses	866,176	749,672
4.4.5.3.	Travel and accommodation expenses	710,445	1,518,629
4.4.5.4.	Representation expenses	2,713,166	2,335,345
4.4.5.5.	Scholarships	2,782,150	2,099,467
4.4.5.6.	Information	3,566,226	3,023,254
4.4.5.7.	Research and Development	999,340	1,238,327
4.4.5.8.	General expenses	3,982,942	1,986,306
		<u>17,367,532</u>	<u>14,348,443</u>

Auditors' expenses

The following fees of the independent auditor were charged to the organization and the parties included in the consolidation, all as referred to in Article 2:382a of the Dutch Civil Code (the justified auditors' expenses relate to invoices received during the financial year).

PricewaterhouseCoopers Accountants N.V.	2021	2020
Fee: Investigation for annual statement of accounts	229,259	176,418
Fee: Other inspection activities	74,469	23,595
Fee: Fiscal consultancy	30,750	36,370
Fee: Other non-inspection activities	34,750	-
	<u>369,227</u>	<u>236,383</u>

Deloitte	2021	2020
Fee: Investigation for annual statement of accounts	-	86,112
Fee: Other inspection activities	-	21,460
Fee: Fiscal consultancy	-	19,178
Fee: Other non-inspection activities	-	-
	<u>-</u>	<u>126,750</u>

6. Financial income and expenses	2021	2020
6.1. Financial income		
6.1.1. Interest income and similar revenues	-66,573	-15,383
6.1.3. Changes in value of financial fixed assets	18,407	-93,999
6.1.4. Revenue from fixed asset receivables	10,080	48,726
Total Interest income and similar revenues	<u>-38,086</u>	<u>-60,656</u>
6.2. Financial expenses		
6.2.1. Interest expenses and similar expenses	2,514,370	972,771
6.2.2. Reductions in value of financial fixed assets	-	-
Total Financial expenses	<u>2,514,370</u>	<u>972,771</u>
Total Financial income and expenses	<u>-2,552,456</u>	<u>-1,033,427</u>

The balance of financial income and expenses was well above budget (€0.7 million), due to early repayment of two long-term loans.

7.	Taxes	2021	2020
7.1	Total taxes for TiU Holding B.V.	92,985	-10,570
7.2	Total taxes for TIAS Business Schools B.V.	151,471	-179,171
	Total taxes (D)	<u>244,456</u>	<u>-189,741</u>
7.1	TiU Holding B.V.	2021	2020
	Profit/Loss from operational activities before taxes (A)	-47,401	-45,094
	Profit/Loss from Tilburg University Career Services B.V.	508,884	-7,756
	Taxable results (B)	461,483	-52,850
	Taxes from operational results (C)	90,871	-10,570
	Taxes from previous years	2,114	-
	Total taxes (D)	<u>92,985</u>	<u>-10,570</u>
	Tax on taxable results (C/B)	19.7%	20.0%
7.2	TIAS Business School B.V.	2021	2020
	Profit/Loss from operational activities before taxes (A)	464,062	-1,023,520
	Correction for goodwill	354,875	354,875
	Other non-deductible amounts	187,953	365,640
	Offset of losses	-303,005	-
	Taxable results (B)	703,885	-303,005
	Taxes from operational results (C)	151,471	-179,171
	Taxes from previous years	-	-
	Total taxes (D)	<u>151,471</u>	<u>-179,171</u>
	Tax on taxable results (C/B)	21.5%	59.1%
	Effective tax rates (D/A)	32.6%	17.5%
	Applicable tax rate (profit/loss from ordinary operations ≤ EUR 245,000)	15.0%	
	Applicable tax rate (profit/loss from ordinary operations > EUR 245,000)	25.0%	
	Applicable tax rate (profit/loss from ordinary operations ≤ EUR 200,000)		16.5%
	Applicable tax rate (profit/loss from ordinary operations > EUR 200,000)		25.0%

The applicable tax rate is based on the relative share of the group companies' contribution to the results and the tax rates prevailing in the respective countries.

The effective tax rate differs from the prevailing tax rate due to non-deductible depreciation of goodwill.

Overview of related parties

	Legal form	Registered office	Activity code	Capital December 31, 2021	Operations balance 2021	Turnover 2021	Statement Art. 2:403 Dutch Civil Code	Participating interest	Consolidation
Minority participation									
TIAS Business School	B.V.	Tilburg	1	3,537,190	310,741	23,046,620	No	80%	Yes
TiU Holding	B.V.	Tilburg	4	1,039,773	364,289	3,973,330	No	100%	Yes
Negligible participation									
L-Logic	B.V.	Tilburg	4	-	-	-	No	60%	No
Decisive voice									
Tilburg University Fund	Foundation	Tilburg	4	2,115,494	152,856	441,227	No		Yes

Explanation of activity codes: 1. contract teaching, 2. contract research, 3. real estate, 4. other. Average number of employees: TIAS 105 (2020: Tilburg University117), UvT Holding 1 (2020: 1)

	Legal form	Registered office	Activity code
Minority participation and no decisive voice			
Foundation for Endowed Chairs	Foundation	Tilburg	4
Tilburg Orientation Program Foundation	Foundation	Tilburg	4
Stichting Netspar (Netspar Foundation)	Foundation	Tilburg	4
CentERdata Foundation	Foundation	Tilburg	4
Braventure Foundation	Foundation	Tilburg	4
Starterslift Investments B.V.	B.V.	Tilburg	4
MindLabs Association	Association	Tilburg	4
Brainport Foundation	Foundation	Tilburg	4
Midpoint Brabant Foundation	Foundation	Tilburg	4
Stichting HOVO, Brabant Seniorenacademie (Higher Education for Older Adults Foundation/HOVO; Brabant Senior Academy)	Foundation	Tilburg	4

Justification under the Standards for Remuneration Act (WNT)

For the purposes of the WNT , the Ministry of Education, Culture, and Science uses a system of remuneration classes based on complexity points. In 2021, Tilburg University fell into Class G, with 18 complexity points (benefits 10, funded students 3, and weighted education sectors 5). The WNT remuneration maximum is €209,000 for the full year, based on full-time employment.

Supervisory senior executives with employment status and former senior executives with employment status, 2021

2021	Prof. W.B.H.J. van de Donk	Prof. A.J. Schuit	P.F.I.M. Snijders, MSc, CPC	Dr K. Sijtsma
Position data	President	Member	Member	Former senior executive
Commencement and end of job performance	Jan. 1–Dec. 31	Jan. 1–Dec. 31	Jan. 1–Dec. 31	Jan. 1–Dec. 31
Scope of employment (in FTE)	1.0	1.0	1.0	1.0
(Fictive) employment status?	yes	yes	yes	yes
Individual WNT maximum	209,000	209,000	209,000	209,000
Compensation plus taxable expense reimbursements	179,435	178,436	178,418	148,277
Compensation payable in installments	23,738	23,598	23,577	22,440
<i>Subtotal</i>	203,173	202,034	201,995	170,717
-/- Amount paid in error and not yet reclaimed	-	-	-	-
Total remuneration	203,173	202,034	201,995	170,717
Amount and reason why the overage was or was not authorized	N/A	N/A	N/A	N/A
Explanation of claim for undue payment	N/A	N/A	N/A	N/A

* Dr Sijtsma is regarded as a senior executive until November 19, 2020 at the latest in connection with his previous position as Rector. Thereafter he is accounted for as a former senior executive for 4 years (until November 19, 2024).

2020	Prof. W.B.H.J. van de Donk	Prof. A.J. Schuit	P.F.I.M. Snijders, MSc, CPC	Dr K. Sijtsma*
Position data	President	Member	Member	Member/ Former senior executive
Commencement and end of job performance	Oct. 1–Dec. 31	Nov. 19– Dec. 31	Jan. 1–Dec. 31	Jan. 1–Dec. 31
Scope of employment (in FTE)	1.0	1.0	1.0	1.0
Compensation plus taxable expense reimbursements	41,464	18,859	169,693	167,870
Compensation payable in installments	5,474	2,564	21,632	21,675
Total remuneration	46,938	21,423	191,325	189,545
Individual WNT maximum	50,525	23,615	201,000	201,000

* Dr Sijtsma is regarded as a senior executive until November 19, 2020 at the latest in connection with his previous position as Rector. Thereafter he is accounted for as a former senior executive for 4 years (until November 19, 2024).

Supervisory senior executives, 2021

2021	H. Reumkens	M. Leijten	Prof. E. van Sliedregt	Prof. W.M.P. van der Aalst	J.H.P.M. van Lange
Position data	President	Member	Member	Member	Member
Commencement and end of job performance	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Mar. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31
Individual WNT maximum	31,350	20,900	5,153	20,900	20,900
Total remuneration	20,000	13,500	3,375	13,500	13,500
-/- Amount paid in error and not yet reclaimed	-	-	-	-	-
Reason why the overage was or was not authorized	N/A	N/A	N/A	N/A	N/A
Explanation of claim for undue payment	N/A	N/A	N/A	N/A	N/A

2020	H. Reumkens	M. Leijten	Prof. E. van Sliedregt	Prof. W.M.P. van der Aalst	J.H.P.M. van Lange
Position data	President	Member	Member	Member	Member
Commencement and end of job performance	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31
Total remuneration	20,000	13,500	13,500	13,500	13,500
Individual WNT maximum	30,150	20,100	20,100	20,100	20,100

Other reporting obligations under the WNT

Apart from the senior executives listed above, there were no other employed senior executives receiving remuneration above the individual WNT threshold in 2021. These officials receive an allowance for their outstanding contributions to science. Tilburg University adapts its remuneration policy where possible to Dutch standards. Given the job market, however, this does not lead to remuneration below the WNT threshold amount in all cases.

Remuneration of non-senior executives

2021	Full Professor 1	Full Professor 2	Full Professor 3	Full Professor 4	Full Professor 5	Full Professor 6	Full Professor 7
Commencement and end of job performance	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	1/1 - 8/31 & 9/1 - 12/31
Scope of employment (in FTE)	1.0	1.0	1.0	1.0	1.0	0.9	1.0 & 0.2
Individual WNT maximum	209,000	209,000	209,000	209,000	209,000	188,100	153,114

Compensation plus taxable expense reimbursements	241,596	276,729	209,075	203,038	193,718	172,456	139,482
Compensation payable in installments	25,701	26,122	24,557	24,354	24,036	21,568	17,435
Total remuneration	267,297	302,851	233,632	227,392	217,754	194,024	156,917

2020	Full Professor 1	Full Professor 2	Full Professor 3	Full Professor 4	Full Professor 5	Full Professor 6	Full Professor 7
Commencement and end of job performance	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31	Jan. 1– Dec. 31
Scope of employment (in FTE)	1.0	1.0	1.0	1.0	1.0	0.9	1.0
Compensation plus taxable expense reimbursements	236,055	270,174	203,780	198,159	188,838	168,172	181,440
Compensation payable in installments	23,411	23,845	22,543	22,382	22,109	19,845	21,892
Total remuneration	259,466	294,019	226,323	220,541	210,947	188,017	203,332

10. Company financial statement, including explanatory notes

Company balance sheet

(after appropriation of profit; all amounts in €)

1.	Assets	December 31, 2021	December 31, 2020
1.1	Fixed assets		
1.1.2.	Tangible fixed assets	151,278,626	151,602,573
1.1.3.	Financial fixed assets	4,858,275	5,220,542
	Total Fixed assets	<u>156,136,901</u>	<u>156,823,115</u>
1.2	Current assets		
1.2.2.	Receivables	16,766,606	16,120,780
1.2.4.	Liquid assets	45,836,805	64,376,050
	Total Current assets	<u>62,603,411</u>	<u>80,496,830</u>
	Total assets	<u><u>218,740,312</u></u>	<u><u>237,319,945</u></u>

2.	Liabilities	December 31, 2021	December 31, 2020
2.1.	Equity	141,103,583	137,113,265
2.2.	Facilities	7,255,698	7,493,907
2.3.	Long-term debts	-	16,324,810
2.4.	Short-term debts	70,381,031	76,387,964
	Total liabilities	<u><u>218,740,312</u></u>	<u><u>237,319,945</u></u>

Company statement of income and expenses 2021

(all amounts in €)

	2021	Budget 2021	2020	
3.	Income			
3.1.	National government funding	173,151,991	157,204,000	146,307,094
3.3.	Statutory tuition / course / examination fees	36,086,493	40,757,000	37,950,037
3.4.	Income from work commissioned by third parties	25,990,771	35,630,000	26,903,922
3.5.	Other income	11,824,913	6,932,000	11,492,305
	Total Income	<u>247,054,168</u>	<u>240,523,000</u>	<u>222,653,358</u>
4.	Expenses			
4.1.	Personnel expenses	187,070,852	186,631,000	174,527,228
4.2.	Depreciation/amortization	13,473,500	14,115,000	12,720,535
4.3.	Accommodations expenses	13,584,806	14,425,000	12,289,831
4.4.	Other expenses	27,108,353	31,769,000	24,389,720
	Total Expenses	<u>241,237,511</u>	<u>246,940,000</u>	<u>223,927,314</u>
	Balance of Income and Expenses	5,816,657	-6,417,000	-1,273,955
6.	Financial income and expenses	<u>-2,465,071</u>	<u>-720,000</u>	<u>-986,678</u>
	Profit/Loss	3,351,586	-7,137,000	-2,260,634
8.	Results of participating interests	<u>612,882</u>	<u>-</u>	<u>-734,821</u>
	Net result	<u><u>3,964,468</u></u>	<u><u>-7,137,000</u></u>	<u><u>-2,995,455</u></u>

Explanatory notes to the company financial statement

The company financial statement is drawn up in accordance with the statutory provisions of Title 9, Book 2 of the Dutch Civil Code and the firm pronouncements in the Dutch Accounting Standards, as published by the Dutch Accounting Standards Board (*Raad voor de Jaarverslaggeving* or RJ). The policies regarding valuation and profit determination for the company financial statement and the consolidated financial statements are the same. Participating interests in group companies are valued at net asset value. For the policies regarding the valuation of assets and liabilities and for profit determination, reference is made to the consolidated balance sheet and the statement of income and expenditures.

In 2021, an average of 1,948 FTEs were employed (2020: 1,863 FTE): 30 FTE Board/management (2020: 30 FTE); 1,126 FTE primary process staff (2020: 1,094 FTE); and 793 FTE support staff (2020: 739 FTE).

There were no employees based abroad in 2021 (2020: 1 FTE).

Assets

Fixed assets

1.1.2.	Tangible fixed assets	December 31, 2021	December 31, 2020
1.1.2.1.	Buildings	121,286,807	124,276,834
1.1.2.2.	Land	16,991,650	13,653,542
1.1.2.3.	Inventory and equipment	13,000,168	13,672,197
	Total Tangible fixed assets	<u>151,278,626</u>	<u>151,602,573</u>

1.1.2.1.	Buildings		Buildings	Buildings under construction	Total buildings
	Purchase price	January 1, 2021	208,500,682	3,370,667	211,871,349
	Depreciation/amortization	January 1, 2021	-87,594,515	-	-87,594,515
	Book value	January 1, 2021	<u>120,906,167</u>	<u>3,370,667</u>	<u>124,276,834</u>
	Investments	2021	2,475,705	2,973,090	5,448,795
	Disinvestments, purchase price	2021	157	-	157
	Disinvestments, depreciation/amortization	2021	-157	-	-157
	Depreciation/amortization	2021	-8,438,822	-	-8,438,822
	Purchase price	December 31, 2021	210,976,230	6,343,756	217,319,987
	Depreciation/amortization	December 31, 2021	-96,033,180	-	-96,033,180
	Book value	December 31, 2021	<u>114,943,051</u>	<u>6,343,756</u>	<u>121,286,807</u>

1.1.2.2.	Land		Land	Land development	Total land
	Purchase price	January 1, 2021	10,689,569	5,690,630	16,380,199
	Depreciation/amortization	January 1, 2021	-	-2,726,657	-2,726,657
	Book value	January 1, 2021	<u>10,689,569</u>	<u>2,963,973</u>	<u>13,653,542</u>
	Investments	2021	3,600,000	75,115	3,675,115
	Disinvestments, purchase price	2021	-	-	-
	Disinvestments, depreciation/amortization	2021	-	-	-
	Depreciation/amortization	2021	-	-337,007	-337,007
	Purchase price	December 31, 2021	14,289,569	5,765,745	20,055,314
	Depreciation/amortization	December 31, 2021	-	-3,063,663	-3,063,663
	Book value	December 31, 2021	<u>14,289,569</u>	<u>2,702,081</u>	<u>16,991,650</u>

The category of buildings under construction consists of New Construction (€1.2 million), Meerkoldreef (€0.8 million) and other projects under construction (€4.4 million). In April 2022, Tilburg University purchased an educational building on Meerkoldreef in Tilburg for €3.6 million.

1.1.2.3. Inventory and equipment		Inventory and equipment
Purchase price	January 1, 2021	27,983,074
Depreciation/amortization	January 1, 2021	-14,310,877
Book value	January 1, 2021	<u>13,672,197</u>
Investments	2021	4,025,643
Disinvestments, purchase price	2021	2,288,295
Disinvestments, depreciation/amortization	2021	-2,288,295
Depreciation/amortization	2021	-4,697,672
Purchase price	December 31, 2021	29,720,423
Depreciation/amortization	December 31, 2021	-16,720,255
Book value	December 31, 2021	<u>13,000,168</u>

Depreciation and amortization are calculated from the year the asset is placed in service on its acquisition cost, based on the following percentages:

- ◆ Land (incl. development) 0% - 5% - 10%
- ◆ Buildings 1.7% - 3.3% - 5% - 10%
- ◆ Equipment and inventory 10% - 25%

1.1.3.	Financial fixed assets	Book value December 31, 2020	Investments in 2021	Disinvestments 2021	Profit/ Loss 2021	Book value December 31, 2021
1.1.3.1.	Participating interests in group companies					
1.1.3.1.1.	TiU Holding B.V.	675,484	-	-	364,289	1,039,773
1.1.3.1.2.	TIAS Business School B.V.	2,581,159	-	-	248,593	2,829,752
	Total Participating interests in group companies	<u>3,256,643</u>	<u>-</u>	<u>-</u>	<u>612,882</u>	<u>3,869,525</u>
1.1.3.7.	Securities					
1.1.3.7.3.	Other obligations	1,963,900	-	975,150	-	988,750
	Total Securities	<u>1,963,900</u>	<u>-</u>	<u>975,150</u>	<u>-</u>	<u>988,750</u>
	Total Financial fixed assets	<u>5,220,542</u>	<u>-</u>	<u>975,150</u>	<u>612,882</u>	<u>4,858,275</u>

TiU Holding B.V. is a company incorporated and financed by Tilburg University with a registered capital of €226,890, with € 113,445 subscribed and €90,756 paid up. TiU Holding B.V. has a 100% participating interest in Tilburg University Career Services B.V and a 44% interest in TiU Knowledge Transfer B.V.

Tias Business School is a company incorporated and financed by Tilburg University with a registered capital of €12,500,000, with €113,445 subscribed and €2,500,000 paid up. Tilburg University has an 80% participating interest in Tias Business School B.V.

The current value of the securities as of December 31, 2021 was €988.750. All securities are publicly traded and freely available. The sum of revaluations is disclosed in the explanatory notes on equity.

Current assets

1.2.2.	Receivables	December 31, 2021	December 31, 2020
1.2.2.1.	Debits	3,744,662	3,991,203
1.2.2.4.	Receivables on group companies	479,207	399,219
1.2.2.9.	Valuation of Projects in progress	1,453,523	1,686,413
	Subtotal Receivables	5,677,392	6,076,835
	Accrued assets		
1.2.2.12.	Expenses paid in advance	4,868,374	4,500,685
1.2.2.13.	Advances provided	49,378	44,136
1.2.2.15.	Other accrued assets:		
	Income not yet received	2,596,700	2,261,716
	Income not yet received from grant projects	3,573,822	3,236,468
	Other accrued assets	940	940
	Total Accrued assets	11,089,214	10,043,945
	Total Receivables	16,766,606	16,120,780

The accounts receivable balance consisted of €64,363 in receivables from related parties (2020: €42,421).

The receivables have a remaining maturity of less than one year.

1.2.4.	Liquid assets	December 31, 2021	December 31, 2020
1.2.4.1.	Cash	17,590	9,249
1.2.4.2.1.	Bank accounts	358,397	52,775,479
1.2.4.2.2.	Deposit	7,940,138	11,591,321
1.2.4.3.	Treasury banking	37,520,679	-
	Total Liquid assets	45,836,805	64,376,050

Liquid assets include a bank guarantee in the amount of €313,584. The other liquid assets are freely available.

As of July 2021, Tilburg University has placed its liquidity with the Ministry of Finance within the framework of Treasury Banking.

Liabilities

2.1.	Equity	Status December 31, 2019	Designated use results 2020	Other transactions 2020	Status December 31, 2020	Designated use results 2021	Other transactions 2021	Status December 31, 2021
2.1.1.	Group equity							
2.1.1.1.	General reserve							
2.1.1.1.1.	General reserve (public)	103,521,054	-1,743,910	5,661,936	107,439,081	3,269,796	4,549,648	115,258,525
2.1.1.1.2.	General reserve (private)	9,490,715	-516,724	-	8,973,991	81,790	-	9,055,781
2.1.1.1.3.	General reserve participations (private)	3,991,463	-734,820	-	3,256,643	612,882	-	3,869,525
	Total General reserve	<u>117,003,232</u>	<u>-2,995,454</u>	<u>5,661,936</u>	<u>119,669,715</u>	<u>3,964,468</u>	<u>4,549,648</u>	<u>128,183,831</u>
2.1.1.2.	Special purpose reserves (public)	22,948,986	-	-5,661,936	17,287,050	-	-4,549,648	12,737,402
2.1.1.6.	Revaluation reserve	94,500	-	62,000	156,500	-	25,850	182,350
	Total Equity	<u>140,046,718</u>	<u>-2,995,454</u>	<u>62,000</u>	<u>137,113,265</u>	<u>3,964,468</u>	<u>25,850</u>	<u>141,103,583</u>

The earmarked reserves all relate to decentralized reserves at the Schools and divisions and, in addition to reserves for accommodations and IT (€3.6 million), decentralized employment conditions (€1.5 million) consisting primarily of reserves for projects as part of the University's strategy and projects charged to the units' own reserves (€7.6 million). All reserves are based on approved project proposals.

The revaluation reserve is held for changes in the value of securities included in financial fixed assets. Changes are directly recognized in equity.

2.2.	Facilities	Status December 31, 2020	Transactions 2021	Withdrawals 2021	Additions 2021	Release 2021	Status December 31, 2021	Balance < 1 year	Balance > 1 year
2.2.1.	Personnel facilities								
2.2.1.1.	Reorganization facility	708,518	-	322,099	98,382	66,702	418,099	363,530	54,569
2.2.1.2.	Long-term savings leave	1,931,008	-	163,221	371,363	55,297	2,083,853	347,309	1,736,544
2.2.1.3.	WGA deductible	806,404	-394,000	87,941	1,088	-	325,551	86,852	238,699
2.2.1.4.	Anniversary facility	1,703,643	-	150,291	356,335	-	1,909,687	120,772	1,788,915
2.2.1.5.	Redundancy pay	824,511	-	602,806	652,665	-	874,370	486,267	388,103
2.2.1.6.	Long-term illness	-	394,000	-	-	121,522	272,478	256,918	15,560
2.2.1.7.	Other personnel facilities	1,319,824	-	627,869	414,706	-	1,106,661	626,013	480,647
	Total Personnel facilities	7,293,907	-	1,954,227	1,894,539	243,521	6,990,698	2,287,661	4,703,037
2.2.4.	Other provisions	200,000	-	178,959	265,000	21,041	265,000	144,000	121,000
	Total Provisions	7,493,907	-	2,133,186	2,159,539	264,562	7,255,698	2,431,661	4,824,037

Facilities are justified at nominal value, as the time value of money is immaterial. The facility for long-term illness was part of the WIA / WGA facility in 2020, and it will be included separately in the statement as of 2021. The addition of other facilities is related to the renovation of the facade of the Koopmans building.

2.3.	Long-term debts	Status December 31, 2020	Loans taken out in 2021	Repayments 2021	Status December 31, 2021	Of which 1-5 years	Of which > 5 years	Interest rate
2.3.3.1.	BNG Loan 40.100760.01	3,562,500	-	3,562,500	-	-	-	3.585%
2.3.3.2.	BNG Loan 40.97636	12,762,310	-	12,762,310	-	-	-	4.390%
	Total Long-term debts	16,324,810	-	16,324,810	-	-	-	

Both long-term loans were paid in full in 2021.

2.4.	Short-term debts	December 31, 2021	December 31, 2020
2.4.1.	Debts to group companies	22,689	22,689
2.4.3.	Debts to credit institutions	-	1,195,356
2.4.7.1.	Instalments received in advance for projects in progress	1,648,716	1,694,314
2.4.7.2.	Loss provision for projects in progress	552,176	689,080
2.4.8.	Creditors	5,200,991	8,059,410
2.4.9.1.	Payroll tax	6,102,688	5,674,952
2.4.9.2.	Social security premiums	1,725,907	1,639,746
2.4.9.3.	Sales tax	456,516	514,267
2.4.10.	Pensions	2,377,132	2,099,347
2.4.11.	Coordinator funds	2,309,119	1,938,403
	Subtotal Short-term debts	20,395,934	23,527,564
	Other liabilities		
2.4.13.1.	Tuition fees received in advance	11,729,590	16,385,893
2.4.13.2.	Tuition fees received in advance for contract teaching	717,578	1,062,410
2.4.14.	Ministry of Education, Culture, and Science grants received in advance	133,550	15,441
2.4.16.1.	Income received in advance from grant projects	11,687,881	13,067,083
2.4.16.2.	Income received in advance from Netspar	5,755,968	6,466,765
2.4.16.3.	Income received in advance from NPO	2,815,000	-
2.4.16.4.	Other income received in advance	4,769,529	5,051,852
2.4.17.	Vacation pay and vacation days	9,332,177	8,819,168
2.4.19.	Other accrued liabilities and deferred income	3,043,823	1,991,788
	Total Accrued liabilities and deferred income	49,985,097	52,860,400
	Total Short-term debts	70,381,031	76,387,964

The balance of accounts payable consists of €515,133 of debts to related parties (2020: €385,082).

The decrease in tuition fees received in advance was due to the reduction in statutory tuition fees granted in connection with COVID-19. The item “NPO funds received in advance” is related to the non-normative allocation in the funding from the national government.

The debts have a maturity of less than one year.

Income

3.1.	National government funding	2021	2020
3.1.1.1.	National government funding from the Ministry of Education, Culture, and Science	172,316,850	146,307,094
3.1.2.1.	Earmarked subsidies from the Ministry of Education, Culture, and Science	835,141	-
	Total National government funding	<u>173,151,991</u>	<u>146,307,094</u>

Earmarked grants from the Ministry of Education, Culture, and Science are justified according to Model G. The incidentally allocated NPO funds, the compensation within the resources framework for the increased intake, the wage and price compensation, more study advance funds for students, and an increasing share in student-related funding due to higher-than-average growth in the number of students are the main explanations for the realization of funding from the national government (€173 million) that was much higher than budgeted (€157 million).

3.3.	Statutory tuition / course / examination fees	2021	2020
3.3.4.1.	Statutory tuition fees	25,807,018	27,907,990
3.3.4.2.	Institutional tuition fees	10,279,476	10,042,047
	Total Statutory tuition / course / examination fees	<u>36,086,493</u>	<u>37,950,037</u>

Income from tuition fees (€36 million) was lower than budgeted (€41 million). The main cause was the reduction in the rate of tuition fees for full-time students in the 2021/2022 academic year.

3.4	Income from work commissioned by third parties	2021	2020
3.4.1.	Contract teaching	3,137,191	2,683,365
3.4.2.	Contract research		
3.4.2.1.	International organizations	5,756,436	6,101,835
3.4.2.2.	National government bodies	2,976,530	2,397,516
3.4.2.3.	NWO	7,483,240	8,047,007
3.4.2.4.	KNAW	200,455	50,807
3.4.2.5.	Other non-profit organizations	1,674,852	1,475,472
3.4.2.6.	Companies	359,275	1,527,867
	Total Contract teaching	18,450,789	19,600,504
3.4.5.	Other income commissioned by third parties	4,402,790	4,620,054
	Total Income from work commissioned by third parties	25,990,771	26,903,922

The item “contract research” includes revenues from both projects in progress and grant projects.

Revenues from grant projects usually involve income that, depending on the duration of a research project, is awarded for the duration of a number of years.

Income from work commissioned by third parties (€26 million) was €9.6 million lower than budgeted (€35.6 million). The primary cause was COVID-19.

3.5	Other income	2021	2020
3.5.1.	Rental revenue	1,419,302	1,369,268
3.5.2.	Personnel secondment	775,379	662,884
3.5.4.	Grants	4,058,802	4,091,343
3.5.7.	Student contributions	812,458	481,908
3.5.8.	Sales of teaching (and other) materials	683,430	608,788
3.5.10.	Other miscellaneous income	4,075,542	4,278,114
	Total Other income	11,824,913	11,492,305

The realization of other income (€11.8 million) was higher than budgeted (€6.9 million). This consisted primarily of grants and secondments. The item “Miscellaneous other income” is further specified below.

3.5.10.	Specification of Other miscellaneous income		
	Services/personnel support	781,796	820,444
	Sports passes	485,174	829,634
	Other income	2,808,573	2,628,036
		4,075,542	4,278,114

Expenses

4.1	Personnel expenses	2021	2020
4.1.1.	Wages and salaries		
4.1.1.1.	Gross wages and salaries	127,739,016	120,885,051
4.1.1.2.	Social security costs	15,491,333	13,935,137
4.1.1.5.	Pension costs	20,694,391	18,145,284
	Total Wages and salaries	<u>163,924,739</u>	<u>152,965,472</u>
4.1.2.	Other personnel expenses		
4.1.2.1.	Additions to personnel facilities	1,651,018	1,863,456
4.1.2.2.	Expenses for external employees	16,391,229	14,060,816
4.1.2.3.	Other	6,231,579	6,582,559
	Total Other personnel expenses	<u>24,273,826</u>	<u>22,506,830</u>
4.1.3.3.	Benefits received	-1,127,713	-945,074
	Total Personnel expenses	<u>187,070,852</u>	<u>174,527,228</u>

The realization of personnel expenses was in line with the 2021 budget (€186.6 million).

4.2.	Depreciation/amortization	2021	2020
4.2.2.1.	Depreciation/amortization of buildings and land	8,775,828	8,445,228
4.2.2.2.	Depreciation/amortization of inventory and equipment	4,697,672	4,275,307
	Total Depreciation/amortization	<u>13,473,500</u>	<u>12,720,535</u>

Modern choices were made in the replacement of student workstations in terms of both the layout and the possibilities for “bringing your own device.” Partly for this reason, investment costs were lower, and the cost of depreciation was less than budgeted (€14.1 million).

4.3	Accommodations expenses	2021	2020
4.3.1.	Rental expenditures	2,641,426	1,915,945
4.3.2.	Insurance expenses	380,706	323,564
4.3.3.	Maintenance expenses	2,853,383	2,687,392
4.3.4.	Power and water	2,131,879	2,043,446
4.3.5.	Cleaning expenses	2,532,314	2,458,285
4.3.6.	Taxes and levies	782,127	807,302
4.3.8.	Other accommodations expenses	2,262,971	2,053,897
	Total Accommodations expenses	<u>13,584,806</u>	<u>12,289,831</u>

Actual accommodations expenses were lower than budgeted (€14.4 million). As a result of COVID-19, both cleaning costs and rental costs for a temporary examination site were lower.

4.4.	Other expenses	2021	2020
4.4.1.	Administration and management	1,777,655	2,288,990
4.4.2.	Inventory and equipment	9,586,634	8,124,101
4.4.3.	Books and literature	3,385,337	3,196,762
4.4.4.	Addition of other provisions	107,055	573,340
4.4.5.	Other miscellaneous expenses	12,251,672	10,206,528
	Total Other expenses	<u>27,108,353</u>	<u>24,389,720</u>

Other expenses were lower than budgeted (€31.7 million). This was largely related to COVID-19, and it primarily concerns representation, travel and subsistence expenses, scholarships, and office and consumption expenses.

The item "Miscellaneous other expenses" is further specified below.

4.4.5.	Specification of Other miscellaneous expenses		
	Grants and income transfers	1,747,087	1,397,443
	Office expenses	1,097,501	1,007,033
	Travel and accommodation expenses	494,058	795,600
	Representation expenses	1,542,751	1,458,973
	Scholarships	2,077,238	1,682,323
	Information	2,278,427	1,753,865
	Research and Development	36,442	204,040
	General expenses	2,978,169	1,907,251
		<u>12,251,672</u>	<u>10,206,528</u>

6.	Financial income and expenses	2021	2020
6.1.	Financial income		
6.1.1.	Interest income and similar revenues	25	3,741
6.1.3.	Changes in value of financial fixed assets	11,589	-83,700
6.1.4.	Revenue from fixed asset receivables	9,326	48,726
	Total Financial income	20,941	-31,233
6.2.	Financial expenses		
6.2.1.	Interest expenses and similar expenses	2,486,012	955,445
6.2.2.	Reductions in value of financial fixed assets	-	-
	Total Financial expenses	2,486,012	955,445
	Total Financial income and expenses	-2,465,071	-986,678

The balance of financial income and expenses was well above budget (€0.7 million), due to early repayment of two long-term loans.

8.	Results of participating interests	2021	2020
8.1.	Results Tilburg University Holding	364,289	-40,597
8.2.	Results TIAS	248,593	-694,224
	Total Results of participating interests	612,882	-734,821

Correspondence between the company financial statement and the consolidated financial statements

Capital	December 31, 2021	December 31, 2020
Equity TiU (separate)	141,103,583	137,113,265
Equity Tilburg University Fund	2,115,494	1,962,638
Consolidated equity	<u>143,219,077</u>	<u>139,075,903</u>
Balance of operations	2021	2020
Balance of operations TiU (separate)	3,964,468	-2,995,455
Balance of operations Tilburg University Fund	152,856	982,236
Consolidated balance of operations	<u>4,117,324</u>	<u>-2,013,219</u>

Events after the balance sheet date

No events with significant financial consequences occurred after the balance sheet date.





Part 3: Other details

Board Statement

The Tilburg University Executive Board has issued a comprehensive confirmation to the independent auditor accompanying the 2021 annual statement of accounts. All information known to the EB that is relevant to the audit report accompanying the annual report and the assurance report accompanying the funding data has been provided. The EB acknowledges its responsibilities with respect to the annual statement of accounts, the annual report, and everything related to them. This includes internal control to prevent material irregularities due to error or fraud, legality, and compliance with legislation and regulations.

Profit appropriation

No special rules have been established concerning the allocation of earnings. The annual statement of accounts is adopted by the Board of Governors, on the proposal of the Tilburg University Executive Board, which prepares the annual statement of accounts. The operating result for 2021 amounted to €4,031,624 and was allocated as follows.

General reserve	
Concern	-121,494
Management units	3,473,080
Participating interests	527,182
Special purpose reserve (private)	
Reserves for related parties	152,856
Total	<u>4,031,624</u>

The appropriation of results is reflected in the balance sheet as of December 31, 2021.

Audit report of the independent auditor

Please open the report of the independent auditor [Download: here \(in Dutch\)](#).





Appendices

Ancillary activities of the Executive Board

The Executive Board is the managing body of the University. It is charged with general management and is responsible for efficient administration. The Tilburg University Executive Board is accountable: To the Board of Governors.

The EB of our Institution consists of the following:

- ◆ Prof. Wim van de Donk, Rector Magnificus and President
- ◆ Prof. Jantine Schuit, Vice Rector Magnificus
- ◆ Paulina Snijders, MSc , Vice President



In 2021, the EB was supported in the Secretary General of the University, Hans-Georg van Liempd.

Ancillary positions

The overview shows the main ancillary activities of the members of the Tilburg University Executive Board. The ancillary activities of the members of the EB are approved by the Governance and Remuneration Committee of the Board of Governors. These ancillary activities fall under the Tilburg University Work for Third Parties Regulations.

Prof. Wim van de Donk

Rector Magnificus/President

- ◆ Chair of the National Committee for 4 and 5 May
- ◆ Trustee of the Confederation of Netherlands Industry and Employers (known as VNO-NCW)
- ◆ Member of the Advisory Board of the Royal Netherlands Air Force
- ◆ Member of the Advisory Board of Nieuwe Kerk Breda
- ◆ Netherlands School of Public Administration (NSOB) Master class
- ◆ Member of the Board of *Stichting Pater De Groot Fonds* (Pater de Groot Fund Foundation)
- ◆ Member of the Board of the Thijmgenootschap (Thijm Society/Association for Science and Ideology)
- ◆ Advisor to the Rompuy Commission of the European Committee of the Regions (CoR)
- ◆ Independent Chair of the *Bestuurlijk Ketenberaad* (Administrative Chain Council; term ending: June 10, 2021)

- ◆ Trustee of the Association of Netherlands Municipalities (*Vereniging van Nederlandse Gemeenten*, VNG; term ending: October 1, 2021)

Functional activities

- ◆ Member of the Steering Group for Strategy, Public Affairs, and Governance (SSPG) of the Universities of the Netherlands (UNL)
- ◆ Member of the Council of University Rectors
- ◆ General Board member of Midpoint Brabant
- ◆ General Board member of the Brainport Foundation
- ◆ General Board member of the Professor Cobbenhagen Foundation
- ◆ Member of the Board of the Tilburg University Fund
- ◆ Board President of the Tilburg University Foundation for Endowed Chairs
- ◆ Adjunct member of the Foundation for the Support of Catholic Higher Education

Prof. Jantine Schuit

Vice Rector Magnificus

- ◆ Member of/independent advisor to the Executive Committee of GGD West Brabant
- ◆ Member of the Editorial Board of the *International Journal of Behavioral Nutrition and Physical Activity*

Functional activities

- ◆ Member of the Steering Group for Teaching and Research (SOO) of the Universities of the Netherlands (UNL)
- ◆ Member of the Board of Brainport Smart District
- ◆ Member of the Board of the Brabant Foundation for Higher Education for Older People (HOVO) Brabant Senior Academy
- ◆ Member of the Board of MindLabs
- ◆ Member of the Steering Group for We Care

Paulina Snijders, MSc

Vice President

- ◆ Member of the Board of Commissioners for the Bernhoven Hospital in Uden (Bernhoven B.V.); the Foundation for the Bernhoven Hospital Diagnostic Center and Thrombosis Service; and the Foundation for the Bernhoven Independent Treatment Center (term ending: November 1, 2021)
- ◆ Member of the Supervisory Board of the Bernbosch Foundation (by virtue of membership on the Board of Commissioners of Bernhoven Hospital; term ending: November 1, 2021)

Functional activities

- ◆ Member of the Board of Universities of the Netherlands (UNL)
- ◆ Vice Chair of the UNL Steering Group for Operations and Finances (SBF)
- ◆ Member of the Collective Labor Agreement national delegation
- ◆ Member of the Steering Group for the Tilburg Covenant on Student Accommodations
- ◆ Member of the SURF Members' Council
- ◆ Member of the Program Committee for the Program on Governing the University in the 21st Century (UGOV21)
- ◆ General Board member of the Midpoint Brabant Foundation

Ancillary positions of the Board of Governors

Hugo Reumkens

President of the Tilburg University Board of Governors

Main position: Partner, Advocaat Van Doorne N.V. law firm (H. Reumkens Advocatuur B.V. law firm, Otium Cum Dignitate Holding B.V.)

Ancillary positions:

- ◆ Member of the Board of the AMG Continuity Foundation, Amsterdam
- ◆ Chair of the Investment Committee Fund in the OostNL Investment Fund
- ◆ Chair of the Investment Committee Fund in the Topfonds Gelderland Investment Fund
- ◆ Chair of the Investment Committee Fund in the Overijssel Investment and Innovation Fund
- ◆ Chair of the Cornea Patient Association, Leiden
- ◆ Member of the Financial Committee of The Law Firm School UA cooperative, Amsterdam

Prof. Wil van der Aalst

Member of the Tilburg University Board of Governors

Main position: Professor of Process and Data Science at Rheinisch-Westfälische Aachen University, Aachen, Germany

Ancillary positions:

- ◆ Chief Scientist, Celonis GmbH
- ◆ Leader of the process-mining group for the Fraunhofer Institute for Applied Information Technology (FIT), Sankt Augustin, Germany
- ◆ Distinguished Fellow for the Fondazione Bruno Kessler (FBK), Trento, Italy
- ◆ Adjunct Professor, Queensland University of Technology, Brisbane, Australia
- ◆ Member of the IEEE Task Force on Process Mining
- ◆ Member of Academia Europaea
- ◆ Director of the Royal Holland Society of Sciences and Humanities (KHMW)
- ◆ Member of the KHMW
- ◆ Member of the Royal Netherlands Academy of Arts and Sciences (KNAW)
- ◆ Member of the Nordrhein-Westfälische Akademie der Wissenschaften und der Künste

Jos van Lange

Member of the Tilburg University Board of Governors

Main position: Director and sole shareholder of Vlag B.V. (Professional regulator, director, and advisor)

Ancillary positions:

- ◆ President of the Supervisory Board of Zuyderland Medical Center (ZBC Zuyderland-Eyescan Foundation, Zuyderland Medical Center Foundation, and Zuyderland Care Foundation; also Chair of the People and Organization Committee)
- ◆ Member of the Board of Commissioners of Volksbank N.V. (until September 20, 2021, Chair of the Audit Committee and Member of the Risk and Compliance Committee; as of September 20, 2021, Member of the Risk and Compliance Committee and Chair of the Audit Committee)
- ◆ Member of the Board of Commissioners of Bouwinvest Real Estate Investors B.V. (Chair of the Audit, Risk, and Compliance Committee; Vice President of the Board of Commissioners as of June 1,)
- ◆ Member of the DELA Investment Advisory Committee
- ◆ President of the Supervisory Board of *Stichting Centraal Bureau Fondsenwerving* (Central Fund-raising Office Foundation; until April 1, 2021)
- ◆ President of the Foundation for the Support of Catholic Higher Education (until November 3, 2021)
- ◆ President of the Board of *Stichting Landgoed Kasteel Geldrop* (Geldrop Castle Estate Foundation)

Manon Leijten

Member of the Tilburg University Board of Governors

Main position: Director of the Netherlands Authority for Consumers and Markets (ACM)

Ancillary positions:

- ◆ Member of the foundation board for Royal Palace Amsterdam and member of the Palace Commission Director of the Royal Holland Society of Sciences and Humanities (KHMW)
- ◆ Director of *Vereniging Het Nederlandse Rode Kruis* (Netherlands Red Cross Association)

List of abbreviations

ABP	<i>Algemeen Burgerlijk Pensioenfonds</i> (General Pension Fund for Public Employees)
AI	Artificial Intelligence
GDPR	General Data Protection Regulation
UTQ	University Teaching Qualification
BRON- HO	<i>Basis Register Onderwijs – Hoger Onderwijs</i> (basic education register for higher education)
BSA	Binding study advice
SST	Supervision of starting teachers
BW	<i>Burgerlijk Wetboek</i> (Dutch Civil Code)
BZK	Ministry of the Interior and Kingdom Relations
OACC	Objections and Appeals Advisory Committee
CAO	<i>Collectieve Arbeidsmarktovereenkomst</i> (Collective Labor Agreement)
EAB	Examination Appeals Board (EAB)
CBHO	<i>College van Beroep voor het Hoger Onderwijs</i> (Appeals Tribunal for Higher Education)
CBS	<i>Centraal Bureau voor de Statistiek</i> (Statistics Netherlands)
CDCD	Central Disputes and Complaints Desk
CNV	<i>Christelijk Nationaal Vakverbond</i> (Netherlands Christian Trade Union)
CSU	Cleaning Service Uden
EB	Executive Board
AIC	Academic Integrity Committee
CZ	<i>Centraal Ziekenfonds</i> (central health insurance fund)
DOAJ	Directory of Open Access Journals
Dr	Doctor
Drs.	<i>doctorandus</i> (Dutch post-graduate degree; no English equivalent)
DUO	<i>Dienst Uitvoering Onderwijs</i> (Netherlands Education Executive Agency)
EC	European credits
ECHE	Erasmus Charter for Higher Education
EDUiLAB	Education Innovation Lab
ERC	European Research Council
ETZ	Elisabeth-TweeSteden Hospital
EU	European Union
FTE	Full-time equivalent
GGD	<i>Gemeentelijke Gezondheidsdienst</i> (Municipal health service)
HBO	<i>Hoger Beroepsonderwijs</i> (university of applied sciences/higher professional education)
HGL	<i>Hoogleraar</i> (Full Professor)
HSRI	Herbert Simon Research Institute
Ir.	<i>Ingenieur</i> (Dutch engineering degree; no English equivalent)
ISIP	Information Security Improvement Program
ISMS	Information Security Management System
IT	Information Technology
IQAA	Institutional Quality Assurance Assessment
JADS	Jheronimus Academy of Data Science
TUCS	Tilburg University Career Services

KHMW	<i>Koninklijke Hollandse Maatschappij der Wetenschappen</i> (Royal Holland Association of Sciences and Humanities)
KNAW	Royal Netherlands Academy of Arts and Sciences
KTO	Knowledge Transfer Office
KUB	<i>Katholieke Universiteit Brabant</i> (Catholic University of Brabant)
LOWI	<i>Landelijk Orgaan Wetenschappelijke Integriteit</i> (National Committee For Scientific Integrity)
MBA	Master of Business Administration
MBO	<i>Middelbaar Beroepsonderwijs</i> (senior secondary vocational education)
Mr.	Master of Laws (Dutch law degree; no English equivalent)
MSc	Master of Science
Netspar	Network for Studies on Pensions, Aging, and Retirement
NS	<i>Nederlandse Spoorwegen</i> (Dutch Railways)
NSS	National Student Survey
NVAO	<i>Nederlands-Vlaamse Accreditatieorganisatie</i> (Accreditation Organisation of the Netherlands and Flanders)
NWO	<i>Nederlandse Organisatie voor Wetenschappelijk Onderzoek</i> (Netherlands Organisation for Scientific Research)
OBP	<i>Ondersteunend en beheerspersoneel</i> (management and support staff)
OCW	<i>Ministerie van Onderwijs, Cultuur en Wetenschap</i> (Ministry of Education, Culture, and Science)
OO&I	<i>Commissie Onderwijs, Onderzoek en Impact</i> (Education, Research, and Impact Committee)
PASS	Program for Academic Study Success
P&TD	Performance and Talent Development
PhD	Doctor of Philosophy/PhD student
Prof.	Professor
QS	Quacquarelli Symonds (World University Ranking)
RIVM	<i>Rijksinstituut voor Volksgezondheid en Milieu</i> (Dutch National Institute for Public Health and the Environment)
RJ	<i>Raad voor de Jaarverslaglegging</i> (Dutch Accounting Standards Board)
RJO	<i>Regeling Jaarverslaggeving Onderwijs</i> (Annual Reporting Regulations for Education)
SDG	Sustainable Development Goal
SDGs	Sustainable Development Goals
STQ	Senior University Teaching Qualification
SOC/ SIEM	Security Operations Center (SOC) and Security Incident and Event Management (SIEM)
SSH	Social Sciences and Humanities
TAISIG	Tilburg University AI Special Interest Group
TechReg	Technology and Regulation
TEP	Tilburg Educational Profile
TST	Tilburg School of Catholic Theology
THE	Times Higher Education
TIAS	Tilburg Institute for Advanced Studies
TiPP	Tilburg PhD Program
TiSEM	Tilburg School of Economics and Management
TiU	Tilburg University
TLS	Tilburg Law School
TOP	Tilburg Orientation Program
TSB	Tilburg School of Social and Behavioral Sciences
TSHD	Tilburg School of Humanities and Digital Sciences

TST	Tilburg School of Catholic Theology (TST)
TU/e	Eindhoven University of Technology
TYA	Tilburg Young Academy
UD	<i>Universitair Docent</i> (Assistant Professor)
m.o.l.	money out on loan
UHD	<i>Universitair Hoofddocent</i> (Associate Professor)
UNL	Universities of the Netherlands
US	United States (News Best Global Universities Ranking)
UT	University of Texas (Dallas World Ranking)
UvT	<i>Universiteit van Tilburg</i> (Tilburg University) holding company
UWV	<i>Uitvoeringsinstituut Werknemersverzekeringen</i> (Employee Insurance Agency)
vmbo	<i>voorbereidend middelbaar beroepsonderwijs</i> (secondary vocational education)
UN	United Nations
VNO-NCW	Confederation of Netherlands Industry and Employers
VSNU	Association of Universities in the Netherlands (currently UNL)
VU	VU Amsterdam
WAB	<i>Wet Arbeidsmarkt in Balans</i> (Balanced Labor Market Act)
WGA	<i>Werkhervatting gedeeltelijk arbeidsgeschikte</i> (Return to Work [Partially Disabled Persons])
HERA	Higher Education and Research Act
WIA	<i>Wet werk en inkomen naar arbeidsvermogen</i> (Work and Income [Capacity for Work] Act)
WNT	<i>Wet Normering topinkomens</i> (Standards for Remuneration Act)
WO	<i>Wetenschappelijk Onderwijs</i> (Academic Education)
WP	<i>Wetenschappelijk personeel</i> (Academic staff)
WW	<i>Werkloosheidswet</i> (Unemployment Insurance Act)
XBRL	eXtensible Business Reporting Language

The Annual Report 2021 is a publication by Tilburg University.

Warandelaan 2
5037 AB Tilburg, the Netherlands
+31 13 466 9111
www.tilburguniversity.edu
Chamber of Commerce number: 41095855

Responses jaarverslag@tilburguniversity.edu
Visit annualreports.tilburguniversity.edu

Final editing and production management: Marketing & Communication
Design and layout: F19 Digital Reporting
© Tilburg University, 2022

