

2015 ANNUAL REPORT AMSTERDAM UNIVERSITY OF APPLIED SCIENCES



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AMSTERDAM UNIVERSITY OF
APPLIED SCIENCES

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FOREWORD BY THE EXECUTIVE BOARD



The year 2015 was the year of the new Strategic Plan, which sets out the institution's strategy for the years 2015-2020. It was the year in which the declining trend in study success of the past few years was bucked to reflect a rise, the year in which students' satisfaction with their programmes continued to climb, the year of the transition of the support departments, and the year of unrest at the University of Amsterdam (UvA) with the occupation of the Maagdenhuis and the departure of the president of the Executive Board of the UvA and AUAS. 2015 also was the year in which participation in decision-making really came into its own, undergoing a process of extension and consolidation as well as the year that saw an audit of the AUAS's applied research and the adoption of the strategic research policy.

This annual report presents a multifaceted impression of the developments at the Amsterdam University of Applied Sciences (AUAS) in 2015. The structure of this annual report adheres to that of the Strategic Plan, so that both documents may be viewed and compared alongside one another. The end of this annual report, i.e. Chapter 7, contains the AUAS's report on the profile and performance agreements that the institution made with the Ministry of Education, Culture and Science in 2012, which demonstrates that the majority of the objectives have been achieved. Consequently, the AUAS looks forward to the assessment of the review committee with confidence. Chapters 2.1 through to 2.3 of this annual report provide more insight into the AUAS's ambitions, the policy pursued and the activities undertaken in 2015 on which the results achieved are based. Chapters 3.1 through to 3.3 examine the contribution made by staff and how finances and infrastructure supported that contribution. The financial report is contained in Chapter 6.

Throughout this report, references are made to the 'schools' of the AUAS. On 1 February 2016 the university of applied sciences adopted the term 'faculties' to replace 'schools', but as the latter term was applied throughout 2015, it is also used in this annual report.

Continuity of policy

As the management of the university of applied sciences, we value continuity of policy, which is why the new Strategic Plan titled 'Boundless Curiosity' is a corollary of the previous Strategic Plan (2011-2014) titled 'An Eye for Talent'. Though the new Strategic Plan (2015-2020) contains a number of improvements and shifts of emphasis, there are no radical policy changes. Student satisfaction, study success, the position of graduates in the job market and lecturer quality are

and remain four key policy pillars. The Smart, Sound, Slim programmes allowed many students and staff to work jointly on rounding off the objectives outlined in the previous Strategic Plan. The outcomes of those programmes, together with the conclusions of the Institutional Audit, which was held in 2013, and the ambitions outlined in the Profile and Performance Agreements (2011-2015), constituted the most important starting points for 'Boundless Curiosity', published in 2015. Given the success the AUAS has had with programme-based working, the institution has decided to continue down this path in the years ahead. Broader groups of staff and students are regularly involved in policy development and staff and student participation plays an important role at the school and institution level. In order to reflect the administrative responsibility they share, all school deans (i.e. faculty deans as of 1 February 2016) have assumed responsibility for one of the 'Education and Research' programmes established under Boundless Curiosity.

An annual report mostly focuses on policy, strategy and results. Important though these aspects are, they are not the most important. That is because a university of applied sciences revolves around its people: the students who begin a programme hoping to learn much, to have an unforgettable time and to secure a good starting position on the job market; the lecturers and the support staff who all in their own way contribute to the good-quality education that the AUAS wishes to offer students; the researchers who form an important link between practice and the programmes, thereby serving companies, institutions and students. A university of applied sciences also revolves around the companies and institutions that hire its students following graduation. They entrust to us the degree programmes of their future employees. We thank all those who in 2015 made a contribution to the AUAS, the university of applied sciences of, for and by Amsterdam.

Amsterdam, 31 May 2016

The Executive Board

Dymph van den Boom
Huib de Jong
Hans Amman

KEY DATA



	2011	2012	2013	2014	2015
EDUCATION					
Enrolled students ¹	46,299	46,444	49,651	48,622	46,764
Percentage of international students	3.1%	3.5%	3.6%	3.8%	4.1%
Intake ²	16,953	15,978	17,862	13,943	12,252
Bachelor's exams	5,678	6,314	5,371	6,039	7,155
Master's exams	81	90	84	77	98
RESEARCH					
Number of professors	33	37	41	41	49
Academic publications	208	226	246	296	302
Professional publications	218	258	250	328	312
KEY FINANCIAL DATA					
Equity (amounts x €1 million)	113.5	114	122.5	134.1	135.4
Solvency I	25.1%	25.3%	26.2%	29.2%	29.2%
Solvency II	26.6%	26.7%	28.9%	31.0%	32.8%
STAFF³					
Teaching staff (FTE)	1,563.8	1,668.0	1,706.7	1,786.3	1,942.6
Teaching and research support staff (FTE)	201.8	238.4	252.4	274.8	201.9
Support and management staff (FTE)	849	883.8	900.3	897.1	968.8
Total (FTE)	2,614.6	2,790.2	2,859.4	2,958.1	3,113.3
Staff (numbers)	3,333	3,539	3,593	3,707	3,904
Percentage of international academic staff	2%	3%	3%	3%	3%
Sickness absence	4.5%	4.6%	4.5%	4.3%	4.4%
ENERGY CONSUMPTION					
Gas m ³	1,278,776	1,165,886	1,295,073	941,173	864,932
District heating (natural gas equivalent m ³)	1,091,812	1,070,292	1,262,704	675,387	703,606
Purchased electricity kWh	21,700,000	20,500,000	20,300,000	20,190,095	19,447,453
Generated by the AUAS via solar panels	X	5,856	11,425	27,008	33,920
Total electricity kWh	21,700,000	20,505,856	20,311,425	20,217,103	19,481,373
CO₂ emissions					
CO ₂ fuels (gas and district heating)	3,025	2,805	3,163	2,145	2,075
CO ₂ electricity	11,414	0	0	0	0
Total	14,439	2,805	3,163	2,145	2,075
Changes since last year		-80.57%	12.76%	-32.18%	-3.26%

1 Reference date 1 October.

2 Reference date 1 October.

3 Reference date 31 December.

MESSAGE FROM THE SUPERVISORY BOARD



As in previous years, in 2015 the Supervisory Board of the AUAS convened with the Supervisory Board of the UvA in joint meetings, in which the members of the Supervisory Board of the UvA act to advise the Supervisory Board of the AUAS. The Board convened nine regular meetings in 2015, including six with the Executive Board. The Board met together with an external accountant, PwC, on one occasion. In the year under review, the Board considered it very important to pay sufficient administrative attention to the AUAS, given the extent to which developments at the UvA were dominant. The Supervisory Board and the Executive Board discussed the completion of the Smart, Sound, Slim programmes, the transition of Education and Research support and the collaboration between the UvA and VU Amsterdam.

Meetings report

In 2015 virtually all meetings of the Supervisory Board and the Executive Board discussed how to implement the ten-point plan that the UvA drew up following protests about the future of the Faculty of Humanities that resulted in the occupation of the Bungehuis and Maagdenhuis. Efforts to promote and improve participation in decision-making obviously also had consequences for the university of applied sciences.

These discussions, explained further below, did not mean that attention could be directed away from more usual agenda items. The Supervisory Board and the Executive Board discussed the annual report and the financial statements and examined a number of issues surrounding the operation of the Amstel Campus. During the course of the year, it became clear that a further assessment would be required to determine whether the Conrad Building, planned to be located at the top of the Wibautstraat and to accommodate the School of Technology, should be constructed in accordance with the original schedule. It is vital that the institution obtain up-to-date forecasts regarding student numbers, method of use and trends in government funding, etc. before a decision can be taken. The external auditor also observes that the development in the area of management control by the AUAS and UvA has somewhat stagnated now that the focus in this phase has been forced elsewhere. The Supervisory Board has expressed its understanding in this matter, but continues to emphasise the need for further development.

The Smart, Sound, Slim programmes were concluded at the start of the year; during the course of these programmes, the Supervisory Board kept informed of their progress and findings. The aim of these programmes was to achieve the objectives in the current Strategic Plan. As such, the programmes served as a successful prelude to the

implementation of the new Strategic Plan 2015-2020, Boundless Curiosity. The programmes have clearly borne fruit, not least because the university of applied sciences succeeded in involving many of its staff and students in their implementation. Examples of results discussed by the Supervisory Board are the timetable improvements and better use of room capacity brought about by Slim, but also the Guidelines for Robust and Academically Feasible Education, brought about by Smart.

Furthermore, the Supervisory Board and the Executive Board considered the transition of Education and Research support at virtually every meeting. This major project marks the end of the restructuring of the AUAS organisation, launched several years ago with the establishment of the schools, with support of the primary process now the point of departure for the new structure. Responsibility has been moved closer to the staff, while the level of professionalisation is being raised at the institution where the core strategy is characterised by a comprehensive approach to issues. The Supervisory Board has ascertained that this project was conducted meticulously and with much attention for the staff involved. Regular reports from both the Board members responsible and the transition director of the Audit Committee have allowed the Supervisory Board to form a good impression of the progress made. The Supervisory Board particularly noticed the merger of the staff departments Planning & Control (AUAS) and Finance & Control (UvA) and the bringing of the Legal Affairs departments under single management. The Transition project officially ended on 1 February 2016, though the details of the new methodology and associated culture still need to be fleshed out. The fact that this project could be carried out almost without any upheaval and in a good atmosphere for the most part in such a turbulent year can be called truly exceptional.

It goes without saying that the Board gave due consideration to the Framework Letter and focused its attention on the run-up to the budget. That budget posed a challenge to the university of applied sciences, as fewer resources are to be allocated due in part to a drop in student numbers. This drop can be seen across the entire higher professional education sector, with the introduction of the loan system being the obvious explanation. Next year, the university of applied sciences will keep a close eye on student numbers to see if they recover or determine whether the drop will result in a revised market share.

Due to these developments, setting the budget stimulated a debate among the Executive Board, and consequently also the Supervisory Board, that was unusual given the context: more than was previously the case, the institution's ambitions in the area of education and research would need to be coordinated with the timeframe when resources become available. The Supervisory Board questioned the Executive Board regarding the choices made in consultation with the

deans and the extent to which they are in line with the Strategic Plan and its associated policy; the Supervisory Board also supported the Executive Board in its efforts to balance the budget. The Supervisory Board was able to approve this budget in December, with the agreement of the representative advisory bodies, and paid its compliments to the organisation regarding the budget.

Resignation of the Executive Board president and the UvA ten-point plan

In the spring of 2015, heated discussions and protests about the future of the UvA's Faculty of Humanities were part of the movement that eventually resulted in the occupation of first the Bungehuis and then the Maagdenhuis.

The Executive Board informed the Supervisory Board about the contributing factors and circumstances of the Bungehuis occupation and why the protesters had to be removed. When student demonstrators took over the Maagdenhuis two days after the Bungehuis had been cleared, and responding to the academic community's calls for the further democratisation of decision-making, the Supervisory Board, Executive Board and UvA deans unanimously offered the following day to create a provision in the UvA's governance model for a student board member, as already exists elsewhere. At that time, the Central Representative Advisory Council indicated that it would await the evaluation of the pilot involving a student member of the UvA Executive Board before entering into discussions on a similar position at the AUAS. In the weeks that followed, the Supervisory Board and Executive Board jointly strove to discover the causes and scope of the discontent among the many bodies within the university community.

Following the clearance of the Maagdenhuis on 11 April 2015, emotions ran high once again. In response to the resulting commotion, the Central Representative Advisory Council of the AUAS expressed its support for the entire Executive Board via a press release on 16 April. A day later, however, the Central Works Council and Central Student Council of the UvA decided during the Joint Meeting that they did not deem the existing composition of the Executive Board capable of working with the academic community to chart a course for the university's future.

Acting partly in response to this decision, Dr L.J. Gunning-Schepers offered her resignation as president of the Executive Board of the UvA and AUAS to the Supervisory Board on the following day, with a view to giving the Executive Board sufficient scope and time to develop a reform agenda in its revised composition. The Supervisory Board respectfully acknowledged Dr Gunning-Schepers's decision to resign as president and has expressed its great appreciation for her tireless efforts on behalf of both institutions. Dr Gunning-Schepers had been at the helm of the Academic Medical Center (AMC-UvA) as chair of its Board of Directors and dean of the UvA's Faculty of Medicine since 2001. After a brief interruption during which she was president of the Dutch Health Council and University Professor, the Supervisory Board was pleased at her acceptance of the presidency of the Executive Board of the UvA and AUAS as from 1 April 2012. She made a powerful mark in this role and was able to significantly strengthen the position

of the two institutions both in the Netherlands and around the world. Among the responsibilities that came with her appointment was the task to further shape plans for collaboration between the UvA, AUAS and VU Amsterdam. Dr Gunning-Schepers dedicated herself to this effort wholeheartedly and has strengthened higher education in Amsterdam. During her term on the Executive Board, she also made active contributions to the internationalisation of the UvA and helped to establish UvA alumni chapters in New York, Beijing, Shanghai and London. The Supervisory Board deeply regrets that her resignation was deemed necessary and is thankful to Dr Gunning-Schepers for all that she has accomplished and the exceptional dedication and commitment she has shown to both institutions. It was a pleasure to work with her.

In the days that followed, the Supervisory Board consulted with the remaining Executive Board members and the deans and central representative advisory bodies of the UvA and AUAS regarding the situation and to develop a shared plan for the steps ahead. Following these talks, the Supervisory Board was able to express its confidence in the three incumbent members of the Executive Board. The Board asked Prof. D.C. van den Boom, Rector Magnificus of the UvA, to act as interim president of the UvA-AUAS Executive Board. She accepted and the other Executive Board members gave her their vote of confidence.

The Board then entered into discussions with the deans and representative advisory bodies of the UvA and AUAS on the recruitment of the president of the UvA-AUAS Executive Board and the Rector Magnificus of the UvA, with a view to the approaching end of Ms Van den Boom's term. The new selection procedure, which was devised following intensive consultations with and the approval of all parties concerned, gives a stronger role to all these parties. The Supervisory Board has also asked the Executive Board to further strengthen the position of the faculties and schools to better equip them for further decentralisation, which is a key shared responsibility of the deans at both the UvA and AUAS. The position of the representative advisory councils will likewise be bolstered by improving support, on the one hand, and adjusting collaborative working procedures, on the other. Last but not least, the Supervisory Board continues to call on all parties to engage in open and respectful dialogue with one another.

In the autumn of 2015, the Supervisory Board asked Prof. D.C. van den Boom to remain as acting interim president of the UvA-AUAS Executive Board and also as Rector Magnificus of the UvA/member of the UvA-AUAS Executive Board until successors for both positions have been appointed. The Board considers it vital that continuity and knowledge are safeguarded at both institutions while new board members are recruited. The Board is extremely grateful to Ms Van den Boom for her willingness to continue fulfilling both positions for several more months. In April 2016, the Board announced the appointment of Prof. G.T.M. ten Dam as president of the UvA-AUAS Executive Board and of Prof. K.I.J. Maex as Rector Magnificus of the UvA and member of the UvA-AUAS Executive Board. Ten Dam is professor of Educational Sciences at the UvA and former chair of the Education Council; Professor Maex is dean of the Faculty of Science as well as dean of both sciences faculties of VU Amsterdam. Both members accepted their positions as of 1 June 2016, on which date Ms Van den Boom stepped down as Rector Magnificus

and interim president. Following consultations with the Executive Board, deans and representative advisory bodies, the Supervisory Board decided to strengthen the Executive Board with a member responsible for Finances of the university of applied sciences without delay, to which end an interim Executive Board member will be appointed.

With all the events surrounding the administrative continuity of both institutions, there were renewed calls for mutual collaboration throughout 2015. On appointing the new members to the Executive Board, the Supervisory Board requested that they prioritise evaluating the collaboration so that conclusions may be drawn by the end of 2016.

Composition and operation of the Supervisory Board

On 1 February 2015, the Supervisory Board welcomed Mr R. de Jong RA as the successor of Mr B. Bleker, who stepped down at the end of his second term in 2014. In Mr De Jong, the Board has an extremely experienced supervisor with a keen eye for finance.

Following the departure of Ms M. Zaanen as Secretary General of the University of Amsterdam and also as secretary to the Board as of 1 February 2015, the role of secretary to the Board was assumed for several months by Ms G.M. van Velzen, who also serves as Secretary General of the UvA and AUAS, until the appointment of Ms J.M.C. Krol, whose appointment was approved by the Board as of 1 May 2015. Ms Krol will combine her new tasks with her position as director of Legal Affairs at the UvA and that of AUAS head of Legal Affairs, a post she has held since 1 November 2015.

In February 2015 the Supervisory Board discussed the findings of its self-evaluation conducted in the autumn of 2014, which included a critical review of its working methods. Following a round of interviews with all Board members, the outgoing secretary to the Board and the president of the Executive Board, the Supervisory Board drew up an overview that was then discussed at this Board meeting. This also included a renewed look at how the Board can exercise a more modern form of engaged supervision that emphasises the primary process of the university of applied sciences and the university. It was concluded that additional time is needed both at and outside meetings to fully address the issues.

The Supervisory Board has three committees, all of whose regulations are published on the website of the UvA/AUAS. The Education and Research Committee is comprised of Prof. S.W.J. Lamberts (UvA, chair) and Prof. G.P.M.F. Mols (UvA), and Ms M.A.M. Barth (AUAS), and has met on five occasions. The committee spoke with the rectors regarding the issues of quality assurance, education and research.

The Audit Committee is comprised of Mr R. de Jong RA (AUAS, as of 1 February 2015) and Ms L.M.T. van Velden (UvA, chair). It met on five occasions and considered issues relating to the institutions' operational management, building programmes and financial management together with the vice-president of the Executive Board. Four of the meetings were held with the accountant, PwC, in addition to the Audit Committee's separate annual meeting held with the external accountant.

The Governance Committee is comprised of Mr A. Nicolai (UvA-AUAS, chair), and Prof. S.W.J. Lamberts (UvA) and Ms M.R. Milz MBA (AUAS). This committee met on five occasions and in 2015 it was intensively involved in the preparations for recruiting new members of the Executive Board. It also closely followed the debate in the Dutch States General on the amendment of the Executives' Pay (Standards) Act (*Wet normering topinkomens, 'WNT'*), which could have major ramifications for senior-level personnel policy at both organisations. The committee further examined the Executive Board's expenses scheme and took preparatory steps for the annual consultations with individual Executive Board members and the Supervisory Board's aforementioned self-evaluation.

All Executive Board members had an annual consultation with the Supervisory Board around the end of 2015/beginning of 2016. These consultations review not only individual performance but also the ancillary activities of members. The Supervisory Board approved all of these ancillary activities.

The consultations between the Supervisory Board and the Central Representative Advisory Council, which were held three times in the year under review at the request of the Central Representative Advisory Council as a result of the unrest at the UvA, were experienced as extremely useful and worthwhile. These consultations are an opportunity to discuss the general state of affairs at the university of applied sciences based on the Strategic Plan, the financial statements or budget or points brought forward by the Central Representative Advisory Council. The Supervisory Board immensely values the open and constructive climate in which these discussions take place.

In closing, the Supervisory Board wishes to thank the Executive Board, the deans, and all staff and students of the university of applied sciences for their efforts and contributions to the past year's achievements, and to express its great appreciation for the manner in which the Executive Board has continued to fulfil its role during a troubled period.

Amsterdam, 31 May 2016

The Supervisory Board

A. Nicolai, chair
M.R. Milz MBA
M.A.M. Barth
R. de Jong RA

CENTRAL REPRESENTATIVE ADVISORY COUNCIL ANNUAL REPORT



The AUAS has a unified Representative Advisory Council, consisting of both students and employees. These members are chosen by means of direct elections. The electoral system is designed to ensure that students and employees from each school are represented in the Council. Representative Advisory Council powers that do not arise from the applicable legislation or Collective Labour Agreement are laid down in the Representative Advisory Council Regulations. These powers partly differ from the authorisations allocated to works councils on the basis of the Works Councils Act (*Wet op de ondernemingsraden*).

In addition to a Central Representative Advisory Council, all schools and all the various central departments have their own Representative Advisory Council. The Central Representative Advisory Council serves as a consultation partner for the Executive Board; the dean will fulfil this role on behalf of the individual Representative Advisory Councils, with the Secretary General of the AUAS charged with the same responsibility on behalf of the central departments (Department and Services Representative Advisory Council). In addition to negotiating with their formal consultation partner, the Councils also consult with one another on specific issues as necessary.

With the exception of the summer holiday period, the Executive Board and Central Representative Advisory Council consult on a monthly basis. Consultations are also held with the Council Board (*dagelijks bestuur*) on a periodic basis. These consultations generally serve to prepare items for the consultative meeting.

This annual report presents in outline the consultations held by the Executive Board with the Central Representative Advisory Council. The summary below only includes the main subjects discussed with the Central Representative Advisory Council and does not intend to be exhaustive.

Meetings report

In the year under review, the Executive Board and the Central Representative Advisory Council discussed annually recurring issues such as the Teaching and Examination Regulations, the Students' Charter, tuition fees and the budget. The discussions of these topics were constructive and eventually resulted in – following adjustments and additions as required – the approval by the Board of all points of the proposed policy.

At the start of the year there was also much focus on rounding off the Smart, Sound and Slim programmes which were announced in 2013. These programmes were launched in early 2014 as a prelude to the new Strategic Plan and were concluded in late 2014/early 2015. The outcomes and proposals produced by these programmes were of vital importance for the institution's strategic course and were therefore the subject of extensive discussions during multiple meetings with the Council.

Also in early 2014, the Executive Board asked the Central Representative Advisory Council to issue an opinion on the proposal to integrate Student Services (UvA) and Student Affairs (AUAS) under the leadership of a new director yet to be appointed. The Central Representative Advisory Council issued a positive opinion, albeit with a number of caveats, including reservations regarding the profile of the new director, the accommodation of the integrated service and the positioning of the

AUAS's International Office within it. The Board was pleased with the positive opinion and promised to consider the caveats carefully.

In 2015 the Council also examined a number of topics relevant to the staff's terms of employment, including the adoption of the Long-Term Employability (DI) Scheme, which is essentially an implementation of the DI scheme pursuant to Article M-1-h of the Collective Labour Agreement for Universities of Applied Sciences. However, the most prominent staff issue of the past year was certainly the Transition to the new support staff structure at the AUAS. The aim of this so-called transition project is improved support of education and research by setting up an adequate and clear-cut structure for the institution's support services. This project involves clear descriptions of the supportive positions, roles and the associated responsibilities and authorities, as well as a reformed consultation and decision-making structure aimed at expediting support-related activities. The plans have resulted in a radical decentralisation of tasks and authorities within the university of applied sciences.

Though the Central Representative Advisory Council indicated its agreement with the objectives and main outlines of the envisioned organisational change from the beginning, the Council wished for further explanation and details regarding a number of points before approving the underlying transition plan. For example, the Council found the plan to be overly technical and official and, moreover, it felt that the plan did not sufficiently recognise that the transition would also have major consequences within the schools with respect to working methods and the culture of quality the institution wishes to develop. The Central Representative Advisory Council therefore proposed reorienting the plan towards the employee and addressing any lack of clarity through greater transparency and timely communication. The Council also proposed fleshing out scenarios for staff placements and transfers. Following various consultations with the Executive Board, which the Transition director also attended, and the implementation of various amendments, the Central Representative Advisory Council eventually approved the transition plan.

Another topic that was the subject of intensive consultations between the Board and the Council concerned the 'Intellectual property rights scheme', a matter of importance to both students and staff. The aim of this scheme is to stimulate valorisation as part of everyone's work and to provide clarity regarding the applicable rules. The position of the researcher and the student are central in this scheme since there can be no knowledge exploitation without researchers. The student members of the Council, in particular, initially had difficulty with the scheme. This prompted the Executive Board to commission further efforts to elaborate the issue in order to accommodate the student members' wishes, after which the Council approved the new scheme in late 2015.

During the annual away day, the Central Representative Advisory Council spoke extensively with the Board on the future of education (future-proof education). These talks also touched on cooperation in and with the city of Amsterdam as well as on the role of participation in decision-making at the university of applied sciences. This latter topic was also the theme of an additional away day that was organised in June, where attendees discussed the culture of participation and reforming the regulations for participation in decision-making. Furthermore, Mr Du Perron, vice-rector of the UvA, was invited to elaborate on the university's reform and democratisation agenda. The Executive Board found the discussions held during these meetings to be extremely useful and an important source of information for preparing and formulating future policy.

Finally, the Board held regular consultations with the Central Representative Advisory Council during the turbulent period of the UvA student protests which resulted in the occupation of the Maagdenhuis and eventually in the resignation of Louise Gunning-Schepers as president of the Executive Board. During these consultations the Board expressed its gratitude to the Central Representative Advisory Council for the constructive manner in which participation in decision-making has operated; the oft-used slogan 'I love HvA' has become more than a mere saying and is now integral to the institution.

Central Representative Advisory Council composition

The following is an overview of the composition of the Central Representative Advisory Council at the time of the signing of the 2015 Annual Report.

NAME	UNIT	SECTION/ POSITION
Gerlof Donga	School of Digital Media and Creative Industries	Staff
Willem Brouwer	School of Digital Media and Creative Industries	Staff
Mieneke Zander-Anker	Departments and Services	Staff
Mahesh Adhin	School of Technology	Staff
Mark van der Horst	Departments and Services	Staff
Kees Post	School of Economics and Management	Staff
Kiek van der Putte	School of Health Professions	Staff
Jochen Riester	School of Digital Media and Creative Industries	Staff
Han Boels	School of Economics and Management	Staff / vice-chair
Sip Stulp	School of Social Work and Law	Staff
Anneke van Bommel	School of Social Work and Law	Staff
Pieter Claey	School of Economics and Management	Staff
Soufian Talie	School of Social Work and Law	Student
Akin Dogan	School of Economics and Management	Student
Esra Sahingoz	School of Economics and Management	Student
Katie Kostova	School of Technology	Student
Sophie Reusink	School of Digital Media and Creative Industries	Student
Zoë van Beek	School of Social Work and Law	Student / treasurer

Marco Kloek	School of Digital Media and Creative Industries	Student
Diva Kabir	School of Social Work and Law	Student
Hamit Yucel	School of Education	Student
Lisa Ubachs	School of Economics and Management	Student
Menno Oldenhof	School of Education	Student / chair
Koen Langeslag	School of Health Professions	Student / Central Representative Advisory Council secretary

The Central Representative Advisory Council is supported by a clerk, Pascal Brugmans.

Details of the legal entity

Amsterdam University of Applied Sciences
P.O. Box 1025
1000 BA Amsterdam

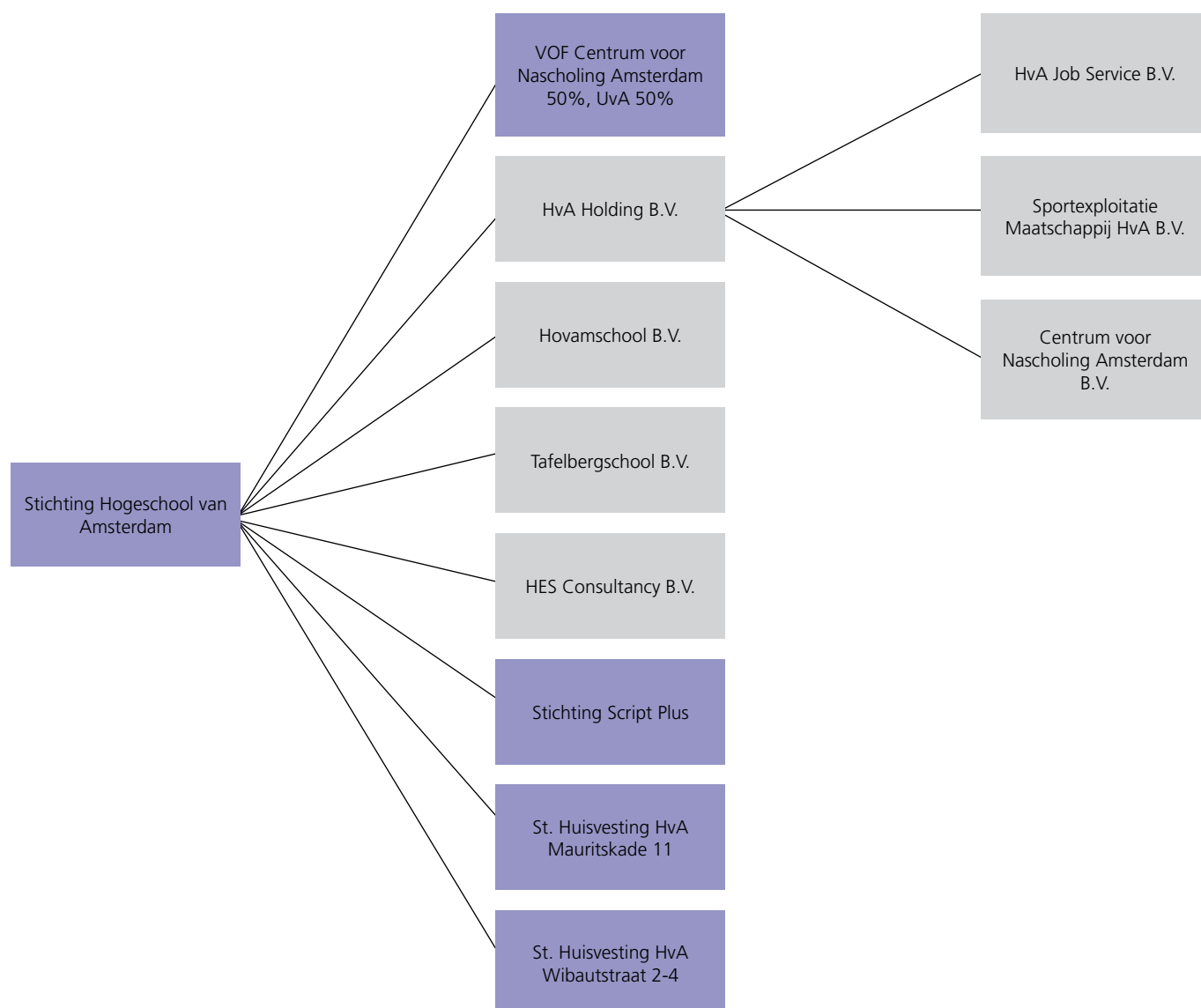
Spui 21
1012 WX Amsterdam

+31 (0)20 595 32 00
www.hva.nl

Branch number 21871949
Brin: 28 DN
Competent authority number: 40331

Bank: Deutsche Bank NL53DEUT0419548297
Chamber of Commerce registration No.: 34215054
ANBI: 81.52.91.152 st.hva (decision 22 December 2009)
VAT number: 8152.91.152 B01

LEGAL STRUCTURE



Grey components are liable to pay corporation tax

AMSTERDAM UNIVERSITY OF APPLIED SCIENCES

1



HISTORY AND POSITION

The AUAS in its current form was established in 1993 as a result of the merger between the Algemene Hogeschool van Amsterdam and the Amsterdam University of Applied Sciences. At the time, some 30,000 students were enrolled at a total of 60 different degree programmes. The Algemene Hogeschool Amsterdam and the Amsterdam University of Applied Sciences had themselves been formed through the amalgamation of several smaller schools. The year 2004 saw another merger with the University of Applied Sciences for Economics and Management (HES), followed by a merger with the *Stichting Archiefschool* in 2008.

With nearly 47,000 students and 3,900 staff members, the AUAS is the largest knowledge institution in the Netherlands. As a broadly oriented 'university of applied sciences', the AUAS educates students from a wide range of backgrounds. In the 2015-2016 academic year, around 12,300 students commenced a degree programme and 7,253 students received their degree certificates. Our programmes span 66 Bachelor's, 14 Master's and 5 Associate degree programmes, which are organised at seven schools: the School of Sports and Nutrition, the School of Economics & Management, the School of Health Professions, the School of Digital Media and Creative Industries, the School of Social Work & Law, the School of Education, and the School of Technology.

PROFILE

The AUAS is a metropolitan university of applied sciences, where learning, working and living in the inspiring and complex city of Amsterdam all come together naturally. AUAS graduates are specifically equipped to work in urban, intercultural and innovative environments. Furthermore, the institution strives to be a broad, accessible university of applied sciences where students, lecturers and researchers from various backgrounds and disciplines cooperate with both one another and a broad range of businesses, institutions and other knowledge institutions. The AUAS is an institution where students feel at home, regardless of their personal, socio-economic or cultural background.

In order to fulfil its broad, metropolitan and emancipatory function, the AUAS must ensure that all education meets higher professional education standards. The AUAS values quality above quantity. The quality of education – based around full-time Bachelor's programmes – is our key priority. The aim is to ensure that our students graduate with a good degree, rather than simply obtain a certificate. A successful career at the university of applied sciences will require motivation, ambition and commitment. This applies to both students and staff.

CHANGING CONTEXT

Developments in higher education, in national and European politics, in technology and in the way people combine work and study influence both the position and role of higher education. The context in which this education – and therefore also the AUAS – operates is subject to constant change. Others have described and analysed these developments in detail in terms of the dependence on knowledge,

digitisation, robotisation, globalisation and personalisation.⁴ And all of this needs to be viewed in the context of demographic developments and the changes in the way higher education is funded.

In its Strategic Plan 'Boundless Curiosity', the AUAS draws conclusions in many areas with respect to the continuous changes going on in and beyond education. Later in this annual report we zoom in on many aspects of these changes in terms of education, research and service provision. However, at the institutional level the AUAS has concluded that its profile as a practice-focused knowledge institution requires greater emphasis and that collaboration is the new form of competition.

It is therefore perfectly understandable that there is a growing realisation in the Netherlands that competition between knowledge institutions is actually less relevant than the question of how the Netherlands, through collaboration, will be able to offer high-quality education and research – also in the future – while retaining its appeal to students and researchers. The city of Amsterdam plays a key role here: the mixture of the city's appeal with the concentration of knowledge is the way forward.

STRATEGIC COLLABORATION IN AMSTERDAM

Amsterdam Academic Alliance

Amsterdam's densely concentrated knowledge and science infrastructure makes it unique in the Netherlands. The city is home to the University of Amsterdam (UvA) and VU Amsterdam, two major universities each boasting large medical centres, the AMC-UvA and VUMC, respectively. There are also institutes such as the Netherlands Organisation for Scientific Research (NWO), the Royal Netherlands Academy of Arts and Sciences (KNAW) and a number of its institutes, and R&D institutes. In addition to the AUAS, a number of other universities of applied sciences are established in Amsterdam, such as the Amsterdam School of the Arts, Inholland, the Interreligious Primary Teacher Training Institute (Hogeschool iPabo) and the Gerrit Rietveld Academy.

The *Differentiëren in drievoud* (Threefold Differentiation) advisory report issued by the Veerman Committee (Future-proof Higher Education System Committee) and the Review of Higher Education in Regional and City Development, Amsterdam report by the Organisation for Economic Cooperation and Development (OECD), both published in 2010, have lent a major impetus to cooperation between Amsterdam's higher education and research institutions. In May 2012, this resulted in a declaration of intent from the UvA,

4 IPPR (2013). *An avalanche is coming: Higher education and the revolution ahead*; WRR (2013). *Naar een lerende economie*; WRR (2015). *De robot de baas. De toekomst van werk in het tweede machine tijdperk*; OCW (2015). *2 werelden, 2 werkelijkheden: een verslag over gevoelige maatschappelijke kwesties in de school*; WRR (2014). *Gescheiden werelden? Een verkenning van sociaal-culturele tegenstellingen in Nederland*. Rathenau Instituut (2016). *Chinese borden - Financiële stromen en prioriteitsbeleid in het Nederlandse universitaire onderzoek*.

AUAS and VU Amsterdam to establish an Amsterdam Academic Alliance (AAA).

Through this alliance, the three institutions aim to offer students a full and differentiated offering, both in terms of programmes and levels; eliminate practical obstacles to collaboration between researchers; jointly establish innovative, interdisciplinary and nationally and internationally prominent programmes; act as a point of access for commerce; and coordinate operations at the various institutions to run smoothly and efficiently. In other words, the collaborating knowledge institutions want to create an open education and research space in Amsterdam that seamlessly dovetails with the needs of students, lecturers, researchers, businesses and the city.

In the autumn of 2014, the AUAS, UvA and VU Amsterdam commissioned the Scottish bureau BiGGAR Economics to identify the economic significance of the knowledge institutions in Amsterdam. In addition to direct and indirect spending by students, staff and institutions, BiGGAR also calculates the economic impact based on the future earning potential of more highly educated students, the effects of healthcare on life expectancy and the appeal of knowledge institutions to businesses and tourists. The report revealed that the AUAS contributes €3.1 billion to the Netherlands' gross national product and €1.6 billion to the Amsterdam metropolitan region.

Collaboration with the UvA

The AUAS and UvA have been collaborating since 1998. The main focus of this collaboration is to better serve existing and prospective students by offering them a wide range of degree programmes (and levels) within which students can navigate relatively 'friction free'. This also includes counselling to guide students towards the most suitable degree programmes (and thus increase their chance of study success). Collaboration between the AUAS and UvA is not limited to education: over the past few years the two institutions have also been working ever closer in the area of research and service provision.

To safeguard the continuity and further expansion of this collaboration, the Executive Boards of both institutions decided to cement a structural link in the form of a single joint board with four members. As of 1 September 2003, both institutions have been managed by a single joint Executive Board. This was preceded by an agreement that the institutional collaboration between the AUAS and UvA should focus on jointly achieving the following objectives:

- To create a situation in which students of both institutions have more opportunities to advance to degree programmes at their own or the other institution.
- To offer new degree programmes and innovate the existing programmes in response to society's needs and students' demands.
- To secure efficiency gains and economies of scale by joining forces in the area of education and student facilities in the broadest sense, with the aim of serving students efficiently in a way that is 'customer-oriented', as well as by releasing resources for the primary process via cost reduction.

At the request of the deans of the UvA, the deans of the AUAS and the representative advisory bodies of both institutions, an evaluation of the UvA-AUAS collaboration will be conducted under the leadership of the new president of the Executive Board in the course of 2016.

MISSION AND STRATEGY

Mission

The Amsterdam University of Applied Sciences (AUAS) trains a diverse mix of students in a broad range of professional fields, enabling them to develop their talents to the full and practise independently at the top of their chosen professions. The AUAS is also a knowledge institution where the combination of teaching and research helps to advance the professional sector and community in and around the cosmopolitan city of Amsterdam.

Strategy

The history, position and context of the AUAS is reflected in the institution's strategy. The 2015-2020 Strategic Plan 'Boundless Curiosity' is the leading document. This document continues, after first identifying a number of target areas, where the Strategic Plan for 2011-2014 'An Eye for Talent' and the associated Education and Research Agenda 2011-2014 'Creating Tomorrow, Let's Start Today' left off. These strategic documents, which form the basis for the profile and performance agreements made with the Ministry of Education, Culture and Science in the autumn of 2012, focus on safeguarding education quality, study success, student satisfaction as well as the institution's connections with the city of Amsterdam. These remain the AUAS's leading principles.

In the prelude to the new Strategic Plan, the AUAS has decided to conclude three components of the old Strategic Plan: the Smart, Sound and Slim programmes announced in 2013. These programmes were launched in early 2014 and ended in late 2014 as agreed.

- **Smart:** Lagging study success and student satisfaction rates prompted the Smart programme. This programme resulted in the 'Guidelines for Robust and Academically Feasible Education', which included design criteria that have an evidence-based, positive effect on compliance with the agreements on drop-out rates, study success and student and staff satisfaction. A guideline for the special programmes has also been developed.
- **Sound:** The Sound programme came about from the desire not only to deliver the best-possible quality in education and research, but also to be able to account for such an achievement. Students, staff and society (rightly) expect the institution's accountability with regard to interim examination and final examination results and degree certificates to be watertight. This programme has endeavoured to safeguard that watertight accountability.
- **Slim:** The Slim programme aimed to establish a reliable support organisation at the lowest possible costs. Improving timetabling was a key component of this programme and it resulted in a concrete approach featuring the implementation of quality



7 JANUARY 2015

Students of the AUAS in Amsterdam, Ramon Llull University in Barcelona and the Ecole Supérieur de Gestion et Commerce International in Paris won a competition on city marketing issues for Amsterdam Zuid-Oost with 'ZO! Zijn wij'.

standards across the AUAS. Another crucial pillar of the Slim programme involved a proposal to improve harmonisation between support services and education and research, with work on further-reaching decentralisation starting in 2014. This was then elaborated in a transition plan which was adopted in late 2015. The commencement date for the new structure of the support organisation is 1 February 2016.

The Strategic Plan 2015-2020 'Boundless Curiosity' builds on the results of these programmes. This annual report has the same structure as the new Strategic Plan and reports on the core tasks of education, research, innovation and impact as well as on the resources that support these tasks: quality staff, finances and infrastructure. Furthermore, the AUAS has identified four strategic themes which will be the focus of additional attention in the years ahead.



15 JANUARY 2015

AUAS Engineering, Design & Innovation student Daan Veeloo developed a 3D scanner that determines your exact shoe size and matches it to shoes in a webshop.

STRATEGIC OBJECTIVES

2



2.1 EDUCATION

AMBITIONS 2015-2020

The Amsterdam University of Applied Sciences (AUAS) trains students as professionals with higher professional education (HBO) qualifications, which guarantee the right level of professionalism and are recognised and acknowledged as a reliable measure of quality in the wider world. AUAS graduates are qualified to enter metropolitan, regional, national and international labour markets straight away, and stand out due to their evidence-based expertise. They are aware that the world around them is constantly changing, and their fundamental inquisitive nature will enable them to maintain their level of knowledge and adapt their behaviour to accommodate new information and evolving insights. All AUAS programmes therefore devote attention to applied research and the associated methods and techniques. As a metropolitan university of applied sciences, the AUAS sets great store by a diverse mix of potential students, in line with its emancipatory function.

The AUAS also aims for students (and alumni) to be satisfied with the quality of their education, to complete it within the set timeframe and to move quickly into a position in the labour market that is right for them. Information that is honest, clear, accurate, complete and provided on time, mandatory Study Checks, proper guidance, and flexible teaching customised to students' backgrounds, abilities and ambitions constitute the means of achieving these goals. Collaboration and coordination within lecturer teams, among programmes and between programmes and support departments/services will be essential in this regard.

Student satisfaction, study success, the position of graduates in the job market and lecturer quality are and remain four key policy pillars. The AUAS has set itself the following concrete goals for the policy period ahead: to raise the Bachelor's success rate to 60 per cent, to raise the proportion of Bachelor's students that are satisfied or very satisfied with their programmes as a whole to 70 per cent and, finally, to ensure that 85 per cent of students find employment within three months of graduating.

2015

As in other years, much attention was paid in 2015 to improving student satisfaction and study success. Study success is the AUAS's greatest challenge. Efforts to raise student satisfaction involved a heightened focus on information provision to students, study timetables and study facilities. The Bachelor's success rate has climbed in the past year; this means that the downward trend of several years has been reversed. The number of students dropping out after the first year of their programme has fallen, due in part to the introduction of the mandatory Study Check, which has been evaluated positively.

All degree programmes that reapplied for accreditation in 2015 also completed this process successfully. Particularly interesting was the process involving the technical degree programmes since these have contributed to the reduction in the number of core programmes. As such, this operation will have significant consequences for education in the sector.

This chapter also discusses how quickly AUAS graduates are able to find employment and reports on the most important internationalisation outcomes.

STUDENT SATISFACTION

As part of quality assurance and in line with the performance agreements, the AUAS devotes particular attention to student satisfaction. In addition to study success and job-market entry rates, student satisfaction is a key indicator for the AUAS. It is important to the organisation that its students are satisfied with the education and facilities they are offered. Each year, all degree programmes review the results of the National Student Survey (NSE) and integrate them into their improvement plans. Every degree programme discusses the survey results in the executive consultations between the programme managers and the dean and in the periodic executive consultations between the Executive Board and the deans. The covenants between the Board and the deans, which are based on the Strategic Plan, set target values which the schools tailor to their degree programmes.

According to the annual NSE, satisfaction among AUAS students has risen considerably in the past year, a rise that is reflected in virtually all areas about which students were surveyed (also see the diagram on the following page). AUAS students are overwhelmingly positive about their programme content and their lecturers. However, they are less satisfied about a number of organisational aspects: information provision, study timetable and study facilities, though they indicate that these areas, too, have improved visibly compared to last year. These areas have been the focus of special attention in the past few years, including via the Smart, Sound and Slim programmes. The objective that the AUAS set itself under the performance agreements, namely 65 per cent of all students indicating to be satisfied or very satisfied with their programme, has been achieved. Satisfaction with degree programmes is generally 3.79 (on a five-point scale. Source: NSE2015, unweighted).

AUAS STUDENT SATISFACTION IN THE 2015 NATIONAL STUDENT SURVEY

Your degree programme in general	3.79
Programme content	3.51
General skills	3.75
Scientific skills higher professional education	3.51
Career preparation	3.57
Lecturers	3.47
Academic student counselling	3.35
Examinations and assessment	3.53
Information provision	3.11
Study timetable	2.91
Study load	3.34
Size of group	3.62
Work placement & programme	3.13
Work placement experience	3.80
Study facilities	3.07
Quality assurance	3.09
Studying environment	3.82

■ does not score significantly lower than a G5 institution	⬇ Lower than 2014
■ significantly lower than 1 G5 institution	➡ Equal to 2014
■ significantly lower than 2 G5 institutions	⬆ Higher than 2014
■ significantly lower than 3 G5 institutions	
■ significantly lower than 4 G5 institutions	

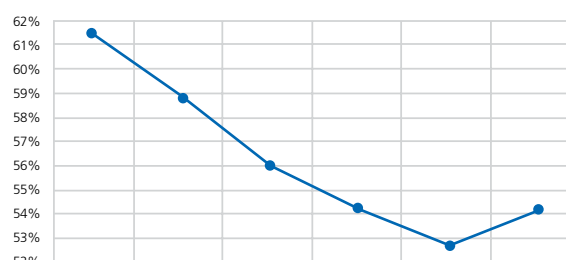
STUDY SUCCESS

Attracting the highest potential number of incoming students who complete their programmes successfully is a top priority for the AUAS. The performance agreements include agreements on student drop-out rates, students switching to different programmes within the AUAS and the Bachelor's success rate. These agreements have been tailored to the individual schools and degree programmes. Under the covenants, each school has made agreements with the Executive Board concerning its own targets. Progress, areas of concern and improvement plans feature on the agenda of the annual executive consultations both within and outside the schools.

Bachelor's success rate

After years of falling, the Bachelor's success rate is on the up, rising from 52.7 per cent (2009 cohort) to 54.2 per cent (2010 cohort). This reversal coincided with the ambition to raise the level of the programmes. Though the Bachelor's success rate is significantly lower than the agreed target of 60 per cent (2010 cohort) under the performance agreements, the change in the trend is encouraging, especially now that the indicators continue to point upwards.

BACHELOR'S SUCCESS RATE AFTER 5 YEARS



	2005	2006	2007	2008	2009	2010
% who obtained their degree certificate after 5 years	61.5%	58.9%	56.0%	54.2%	52.7%	54.2%

The past few years have seen additional measures taken across the AUAS as a whole and at the level of the schools and degree programmes in an effort to reverse the downward trend in the Bachelor's success rate. The most important of these measures were specified in the performance agreement with the ministry and they have also been implemented. In particular, the standard applicable to the binding recommendations regarding the continuation of studies (BSA) has been raised and the Study Check firmly established across the AUAS, in close cooperation with colleagues from the UvA. The institution has opted for an intensive and mandatory form of Study Check: compulsory participation and immersion in a realistic study experience that reflects the first year of the intended degree programme.

The measures implemented go beyond the measures agreed. In view of the difficulty of the challenge, design criteria have been developed under the Smart programme for 'robust and academically feasible' education. These design criteria are based on the AUAS's research and its experiences as well as those of other universities of applied sciences. The aim of comprehensively applying the design criteria is to eventually create programmes with greater academic feasibility and to ensure that feedback and assessments are elements of the curriculum that mainly promote study success. In 2015 the degree programmes discussed a variety of ways to use the design criteria at the programme level. These discussions usually resulted in the further improvement of programme coherence, a better scheduling of interim examinations and the offer of additional guidance to students in the graduation phase. To better prepare graduation-phase students to apply research skills, special focus is devoted to continuous lines of research in the curriculum.

Drop-out and switch rates

The AUAS has made optimal use of the opportunities offered by the Quality in Diversity in Higher Education Act (*Wet Kwaliteit in verscheidenheid hoger onderwijs*) in its efforts to further reduce drop-out and switch rates. From the 2014-2015 academic year, all prospective AUAS students have been obliged to participate in the Study Check, the result of which forms the basis of a recommendation regarding the prospective student's choice of



27 JANUARY 2015

The Ministry of Social Affairs and the Amsterdam metropolitan region (MRA) will be jointly investing over €14 million in the 'Putting talent to work' programme.



JANUARY 2015

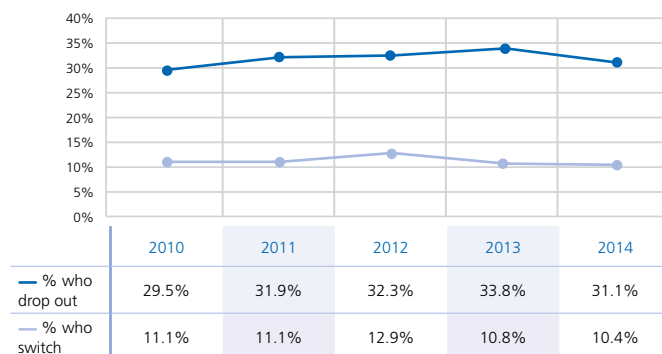
Cultural Complex De Hallen in the Kinkerbuurt district of Amsterdam has been making a flying start since opening. AUAS Commercial Economics students devised a strategy for the complex.

degree programme. The objective of the Study Check is to achieve a better match between student and degree programme by having the student undergo a realistic study experience which raises the likelihood of study success while at the same time reducing the risk of the student dropping out or switching, to the extent such a risk is due to a poor choice of programme in the first place.

The relevant information provided by the AUAS is geared towards enabling the prospective student to make a clear and informed choice. The student who chooses the degree programme that is right for them is more likely to complete it successfully. Providing a realistic impression of the degree programme, the guidance that students can expect, the profession and job-market prospects are therefore crucial elements of this process.

The drop-out rate among first-year full-time students fell in the past year from 33.8 to 31.1 per cent. This fall follows a steady increase in the drop-out rate since 2010. Nevertheless, the rate is still slightly above the 2015 target of 30 per cent. The percentage of full-time Bachelor's students who switched to another AUAS programme fell in the past year from 10.8 to 10.4 per cent. The agreed target of (a maximum of) 12 per cent (for the 2014-2015 academic year) has been achieved.

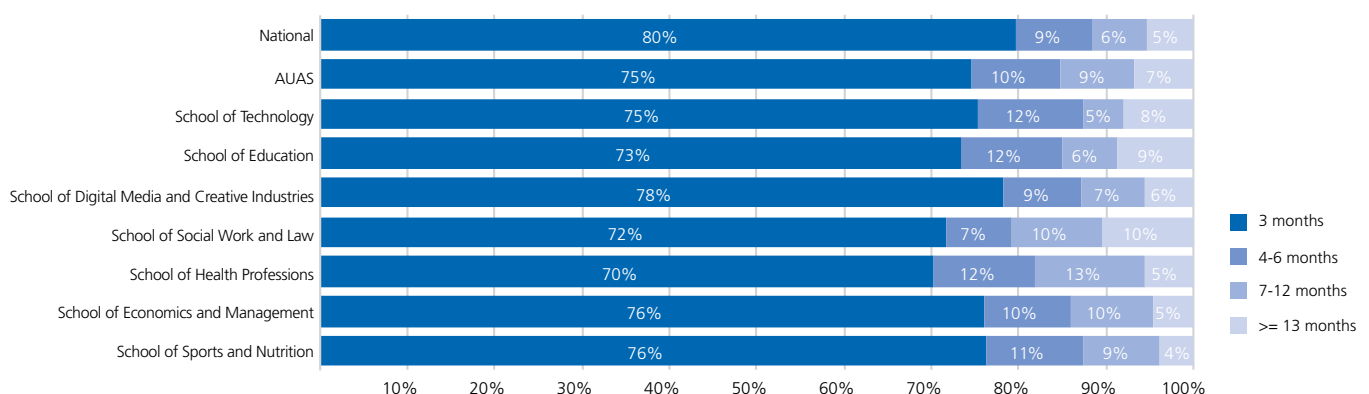
DROP-OUT AND SWITCH RATES



JOB MARKET

AUAS graduates are able to enter metropolitan, regional, national and international labour markets straight away, and stand out due to their evidence-based expertise. This is at least the AUAS's objective. The 2020 objective, as formulated in the new Strategic Plan, is that at least 85 per cent of all AUAS respondents (full-time Bachelor's students) find employment within three months of graduating.

TIME SPENT SEARCHING FOR A FIRST JOB



The HBO Monitor (2015) reveals that 75 per cent of AUAS graduates find paid employment within three months of graduating, which is slightly under the national average of 80 per cent.

DIFFERENTIATION IN EDUCATION

Flexibilisation

Student demands on higher education are expected to change: students will be wanting to co-direct their own education programmes. At the same time, the demand for refresher courses from those in employment is growing and Lifelong Learning is of key importance in a continuously changing job market. These developments require modes of study that allow students to direct their own learning process (customised education) and to more effectively combine learning and working, whether part-time or otherwise. The Smart programme recommended developing a vision of future-proof education or flexible education. A basis for this vision was laid during the working conference on future-proof education (January 2015) and the AUAS Education Conference on this theme (April 2015). In this context, flexibilisation is not a goal in itself; instead it primarily seeks to: 1) increase responsivity; 2) give the student more control; and 3) facilitate Lifelong Learning. This programme also considers how AUAS degree programmes can acquire a blended-learning character in the light of flexibilisation: curriculum content and/or teaching will be offered (at least partly) online, in order to free study of some of its time and location constraints. The benefits of new and existing ICT and social media will be employed as effectively as possible in setting up programmes and selecting teaching methods in the future. Experiments commenced in 2015 regarding this topic will result in conclusions in 2016.

The students enrolling in the AUAS are extremely diverse. To ensure that the education the AUAS offers is aligned as closely as possible with the backgrounds and ambitions of its first-year students, the institution offers a number of programme options, including three-year programmes for pre-university (VWO) students and excellence programmes.

Three-year programmes for pre-university (VWO) students

As part of the performance agreements, the AUAS has applied for selective funds in order to develop a number of three-year programmes for pre-university (VWO) students. The AUAS currently offers twelve of these three-year programmes that are not open only to students with a VWO certificate, but also to those with a senior general secondary education (HAVO) certificate with an average final mark of 8 or higher.

The development of these programmes is aligned with the AUAS's ambition to appeal to a broad and diverse group of students. Each degree programme offers first-year students a study track or combination of study tracks with the possibility to:

- pursue an excellence programme, in addition to the regular Bachelor's programme, whereby the student receives a certificate of excellence on graduation;
- pursue a combined higher professional education-academic programme, such as university-level primary teacher training, whereby the student graduates at both higher professional and academic Bachelor's level;
- take a follow-on minor during the four-year Bachelor's programme that allows the student to advance directly to a related academic Master's; the AUAS has 12 follow-on minors in addition to the academic tracks;
- take a degree programme intended for a higher entry level, allowing the students to achieve the programme's exit qualifications in three years.

Excellence programmes

To develop its excellence programmes, the AUAS started a programme in 2009 as part of the national Sirius programme. The programme's culmination in 2014 was marked by, among other things, a large conference organised by the AUAS. The audit committee concluded that the AUAS had developed an approach under the Sirius programme which allowed it to largely achieve its aims. The Smart programme sought to continue Sirius by embedding special tracks in the degree programmes, resulting, for example, in the AUAS accrediting a number of inter-curricular programmes as honours programmes, the modules of which were assessed by an expert commission against the relevant criteria. This expansion has led to more students taking excellence programmes. Participation in excellence programmes is 4 per cent in the propaedeutic year (2013 cohort) and 6 per cent in the main phase (2013 main phase cohort).

TEACHER TRAINING

The AUAS focuses particularly strongly on its teacher-training programmes designed for students transferring from a higher professional to an academic education programme. To avoid a potential shortfall in the supply of good-quality teachers, the collaborative arrangement between the Amsterdam knowledge institutions established under the working title 'Teachers' College' has been intensified. The AUAS has adopted the recommendations of the Amsterdam teacher-training programmes working group to pursue continuous learning pathways from the higher professional to academic level (assuming new secondary school teachers are to be Master's graduates), convert one-year university teacher-training programmes to two-year Master's degree programmes in teaching and further develop collaborative efforts between the institutions geared towards providing guidance to

new teachers, etc. Cooperation between the UvA and AUAS includes developing academic collaborative centres. Furthermore, all AUAS part-time teacher-training programmes have begun increasing the flexibility of their curricula in order to offer prospective students an even greater degree of customisation.

STUDENT TRANSFERS BETWEEN VU AMSTERDAM, UvA AND AUAS

Various forms of student mobility exist between higher education institutions: students who take courses/minors at another institution during their degree programme, students who stop their programme in order to switch to another institution and students who enrol at another institution following graduation.

Previous studies have shown higher levels of student mobility between universities of applied sciences located in the Randstad conurbation than outside it. Nevertheless, exact figures for student mobility between the three large higher education institutions in Amsterdam are not yet available nor can they be determined owing to privacy legislation.

The tables on pages 27 and 28 show student mobility between the AUAS, VU Amsterdam and UvA, indicating student intake per faculty at the three institutions and broken down according to origin (AUAS, VU Amsterdam or UvA). The origin of a new student is taken as the institution where the student obtained their most recent certificate. This definition means that students who transfer to another institution without a certificate (e.g. following a BSA) are not included in this count. The information is collated by the receiving party.

AUAS

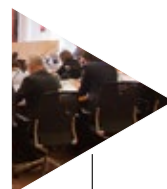
The AUAS receives more students holding a UvA certificate than those with a VU Amsterdam certificate (51 vs. 28 students). This is, however, a marginal share of the total intake (less than 1 per cent). Of these transfers, 45 students hold a Master's degree, 16 a Bachelor's degree and 18 a certificate proving completion of the first year of their degree programme. The majority of the students are enrolled in the School of Education.

UvA

The intake of students from the AUAS to the UvA is larger than the intake from VU Amsterdam (455 vs. 272). Both students originating from the AUAS and VU Amsterdam enrol mainly at the Faculty of Social and Behavioural Sciences (FMG), though relatively large numbers of students also enrol at the Faculty of Humanities (FGW, 226) and the Faculty of Economics and Business (FEB, 163).

VU Amsterdam

The number of students holding an AUAS degree certificate transferring to VU Amsterdam is almost twice as large as the number of students transferring from the UvA (404 vs. 218). Approximately one quarter of students transferring from the UvA and AUAS to VU Amsterdam enrol in social sciences programmes at the Faculty of Social Sciences (FSW), with most of these coming from the AUAS (around 38 per cent of the AUAS students enrol at FSW).



11 FEBRUARY 2015

The UvA and AUAS received members of the Amsterdam municipal council and the Oost and Centrum district governing committees at the campuses at Wibautstraat (AUAS) and Roeterseiland (UvA).

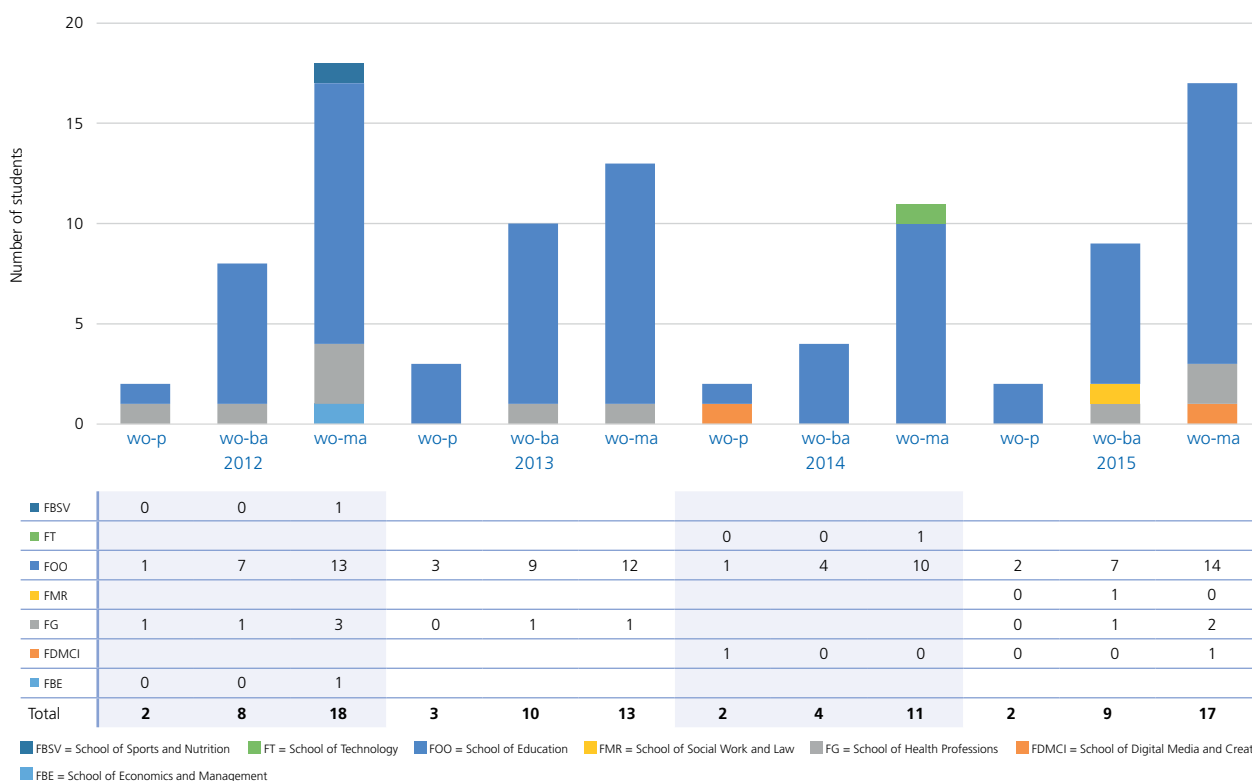
As expected, the flow from the university of applied sciences to the academic universities is larger than vice versa. In absolute terms, there is little difference between the student flows from the AUAS to the UvA and to VU Amsterdam. Students that transfer from the AUAS to the UvA

or VU Amsterdam can mostly be found at the faculties associated with the social sciences (FMG and FSW). Students who come to the AUAS from the UvA and VU Amsterdam mostly enrol in the teacher-training programmes at the School of Education.

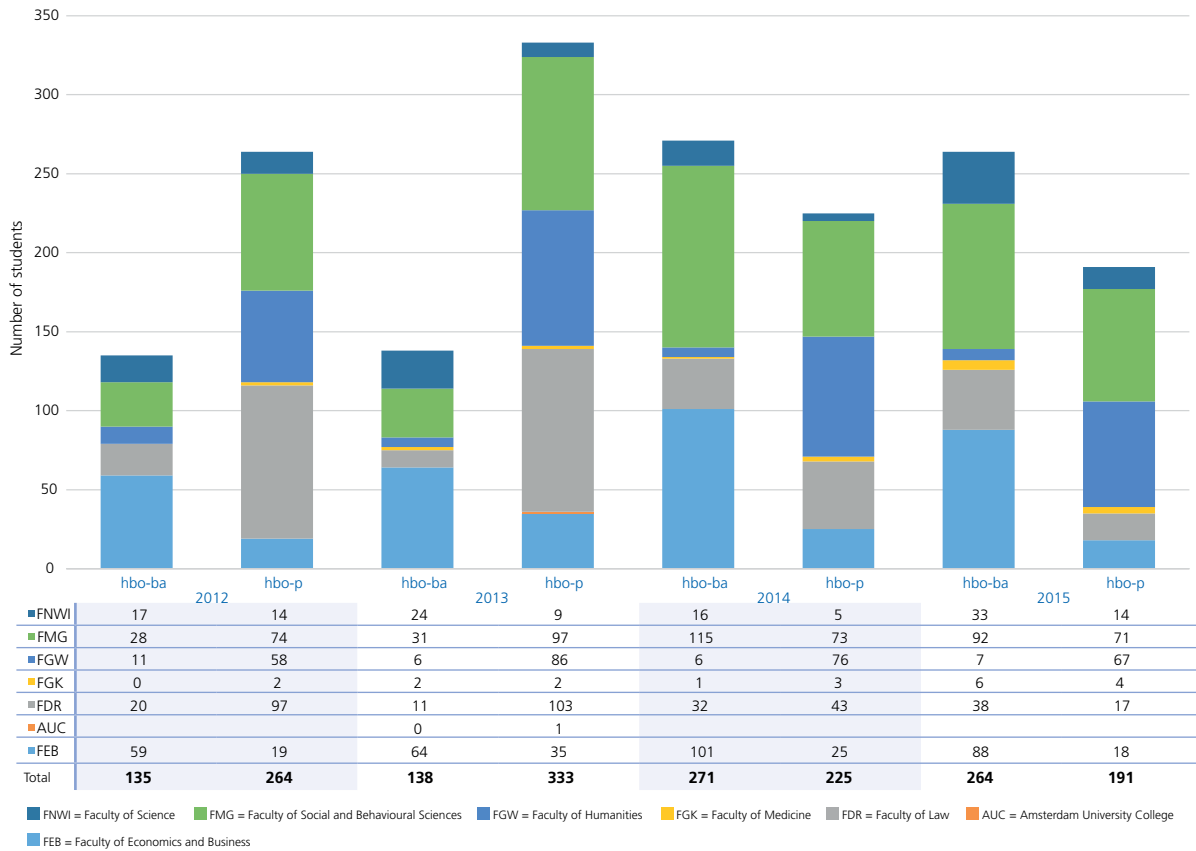
STUDENT FLOWS FROM THE UVA TO THE AUAS



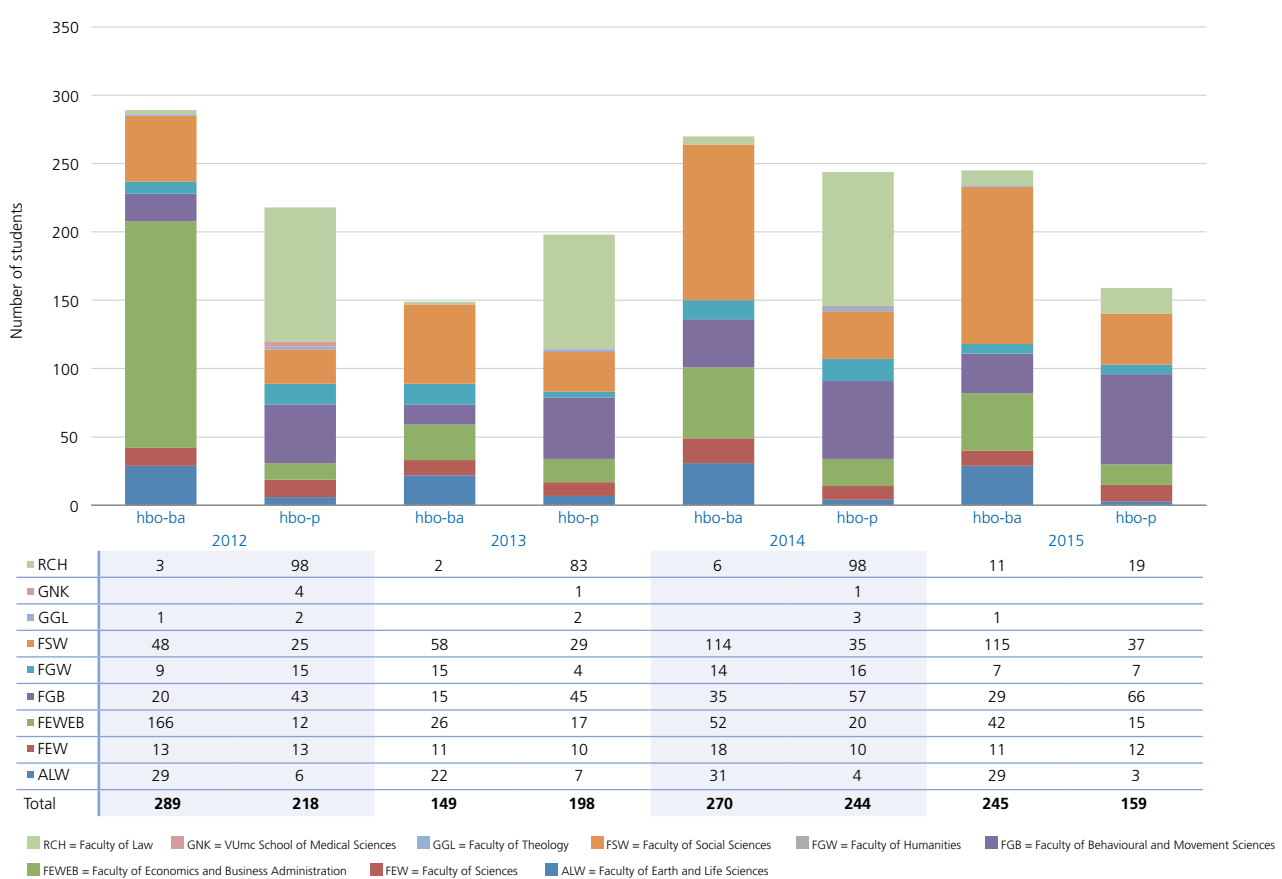
STUDENT FLOWS FROM VU AMSTERDAM TO THE AUAS



STUDENT FLOWS FROM THE AUAS TO THE UVA



STUDENT FLOWS FROM THE AUAS TO VU AMSTERDAM



SPECIAL TARGET GROUPS

In addition to developing special learning pathways, the AUAS's target group policy also focuses on students who require a special, personalised range of higher education programmes, such as students with disabilities and high-level competitive athletes.

Students with disabilities

In 2015 the 'Students with disabilities' working group presented the handbook 'From application to facility' (*Van verzoek tot voorziening*), which clearly sets out the parties involved in a request by a student with a disability for a facility. The working group has also elaborated proposals for improving the AUAS's physical and digital accessibility for this group of students. Further to this improvement in policy implementation, the AUAS also moved towards a more fundamental recalibration of the policy in 2015. To this end, the institution adopted the memorandum 'Policy for persons with a disability, a chronic condition or a work-related handicap' (*Beleid voor Personen met een functiebeperking, een chronische ziekte of een arbeidsbeperking*).

Top-class athletes

As part of efforts to improve teaching and career perspectives for high-level competitive athletes, the AUAS and 21 other institutions of higher education signed a plan of action with the NOC*NSF in 2013. This resulted in the establishment at the AUAS of a Topsport Academie Amsterdam (TAA) in late 2014. During this period special attention was of course devoted to supporting Olympic and Paralympic candidates for the 2016 games.

As a result of the TAA's growth during 2015, high-level competitive athletes enrolled in all AUAS degree programmes can count on adequate guidance and supervision. In the 2015-2016 academic year, 191 high-level competitive athletes from 38 degree programmes joined the TAA. Accounting for the largest number of top-class athletes at the institution, Johan Cruyff University takes a special place in sports at the AUAS.

Student athletes also performed well in their various sports in the year under review: AUAS student athletes won 15 gold medals at a Dutch championship and were good for eleven 11 medals at European or world championships. At the time of the publication of this annual report, ten AUAS students had starting permits for the Olympic or Paralympic Games.

PARTICIPATING AUAS STUDENTS AND MEDALS WON

	PARTICIPATION	GOLD	SILVER	BRONZE
EUROPEAN CHAMPIONSHIPS	14	1	4	2
WORLD CHAMPIONSHIPS	13	2	2	0

ACCREDITATION: STANDARDS FOR BASIC QUALITY

Accreditation requirements have applied as formal standards for basic quality in the Netherlands and Flanders since the introduction of the accreditation system in 2002. Degree programmes that demonstrate this quality are awarded the accreditation designation. The degree programmes listed below were issued a positive accreditation decision by the Accreditation Organisation of the Netherlands and Flanders (NVAO) over the course of 2015.

The AUAS has implemented the system of mid-term evaluation since it adheres to the guidelines of external quality management in its own internal quality review process. An interim evaluation will follow three years after the accreditation. For the mid-term evaluation, an independent committee will be established and appropriately qualified AUAS employees will be asked to apply for the post of committee secretary. The six AUAS employees who fill the role of secretary are NVAO certified.



12 FEBRUARY 2015

AUAS researcher Anne-Marie van Beijsterveldt won the 2014 Sport & Health incentive prize for young researchers for her article on football injuries.

OVERVIEW OF THE NVAO DEGREE PROGRAMME ASSESSMENTS AND ACCREDITATIONS IN 2015

ISAT (CROHO)	DEGREE PROGRAMME	TYPE OF DEGREE PROGRAMME	DATE OF ACCREDITATION DECISION	1. DESIGNATED EXIT QUALIFICATIONS	2. EDUCATIONAL LEARNING ENVIRONMENT	3. TESTING	FINAL ASSESSMENT
35025	B Teacher Education in Physical Education (Academy for Physical Education (ALO))	full-time	30/04/15	G	G	G	G
30037	B Fashion & Textile Technologies (Amsterdam Fashion Institute, AMFI)	full-time	30/06/15	G	G	S	S
39205	B HBO Law	full-time	31/03/15	G	G	G	G
34808	B Primary School Teacher Education (children aged 4 - 12)	full-time part-time	30/04/15	G	G	S	S
39225	B Aviation	full-time	30/11/15	G	G	S	S
34290	B Engineering, Design and Innovation ⁵	full-time part-time	30/04/15	S	G	S	S
34267	B Electrical and Electronic Engineering ⁶	full-time	30/04/15	G	G	S	S

The quality of the degree programme level is important for both graduates and prospective employers, which is why watertight quality assurance is crucial. Examination boards play an important role in this monitoring and assurance of the exit level and it is vital that they be expert and able to operate independently. Consequently, the annual reports issued by the examination boards are evaluated each year. The Rector of the AUAS discusses the results with the deans and chairs of the examination boards, which discussions serve as input both for the development of new members of examination boards and assessment committees and for policy adjustments.

INTERNATIONALISATION

To us, the subject of internationalisation is mainly about 'internationalisation at home'. Degree programmes are in line with current international standards in terms of knowledge and understanding in the field, and students are encouraged to complete part of their studies or a work placement abroad. The institution also runs eight international programmes taught in English, with an 'international classroom'. The AUAS offers these programmes in the schools of Economics and Management, Digital Media and Creative Industries, Health Professions, and Sports and Nutrition. In addition, the AUAS offers 46 English-taught minors. The Master's programme in Ergotherapy (School of Health Professions) has been issued a special internationalisation designation from the NVAO.

In 2015 the AUAS commenced the formation of a European consortium of comparable institutions, which is to be officially inaugurated during a launch conference in the autumn of 2016.

GRANTS

Amsterdam Talent Scholarship

The Amsterdam Talent Scholarship (ATS) is an AUAS scholarship programme for excellent students from outside the EU/EEA who are pursuing a full degree programme at the AUAS. ATS is a grant of €3,000 per year for a maximum of four years. Grants are awarded if eligible students have paid the institutional tuition fees and earned 60 ECTS credits in the current academic year with an average mark of 7. A total of 31 scholarships (€3,000 each) were awarded over the course of the year, representing a total value of €93,000.

VSBfonds Scholarship

The VSBfonds Scholarship – with a maximum value of €10,000 – is intended for students seeking to further their education abroad by means of follow-up programmes or research activities after having graduated from a Dutch higher education institution. In 2015, the AUAS received 17 applications for a VSBfonds Scholarship. Of these 17 candidates, seven were nominated for the scholarship by the selection committee.



18 FEBRUARY 2015

In this month 17 organisations, including Stichting Lezen & Schrijven and the Amsterdam University of Applied Sciences, signed a pledge to tackle low levels of literacy in the healthcare sector.

2.2 RESEARCH

AMBITIONS 2015-2020

Applied research is firmly embedded in the organisational structure of the AUAS. After all, higher professional education is inextricably linked with research. Higher professional education graduates are expected to be able to maintain their level of knowledge and adapt their behaviour to accommodate new information and evolving insights. This means that, within the context of their professional activities, they will be able to make choices based on information and insights that are current, international and grounded in academic research. To ensure that students cultivate this attitude, the programmes provided by the AUAS are based on applied research.

Applied research is also a means by which the AUAS contributes directly to innovation in professional practice. The AUAS conducts demand-based research in consultation with partners from the field, making a demonstrable contribution to innovation in professional practice both within the region and beyond.

In order to properly fulfil its role, the AUAS structures research according to the principle of 'focus and mass'. Research that impacts teaching and professional practice constitutes a thematic focus, and research groups of a critical size are indispensable. For this reason, the AUAS organises research into school-specific knowledge centres and cross-disciplinary focus areas. Growth in the number of professors and researchers is also required in order to reach critical mass. In addition to coming from the institution's own corpus of lecturers, these researchers may also be sourced externally.

Due to limited government funding and the importance of this research to teaching, we will need to see a significant increase in earning capacity over the years ahead.

2015

In 2015, the AUAS adopted the strategic research policy memorandum, as an elaboration of the Strategic Plan. The core idea in this plan is for the AUAS to invest in research focus and mass in the years ahead; more capacity and greater coherence. In 2015 research capacity was doubled through an increase of mainly senior researchers. The link between the institution's research and the city was again reinforced. Furthermore, the AUAS has eight more professors than in the previous year. The number of publications by AUAS researchers remained at the same level as in 2014, namely 614, which brings the institution's ultimate goal nearer and means that the AUAS is meeting the performance agreements made with the Ministry of Education, Culture and Science. 2015 was also the year of a positive external evaluation of the AUAS's research led by Professor Pauline Meurs.

STRATEGIC RESEARCH POLICY

Research at the AUAS is an established activity with an unambiguous profile. The research is geared towards issues in professional practice (demand-based) and its outcomes are intended to yield visible results in the near term (design-based).

Since the introduction of professors and professorships in 2003, the AUAS has done much to strengthen its research and, consequently, its collaboration with companies, institutions and organisations in Amsterdam and environs. The institution has also made considerable efforts to enable the integration of its research with its education activities, particularly by developing research learning pathways in the degree programmes. To get all of this off the ground, the AUAS

developed its Strategic Research Policy 2015-2020, which was definitively adopted in early 2015. The policy's adage is more focus and mass. Research activities have been grouped under school-specific knowledge centres and overarching priority areas to ensure greater focus. We are also striving to assign sufficient numbers of qualified researchers to our research activities (mass).

However, the effort to embed research as a core task within the organisation will require more than knowledge centres, research priority areas and dedicated researchers alone. The strategic research memorandum therefore sets out preconditions for the deployment of staff and resources, the organisational structure and facilities.

Finally, the AUAS is also devoting attention to quality policy. We aim to ensure that all research at the AUAS is of the same solid and recognised quality as our education, and provide our degree programmes with the state-of-the-art knowledge of the professional practice they need to turn out high-quality evidence-based professionals. To that end, regular external assessments of programme performance conducted in accordance with generally recognised quality standards for applied research are vital.

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- 5 B Engineering, Design and Innovation (34290) has been converted to B Engineering (30107) as of 1 September 2015.
 - 6 B Electrical and Electronic Engineering (34267) has been converted to B Engineering (30107) as of 1 September 2015.
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19 FEBRUARY 2015

The first edition of Research TV (Onderzoeks tv), a live television talk show on research in education, was held at FLOOR AUAS on Thursday, 19 February.

FOCUS

At the AUAS, coordinated collaboration on research with the professional field is performed per school (knowledge centre) and per research focal area. In conjunction with a large number of partners (industry, civil social organisations and other city-based knowledge institutes), we generate knowledge in subject areas aimed at fostering social and economic development in the Amsterdam metropolitan region. This is one way in which professional practice reaps the benefits of the inquisitive professionals from the AUAS. Research at the AUAS is conducted from seven centres for applied research that are affiliated with the schools.

In addition to the seven centres for applied research, the AUAS has made arrangements with the Minister under the performance agreements to promote at least four urban research priority areas. These multidisciplinary key areas draw high-quality professors from the centres for applied research. Professors from the various disciplines collaborate in the key areas on developing solutions for urban and social issues. The AUAS distinguishes between four research priority areas: Urban Management, Urban Vitality, Amsterdam Creative Industries and Urban Technology. In addition to these four research priority areas, the Urban Education and Entrepreneurship research programmes were designated in 2015 as AUAS-wide themes that will be further developed in the years ahead to reinforce the focus. The section below offers a brief explanation of developments over the past year for each of the research priority areas and themes.

URBAN MANAGEMENT

The Urban Management research priority area centres around the social, economic and physical approach to urban issues. Urban Management research is conducted in field labs. Examples of projects in 2015 include:

- Boosting tourism in Zuidoost. This project is investigating how the Zuidoost city district can attain a solid position as a hospitable and attractive part of the Amsterdam metropolitan region.
- Working together on participation. The Nieuw-West district of Amsterdam faces high levels of unemployment, poverty and poor local employment opportunities. The goal of the four-year project is to garner insights and devise possible measures aimed at stimulating local solutions to the issues of employment and participation.

URBAN VITALITY

Urban Vitality is concerned with fostering a healthy and vital life for city residents of all ages. 2015 saw the launch of a number of Urban Vitality projects, including *Bewegen in Amsterdam met Beacons* (BAMBEA) and Lifestyle Advice.

- *Bewegen in Amsterdam met Beacons* (BAMBEA). The project team members are examining how Internet-of-Things technology like Bluetooth (i)Beacons can be deployed to stimulate Amsterdam residents to get more physical exercise. The project, which brings together researchers from the Power of Sports and Digital Life professorships, is being conducted in Oosterpark.
- Lifestyle Advice is a project of the Weight Management and Movement Sciences professorships commissioned by child-care organisation Impuls. Education therapy staff members advise

parents of children aged between two-and-a-half and four years on good nutrition and an active lifestyle. The project's educational relevance is demonstrated in, for example, the organisation of a student battle centred around the promotion of health.

AMSTERDAM CREATIVE INDUSTRIES

Amsterdam Creative Industries conducts research on disruptive creative digital technologies and their impact on society. Projects of the centre of expertise in 2015 included the Citizens illuminated artwork installation which drew heavy media interest and the Knowledge Mile.

- Citizens was on display during the 2015 Amsterdam Light Festival and consists of eight interactive illuminated objects that talk to each other through computer voices. The work is a collaboration between the lab, AUAS alumni, the Amsterdam School of the Arts and designer Bjorn van den Broek.
- Knowledge Mile (see the chapter Innovation and Impact).

The Amsterdam Creative Industries research priority area also includes the research being carried out by the Creative Industries Centre of Expertise, of which the AUAS is the lead organisation. One concrete result of this research is the Amsterdam Creative Industries Network (ACIN) which serves as a network of research laboratories and connects higher education, national networks, the creative industries and the city of Amsterdam. Consortium partners in the ACIN are Inholland University of Applied Sciences, the Amsterdam School of the Arts and various companies.

- Research conducted by the ACIN in 2015 included the experience of festival-goers at the Discovery science festival and the Amsterdam Dance Event.
- The tactile sleeve for social touch, an interactive sleeve which allows people to touch one another from a distance, is an example of technology that fulfils human needs.

URBAN TECHNOLOGY

The focus of Urban Technology includes the design of the city, the effects of climate change on the city, reuse of waste and efficient and sustainable logistics. This research priority area saw the launch in 2015 of the Climate-proof City and E-mobility and City Logistics projects, projects that involved a large number of partners.

- The Climate-proof City – design in practice. This consortium, which includes the municipality of Amsterdam, Waternet and three researchers headed by Professor Jeroen Kluck, demonstrates that climate-proof design is often no more expensive than standard solutions.
- With the project E-mobility & City Logistics, the Urban Technology research programme supports the city's ambition for zero-emissions urban transport by combining mobility and logistics know-how with knowledge about charging infrastructure and e-mobility business models.
- Partners: the municipality of Amsterdam, the GVB (Amsterdam's municipal transport service), vehicle suppliers (including Nissan), logistics service providers (Koplopers D020) and knowledge institutions (including TNO).



17 MARCH 2015

Many AUAS students completed the NSE, with ultimately 39.4% of AUAS students responding.

The Urban Technology research priority area also covers research in the field of logistics, which itself forms part of the framework of the national Logistics Knowledge Distribution Centre, a collaboration of six universities of applied sciences and sector organisations the Dutch Association of Transport Users and Transport on Own Account (EVO) and the Dutch Association for Transport and Logistics (TLN) led by the AUAS. Each of these universities of applied sciences has opened a regional Logistics Knowledge Distribution Centre ('Knowledge DC') that facilitates the sharing of knowledge between researchers, educators and entrepreneurs. In addition to gathering expertise for the E-commerce and Logistics project, the centre developed a course geared towards the business community and drew up a roadmap.

- E-commerce and Logistics: focused on promoting the development and dissemination of knowledge surrounding e-commerce and logistics among both the higher professional education programmes and the small and medium-sized businesses involved in the project.
- Development, in collaboration with Dutch Customs and EVO, of the course 'Customs and trade compliance' in response to calls from the regional business sector. On completion of this course, students will be certified customs declarants able to fill vacancies for these specialists at the Amsterdam Mainport.
- Establishment of a Logistics Roadmap for the Amsterdam Economic Board's agri-food cluster.

TWO RESEARCH THEMES

Urban Education

Urban Education is geared towards the opportunities a metropolitan environment offers young people, their parents, teachers, educators and the students of the AUAS School of Education. In 2015, this theme largely concerned efforts to forge links between professors, other institutions and a number of degree programmes, some examples of which follow:

- Urban Education (GO). Three professors (Leonieke Boendermaker, Judith Metz and Ruben Fekkink) from two schools (Social Work & Law, Education) are jointly studying the inter-professional collaboration between childcare, education and youth care. This project is affiliated with the Bachelor's and Master's degree programmes of the School of Social Work & Law and the School of Education.
- The Amsterdam School of Health Professions and the School of Education are collaborating in a new doctoral programme on inter-professional degree programmes, a project which brings together the UvA, AUAS and AMC-UvA.
- Bullying at school. This RAAK project features a multidisciplinary team made up of education sciences, educational theory and psychology specialists collaborating on Marloes van Verseveld's doctoral research project.

Entrepreneurship

The Entrepreneurship programme was established in 2015. This programme's research focuses on the methodology of enterprise, smart cities and enterprise, store innovation and, finally, social entrepreneurship.

For each of these themes, a coalition of professors from various schools has been formed and a collaborative alliance between parties in the field, education and researchers established. In 2015 the programme's main activities focused on positioning, research and education:

- The Amsterdam Center for Entrepreneurship (ACE) devotes increasing attention to the incubator Venture Lab and the organisation of programmes aimed at developing entrepreneurship among students (also see the Chapter Innovation and Impact).
- Research into business modelling. The Entrepreneurship programme has asked Jeroen Kraaijenbrink, associate professor at the University of Twente, to research how business modelling can be applied in education.
- In the area of education, the Entrepreneurship programme serves as the hub for sharing networks, knowledge and experiences within the AUAS. Furthermore, a network of lecturers has been established dedicated to the theme of entrepreneurship and the first steps have been taken towards formulating an online strategy on the sharing of networks, knowledge and experiences.

MASS

Professors and professorships

In the coming period of the Strategic Plan, the AUAS seeks to increase the number of professors, though this increase will mainly concern the number of lecturers/researchers given the connection with teaching. The AUAS's professors are positioned at the institution's seven schools, and have a direct relationship to the degree programmes. In 2015 twelve new professorships were established, including six professorships by special appointment together with the Academic Medical Center (AMC-UvA) and VU Amsterdam (Faculty of Sports and Nutrition). Professors were also appointed for 10 professorships while two professorships were phased out as they are no longer in keeping with the institution's research programming. On 31 December 2015, the AUAS counted 49 professorships (including 43 core professorships); a year earlier that number was 41. For a comprehensive overview of all professorships, see the Appendix 'Education and Research' to this annual report.

Deployment of research staffing

The year 2015 also saw a significant increase in the number of lecturers/researchers (also see the overview below of the development of the deployment of research staffing). This is mainly due to a near doubling of the deployment of senior researchers: from 12.7 FTEs (43) in 2014 to 24.5 FTEs (70) in 2015. The number of PhD candidates remains stable. In 2015 the average research staff deployment was 4.2 FTEs, taking into account the fact that 43 of the 49 professorships are core professorships. The AUAS aims to have 5 FTEs per core professorship in 2018 and, in the years ahead, will continue to invest in the further expansion of its research capacity by increasing the number of senior researchers and postdoctoral AUAS lecturers.



24 MARCH 2015

Four AUAS students of the Entrepreneurship minor gave flowers to NS Dutch Rail employees to put them in the limelight.

DEVELOPMENT OF RESEARCH STAFFING (NUMBER OF EMPLOYEES/FTE) SINCE 2013

	2013	2014	2015
PROFESSORS	41 / 23.0	41 / 26.0	49 / 34.1
RESEARCHERS	243 / 69.5	252 / 85.6	287 / 108.1
PHD CANDIDATES	71 / 31.1	78 / 44.4	81 / 44.4
TOTAL	355 / 123.6	371 / 156.0	417 / 186.5

DOCTORATE CONFERRALS

In 2015 the AUAS had 81 doctoral programmes funded by the institution itself (see the Appendix 'Education and Research'). Four employees obtained their doctorates in 2015 while 11 lecturers commenced doctoral programmes, four fewer than last year. In 2015, 19 lecturers were doing a pre-PhD programme, a foundation year in which they prepare doctoral research supervised by a professor. Moreover, there were 16 external PhD candidates, who while not employed by the AUAS, contributed to the research in the centres for applied research and research priority areas. There were also 18 AUAS lecturers conducting doctoral research that falls outside the AUAS's research programming.

In 2015, five AUAS lecturers received doctoral grants from the Netherlands Organisation for Scientific Research (NWO) under the Ministry of Education, Culture and Science's Doctoral Grants for Lecturers scholarship programme. This programme aims to help teachers or lecturers from the primary, secondary, senior secondary vocational, higher professional and special education sectors gain research experience, improve the quality of education and stimulate greater alignment between universities and schools.

QUALITY OF RESEARCH

Once every six years, the AUAS has its research activities assessed with the aim of safeguarding and improving quality. In 2015, research at the AUAS was subjected to a second external evaluation chaired by Professor Pauline Meurs. The evaluation was conducted in accordance with the standards set out in the new Research Quality Assurance Sector Protocol 2016-2022 in advance of the coming into effect of this protocol as of 1 January 2016. The AUAS is consequently the first university of applied sciences that has been assessed in accordance with this new protocol.

The evaluation committee comprised independent external experts, with a separate committee for each of the seven schools and a permanent secretary and chair, Professor Pauline Meurs. The experts assessed the research being conducted in the seven centres for applied research by means of a critical self-reflection submitted by each school and an assessment of each centre for applied research.

The committee was positive about the many improvements implemented by the AUAS following its own internal evaluation in 2012. The quality of the research process, the outcomes and the impact of the research received the best assessments (see the table below: standard 3 and 4), with four of the seven schools scoring well in these

areas. One point of attention is the funding of research, particularly the imbalance between government funding, on the one hand, and indirect and contract research funding, on the other (standard 2). The committee concluded that while the AUAS was certainly capable of attracting external funding, these resources did not as yet provide a structural basis for research at the institution. The recommendations of the evaluation committee, including those regarding the delineation of the research and its embedding in the schools, will form the core of the AUAS's administrative research agenda for the years ahead.

ASSESSMENT OF THE EXTERNAL EVALUATION COMMITTEE PER CENTRE FOR APPLIED RESEARCH PER STANDARD

SCHOOL	STANDARD 1 PROFILE (OBJECTIVES AND AMBITIONS)	STANDARD 2 CONDITIONS (PEOPLE, RESOURCES AND NETWORK)	STANDARD 3 QUALITY (METHODS AND ETHICS)	STANDARD 4 RESULTS AND IMPACT OF THE RESEARCH	CENTRE FOR APPLIED RESEARCH
School of Education	S	S	G	G	S
School of Health Professions	S	U	G	G	S
School of Social Work and Law	S	U	S	S	S
School of Sports and Nutrition	G	S	S	S	S
School of Economics and Management	S	U	S	S	S
School of Technology	G	G	G	G	G
School of Digital Media and Creative Industries	G	S	G	G	G

(U) unsatisfactory (S) satisfactory (G) good or excellent

RESEARCH DATA

Research concerns the collection, management and accountability of data. In order to safeguard the quality of the research process, the AUAS and UvA have joined forces in research data management. This has resulted in both institutions adopting a joint policy and a joint tendering procedure for the requisite software. Quality assurance is further supported by the joint procurement by the AUAS, UvA, VU Amsterdam and both academic medical centres of a research information system. The implementation of this system has started and is expected to be completed in late 2016.

RESEARCH PERFORMANCE

Publications

Among other indicators, the AUAS's research performance is measured by the number of publications targeted at a professional audience (professional publications) and the number of academic publications. In line with our performance agreements with the Ministry of Education, Culture and Science, the AUAS will aim to increase the number of publications.



26 MARCH 2015

Thanks to his beautiful poem 'De stap hoopt' and his strong lecture, Bugra Gedik was chosen UvA-AUAS campus poet.

The year 2015 shows a similar trend as that of 2014: from 624 in 2014 to 614 publications in 2015.

PUBLICATIONS IN 2015

SCHOOL	ACADEMIC PUBLICATIONS	PROFESSIONAL PUBLICATIONS	TOTAL
School of Sports and Nutrition	89	21	110
School of Technology	33	45	78
School of Economics and Management	20	20	40
School of Social Work and Law	18	60	78
School of Education	68	53	121
School of Digital Media and Creative Industries	39	80	119
School of Health Professions	35	33	68
AUAS	302	312	614

RAAK GRANTS

The Nationaal Regieorgaan Praktijkgericht Onderzoek SIA, which operates under the auspices of the NWO, is charged with the assessment and allocation of RAAK grants. Two types of RAAK grants were awarded over the course of 2015: RAAK-PRO, aimed at stimulating applied research at universities of applied sciences, in collaboration with professional practice, and at intensifying relationships with other knowledge institutions, and RAAK-SME, aimed at promoting knowledge exchange in order to increase the innovative capacity of small and medium-sized businesses. In 2015, the AUAS received a total of seven RAAK grants, the most of all universities of applied sciences.

RAAK-PRO

SCHOOL	RESEARCH
School of Education	Anti-bullying policy: improving professional conduct
School of Sports and Nutrition	The PE teacher of the future
School of Technology	Intelligent data-driven optimisation of the charging infrastructure
School of Technology	Measuring safety in aviation: developing metrics for Safety Management Systems
School of Technology	Finger prints, the source and beyond

RAAK-SME

School of Economics and Management	Collective Online
School of Technology	RECURF: Re-using Circular Urban Fibres and Biobased Plastics in Urban Products

OTHER GRANTS

SCHOOL	GRANT PROVIDER	GRANT PROGRAMME	PROJECT TITLE	RESEARCHERS INVOLVED
School of Health Professions	ZonMW	Visible link phase 2: District nurse training impulse	Strong links between training and district practice	Dr C. Latour Dr B. Sol
School of Digital Media and Creative Industries	ZonMW	CREATE HEALTH	FIT: Suitable support for people suffering from dementia to live at home longer	Prof. B. Kröse
School of Social Work and Law	ZonMW	Working effectively in the youth sector	Effective Reflection: guidelines for youth care quality control	Dr L. Boendermaker
School of Education	NRO	Excellence in senior secondary vocational education (MBO) and higher education	Effective programmes for outstanding professionalism: How to successfully support a variety of climbers to the top?	Dr J. Doppenberg, Prof. R.J. Oostdam

RESEARCH AWARD

Each year the AUAS organises the Research Award to promote the profile of the institution's research and foster enthusiasm for it. The Research Award is a competition in which AUAS lecturers and students compete for an award in recognition of the best research project. The researchers are assessed by a jury of experts. The finale of the AUAS Research Award 2015 was held on 1 December of that year. The jury, headed by the deputy mayor of Amsterdam and alderman responsible for the Amsterdam Economy Kajsja Ollongren, selected two winners from the finalists. Lecturer Marion Smit (School of Economics & Management) was chosen as the best employee and Kitty Deesker (School of Digital Media and Creative Industries) was chosen as the best student. Smit's winning research project examines moral courage among business controllers. Deesker was praised for her research into a new size system and a new jeans fit based on hip measurement and height of the crotch (instead of waist measurement and length of the inside leg.) The audience chose Marion Smit as the winner of the people's choice award.



30 AND 31 MARCH 2015

Vehicle2Grid conference. The speakers revealed which steps the car industry, energy suppliers and the political arena would have to take to further roll-out clean energy in Europe.

2.3 INNOVATION AND IMPACT

AMBITIONS 2015-2020

The AUAS is a knowledge institute run both by and for the city of Amsterdam. It contributes substantially to the city's development by creating practical education opportunities (by means of work placements and labs), preparing alumni for the labour market and conducting applied research projects – often in collaboration with regional businesses, organisations and institutions. This process of creating value from knowledge by making it applicable or available for economic/social purposes and converting it into competitive products is a hallmark of higher professional education, and therefore characteristic of the AUAS.

AMBITIONS

In the coming planning period, the AUAS wishes to contribute further to increasing the innovative strength of Amsterdam and the region. Therefore, the AUAS intends to continue its already active participation in the Amsterdam Economic Board (AEB). The AEB is the regional platform for innovation through cooperation between the government, business sector and knowledge institutions. As a member of this platform, the AUAS will continue to develop its successful labs – the institution's combined research, learning and working environments – and stimulate entrepreneurship.

2015

Cooperation with the municipality has been intensified, also through participation in the AEB's activities. For example, in 2015 the AUAS deployed its knowledge and expertise with respect to ICT education for an AEB project to train, together with ICT companies and the municipality of Amsterdam, 180 highly educated job seekers for positions in the ICT sector. The project Make IT Work, which sought to attract highly educated candidates to the IT sector through targeted continued education, was a huge success.

The Community Stores for Education, Research and Talent Development (BOOT) contributed again this year to the social and economic development of the city by conducting a multitude of projects with local citizens, organisations and institutions and the municipality as a whole. The Community Stores are part of the now 18 labs that the AUAS has in the Amsterdam metropolitan region. Four labs were added in 2015.

The AUAS ensures research valorisation within the collaborative alliance of the Innovation Exchange Amsterdam (IXA) of Amsterdam's knowledge institutions. Valorisation at the AUAS is on the increase, as evidenced by the IXA's hiring of an additional employee to ensure processing of all requests for assistance with grant applications and for legal assistance with the drafting of cooperation agreements. It is estimated that the AUAS can again boast approximately 180 start-ups in the past year, thanks in large part to our enterprising students.

LOCAL AND REGIONAL COOPERATION

Collaboration with the municipality of Amsterdam

The municipality and the university of applied sciences strengthened their ties in December 2015 by signing a cooperation agreement that

governs all existing sector agreements between the AUAS and the municipality. This agreement underscores the commitment to 'learn together, research together, work together'. Both partners wish to further deepen and intensify the cooperation, which has existed in multiple different areas for many years. Amsterdam is a premier knowledge city and requires expertise in the areas of digital media, education, technology, entrepreneurship, sport and healthcare. The AUAS offers education and research in these areas in collaboration with partners operating in the metropolitan context of Amsterdam, and is therefore able to provide its students with opportunities to gain experience. The municipality will offer work placements for students, and exchange opportunities will be identified and created for AUAS lecturers and municipality employees.

AMSTERDAM ECONOMIC BOARD

As a member of the Amsterdam Economic Board (AEB) for the Amsterdam metropolitan region, the AUAS has joined forces with the government and various knowledge institutions and businesses to strengthen and promote innovation in the city. One of these challenges concerns 'Putting talent to work' (*Werk maken van talent*), a programme that seeks to shape regional labour market policy. The AUAS has made an active commitment to this programme. The Human Capital Agenda Steering Group is working under the chairmanship of AUAS Rector Huib de Jong to develop projects aimed at contributing to a successful regional education and labour market policy by means of intensive triple helix collaboration. Over the course of 2014, these efforts resulted in a regional plan, in which the Ministry of Social Affairs and Employment (SZW) announced in early 2015 it was willing to invest upwards of 14 million euros.

The regional plan includes ten projects aimed at offering talented individuals jobs, retraining or counselling in preparation for jobs in regional high-potential industries. The projects seek to give young people work experience and provide them with a better profile in the technology, electrical and mechanical services, hospitality and logistics sectors. In addition, the regional plan contains measures for training and refresher courses for self-employed professionals, the creation of excellence tracks in senior secondary vocational education, the establishment of an online platform for young job seekers and the retraining of highly educated job seekers for positions in the ICT sector. The regional training centres (ROC), universities of applied sciences, universities and company training institutes in the region will share responsibility for the implementation of

the programme with the business community. Half of the programme's costs will be borne by regional businesses, government bodies and knowledge institutions, while the other half will be in the form of co-financing from the Ministry of Social Affairs and Employment's Sector Plan Co-financing Scheme and will be guaranteed by the municipality of Amsterdam.

An example of such a project is Make IT Work, which sees prominent IT companies working with the municipality of Amsterdam and the AUAS to train at least 180 well-educated job seekers lacking specific IT backgrounds for careers in the IT sector as software engineers. The AUAS's School of Digital Media and Creative Industries organises the training of the job seekers in this project. The first course participants started their training in September 2015, and a new group is to begin each semester. The projects were presented during the 'Putting talent to work' event on 28 September. At this event the Human Capital Agenda Steering Group and the municipalities and provinces in the Amsterdam metropolitan region collectively made the first steps towards a Lifelong Learning action plan. An application for financial support was submitted to the EU in 2016.

LABS

In 2015 the AUAS focused on the further development of state-of-the-art labs, the institution's combined research, learning and working environments. These labs enable our students to develop innovative applications and creative entrepreneurship initiatives in multidisciplinary team-based collaborations with professionals, researchers and entrepreneurs. The objectives of research conducted in a lab under the auspices of a centre for applied research or research priority area are as follows:

- to develop and validate a service or product with the aim of improving or bringing innovation to professional practice;
- to contribute to the quality of life and sense of well-being in the city/professional field;
- to offer education in an authentic learning/research environment.

The centres for applied research and the research priority areas regard the labs as a promising concept for the successful linking of education, research and issues facing the professional field in the Amsterdam region. The external evaluation committee, which assessed the AUAS's research in 2015, also underscored the power of the labs in its report.

The year 2015 saw the launch of various new labs. On 17 September 2015, the Amstelhuis on Amsteldijk was officially opened by alderman Eric van den Burg. The Amstelhuis is a new residential facility for the elderly in Amsterdam (public-sector rented accommodation). The Urban Vitality research priority area is a long-term collaboration entered into with the Amstelhuis as a living lab for research into vitality and the innovative care concept, where students, working under the auspices of a professorship, carry out assignments in numerous areas: from designing an app to help residents communicate with one another to conducting a neighbourhood survey into the role of the Amstelhuis as a

meeting place for local elderly residents.

The Amsterdam Sensor lab (ASL), launched on 1 December 2015, designs and produces sensors for measuring specific data in the city. Specially developed sensors are able to supply customised data, such as the amount of traffic and visitors in the city according to type. The measurement results serve as a basis for new solutions to traffic problems in the city. The ASL is in part the result of the activities of the Software Energy Footprint lab, which is itself hosted by the ASL and whose server-measurement platform was the ASL's first product developed as part of the Urban Technology research priority area.

Also in 2015 the foundation was laid for two new labs in the area of entrepreneurship. The first is the Social Enterprise Entrepreneurial Lab, which develops sustainable business models for social enterprise and public-private partnerships. The second is the Sport, Health and Entrepreneurship Entrepreneurial Lab, which conducts research to help entrepreneurs in the healthcare sector translate their innovative ideas into sustainable business models.

COMMUNITY STORES FOR EDUCATION, RESEARCH AND TALENT DEVELOPMENT

A further example of how the AUAS contributes to the city of Amsterdam is its 'BOOT' stores (Community Store for Education, Research and Talent Development). The community store is the knowledge centre where AUAS students offer services to residents and organisations in Amsterdam neighbourhoods. Three BOOT locations situated in the heart of local neighbourhoods forge a link between education and the city, offering solutions to urban issues. At these centres, students learn about these urban issues and learn to deal with the complex and difficult challenges connected with safety, public space, neighbourhood quality and economic and urban renewal. Citizens, community initiatives and SMEs all tap into these BOOT shops. A case in point: in December 2015 an entrepreneurs' day was organised at which students of the Economics teacher-training programme offered their know-how to new start-ups on topics such as legal forms, insurance, contracts, taxes and product liability.

KNOWLEDGE MILE

Another example of knowledge valorisation for the city is the Knowledge Mile. This is an area in Amsterdam from Amstelveen to Nieuwmarkt, in which companies, organisations and universities of applied sciences collaborate to bring national and international expertise and talent to local initiatives. In the Knowledge Mile companies, students, lecturers, researchers, residents and social organisations join forces to improve the area's quality of life. They work on solutions to urban problems such as traffic congestion, air pollution and flooding caused by heavy rain. As such, the Knowledge Mile is becoming Amsterdam's smartest street. The Knowledge Mile coalition includes: the Amsterdam University of Applied Sciences, the Amsterdam School of the Arts, Inholland University of Applied Sciences, the municipality of Amsterdam, NS Dutch Railways, Bell Labs, KPN, Rabobank, Info.nl,



10 APRIL 2015

How do we prepare our students for a world that will look very different in a few years? This was the key question at the annual Education Conference.

Waag Society, Zoku, We the City and the Dutch Probation Service. The Knowledge Mile is a source for datasets, a test environment for new applications, as well as serving as a platform for announcing research project results.

ENTREPRENEURSHIP

Labs are centres where student and lecturer entrepreneurship plays a major role. The AUAS encourages entrepreneurship among students and staff by providing support for start-ups and offering entrepreneurship education. In 2015 the AUAS assigned resources to a research programme investigating the role of entrepreneurship in economic and social changes in the Amsterdam metropolitan region in an AUAS-wide focus theme on entrepreneurship (see Chapter 2.2). This programme will lead to the further development of the AUAS as an 'enterprising' university of applied sciences in terms of both knowledge development and education. In fact, this research programme will contribute to the development of the minor in Entrepreneurship.

AMSTERDAM CENTER FOR ENTREPRENEURSHIP

The AUAS participates in the Amsterdam Center for Entrepreneurship (ACE), a joint venture between the UvA, VU Amsterdam and the Amsterdam School of the Arts. In mid-2015, the ACE changed its strategy from stimulating entrepreneurship education to facilitating start-ups (venture labs). In 2015 the schools became fully responsible for entrepreneurship education. In view of its new function, the ACE will be brought under the holding and affiliated with IXA.

INNOVATION EXCHANGE AMSTERDAM (IXA)

To stimulate knowledge valorisation, the university of applied sciences participates in the Innovation Exchange Amsterdam (IXA). IXA combines advisory services on legal and grant matters with business development activities. IXA showcases Amsterdam's knowledge institutions (AUAS, UvA and VU Amsterdam) and academic medical centres (AMC-UvA, VUmc). In 2015, IXA Office AUAS hired a second subsidy adviser to meet the growing demand at the institution for support in applying for grants from RAAK, the EU, NWO, ZonMW, SURF and STW RTD. This has resulted in a high success rate for AUAS applications (see the chapter on research). IXA Office AUAS supported seven Horizon 2020 applications and various other European calls. Moreover, two NWO JPI (Joint Programming Initiative Urban Europe) applications have been accepted.

In addition to a subsidy adviser, the IXA Office has appointed a legal assistant who mainly works for the AUAS. Working with this legal assistant and its regular legal support services, the AUAS drew up an intellectual property rights scheme that went into effect in late 2015.

Finally, under the flag of IXA, the AUAS now co-decides on grant awards made by the municipality of Amsterdam for the Proof of Concept Fund, and Research Meets Industry meetings were organised at which AUAS members were active participants.



10 APRIL 2015

Charlie Mulholland is the 2015 AUAS Lecturer of the Year. Mulholland had previously been elected best lecturer at the university of applied sciences in 2011.



18 APRIL 2015

Louise Gunning tendered her resignation as president of the Executive Board of the University of Amsterdam and of the Amsterdam University of Applied Sciences to the supervisory boards of both institutions.

STRATEGIC RESOURCES

3



3.1 QUALITY OF STAFF

AMBITIONS 2015-2020

Our staff form the capital of the AUAS, ensuring that the institution can continue to improve its quality and keep abreast of the latest developments. The emphasis is on ensuring that all employees – teaching staff, researchers and support staff alike – contribute to the quality of teaching and applied research through the application of their own specific expertise. To this end, the AUAS encourages its staff members to set the bar high and make the most of their talents, and offers plenty of opportunities and challenges to allow staff to take the next step in their career. This also promotes both internal and external employee mobility.

The drive to produce good-quality work and the desire for continual improvement is a part of professionalism, as is individuals' responsibility to ensure their ongoing development in this respect. The same applies to maintaining substantive ties to one's own field and the ongoing development of generic knowledge and expertise that is essential to retaining long-term employability as a professional. As part of good employment practices, the AUAS supports its staff in these efforts and in taking ownership of their own responsibilities.

To achieve its objectives, the AUAS needs staff who possess not only cutting-edge knowledge and expertise, but also adequate resilience and perseverance to take on new challenges. Investments in education innovation and quality also require investments in the quality and long-term employability of staff.

At the AUAS, all staff have a sense of responsibility (at least in part) for the performance of their own team, group or department. Inter-collegial encouragement and calling each other to account on matters of professionalism are therefore core elements of AUAS management culture. At the same time, the AUAS sees the importance of staff also feeling connected to the institution outside the bounds of their own subject area. After all, sharing knowledge and experiences and developing new understandings in a broader context contribute to the quality of education and research. For this reason, the AUAS encourages the creation of both formal and informal platforms that give professionals the opportunity to meet, share knowledge and set up new initiatives.

The AUAS is an institution for both knowledge and education. High-quality education and research demand that teaching staff be in sufficient supply. A proportional increase in the number of lecturers in education and research will therefore be given priority in the Strategic Plan for the period ahead.

In the Strategic Plan the reinforcement of lecturer teams is regarded as an important challenge and a new step towards the decentralisation of tasks and responsibilities. Teams are responsible for the quality of teaching, and possess the pedagogical know-how required to deliver high-quality and feasible education. The AUAS will give priority to increasing the number of teaching staff with a Master's or PhD degree. Lecturers must be educated one level higher than the level at which they teach. The AUAS will also prioritise increasing the proportional number of teaching staff as it aims for a lecturer-student ratio of at most 1:25. All new lecturers will complete introductory teacher training that covers the use of ICT and the opportunities offered to education by new media. Furthermore, all AUAS staff can expect support in professional development, for example via the AUAS Academy. Staff discuss their development perspectives with their supervisors during annual consultations.

2015

The quality of education and research depends entirely on the lecturers. The AUAS's awareness of this was reflected in its 2015 staffing policy which provides for an increase in the number of lecturers/researchers, creating stronger ties between lecturers and their degree programmes by offering lecturers permanent contracts earlier and, finally, raising lecturers' levels of education. The latter particularly concerns the institution's ambition for more Master's-qualified lecturers teaching the Bachelor's programmes. The goal of at least 72 per cent of AUAS staff holding a Master's degree has since been amply achieved. Indeed, this was also one of the performance agreements. In 2020, at the end of the current policy period, the AUAS aims for 95 per cent of its lectures to have completed all necessary didactic training. In 2015, that percentage had grown to 87.5. AUAS employee satisfaction can be gleaned from the results of the Employee Monitor survey, in which the AUAS scored a 7.3. One striking finding of the Employee Monitor is the high

degree of willingness among staff to pursue training and professional development. This chapter includes various tables, including a table on staff composition. The chapter ends with staff terms of employment and regulations.

WORKFORCE CAPACITY

The AUAS has invested in the number of lecturers with teaching duties as part of its aim to raise the quality of education offered to students. The workforce increased by 197 employees (155 FTEs) compared to 2014. This increase was mainly due to growing numbers of teaching and research staff. As part of the performance agreements, the AUAS has agreed to a ratio of teaching/research staff to support staff of 1.66. Known as the OP-OBP ratio, this ratio did rise slightly in the past year from 1.63 (2014) to 1.66 (2015), yet the AUAS continues to comply with the agreements made in this regard with the Ministry of Education, Culture and Science (for more information, see Chapter 7).

In 2015 additional resources were dedicated to increasing the numbers of teaching and research staff by offering more lecturers a permanent contract and hiring more research staff in order to boost the link between education and research. In addition, a large number of new lecturers were hired in the summer of 2015. This is in line with the objective stated in the Strategic Plan to achieve a maximum ratio of 1:25 between the total number of teaching staff represented in FTE and the total number of students enrolled (i.e. the OP-S ratio) in 2020.

In the 2014-2015 academic year, the OP-S ratio had fallen to 25.5, which means that there are proportionally more lecturers for each student. Incidentally, this development is due not only to the rise in the number of lecturers, but also to the drop in student numbers. The OP-S target ratio of 1:25 is expected to be achieved in the 2015-2016 academic year.

DEVELOPMENT OF THE TEACHING STAFF – STUDENT RATIO

The table below gives the average total ratio between the number of internal and external teaching staff (measured in FTE) and enrolled students over the course of one academic year.

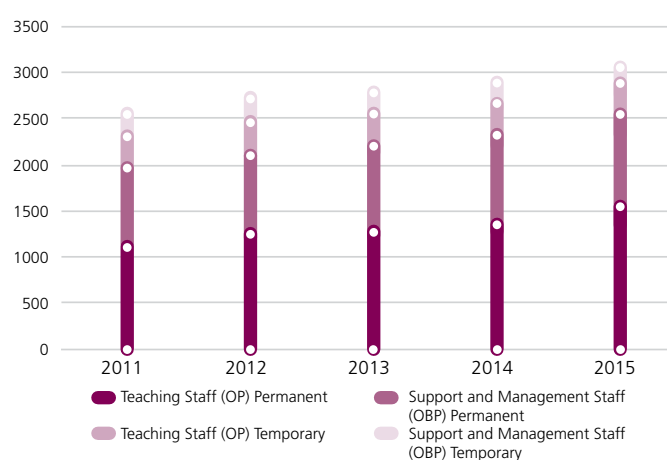
	2012-2013	2013-2014	2014-2015	TARGET
TEACHING STAFF (EDUCATION)	1569.4	1632.6	1721.3	
STUDENTS	41,956	44,114	43,852	
TEACHING STAFF-STUDENT RATIO	26.7	27	25.5	25

INCREASING TEACHING STAFF NUMBERS

As part of the institution's drive to further improve the quality of its education, in late 2014 talks were started with the representative advisory bodies and employee organisations on strengthening the link between lecturers and their degree programmes and teams. The key

question addressed during these talks was the extent to which the current method of hiring lecturers dovetails with the AUAS's quality objectives. The talks were continued in 2015, resulting in the decision to increase teaching staff (OP) numbers. Recruited lecturers can now expect a fixed-term employment agreement with the prospect of a permanent appointment. The number of employees with a D-3 contract rose from 16 (in 2014) to 52 people.

The table below shows the development of the numbers of teaching staff with a permanent appointment (including fixed-term hires with the prospect of a permanent appointment).



LECTURER QUALITY AND PROFESSIONALISATION

Proportion of lecturers with a Master's or PhD degree

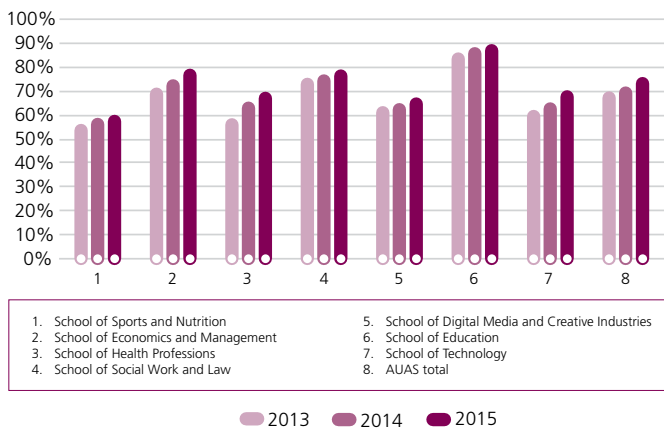
In the interest of raising the quality of education and the likelihood of study success, the AUAS is consciously working to raise the quality of its lecturers. The AUAS has set a target of a minimum of 85 per cent of its lecturers holding a Master's or PhD degree in 2020. The AUAS has adopted the basic principle that its lecturers should teach one level below their actual qualifications. Newly recruited lecturers will be required to hold a Master's or PhD degree. Current lecturers will be facilitated in obtaining a Master's or PhD degree via the AUAS professional development plan, the AUAS promotion scheme or a lecturer's grant. These measures are leading to a steady increase in the number of lecturers with a Master's degree. In 2014 the percentage of lecturers holding a Master's degree was 72.3 per cent; in 2015 this percentage had risen to 75.5 per cent. The rise in the number of Master's-level teaching staff also forms part of the performance agreements made with the Ministry of Education, Culture and Science. As the objective under those agreements was 72 per cent, the AUAS is comfortably exceeding its target. The percentage of lecturers with a PhD degree was 5.4 per cent in 2015, which is comparable to the 2014 figure of 5.5 per cent.



22 APRIL 2015

Hamit Yucel was chosen winner of the 'TOP day' competition of the campaign team of the 2015 elections for the representative advisory bodies and spent a day in the company of AUAS Rector Huib de Jong.

PERCENTAGE OF LECTURERS WITH A MASTER'S DEGREE



EDUCATION LEVEL OF TEACHING STAFF 2015

SCHOOL	PHD	MASTER'S	OTHER	TOTAL
SCHOOL OF SPORTS AND NUTRITION	6	61	45	112
SCHOOL OF ECONOMICS AND MANAGEMENT	14	400	109	523
SCHOOL OF HEALTH PROFESSIONS	9	126	58	193
SCHOOL OF DIGITAL MEDIA AND CREATIVE INDUSTRIES	20	251	131	402
SCHOOL OF SOCIAL WORK AND LAW	18	316	89	423
SCHOOL OF EDUCATION	34	233	30	297
SCHOOL OF TECHNOLOGY	22	208	96	326
TOTAL	123	1595	558	2276

Proportion of lecturers with a Teaching Qualification for lecturers at Universities of Applied Sciences

In its Strategic Plan, the AUAS has formulated the target that 95 per cent of all lecturers must hold a Teaching Qualification for lecturers at Universities of Applied Sciences ('BDB') in 2020. The year 2015 saw the conclusion of the first BDB training courses tailored to the AUAS, including the Basic Examiner Qualification. This BDB track is intended for new lecturers and is aligned with the introductory teacher training they receive on commencing at the institution.

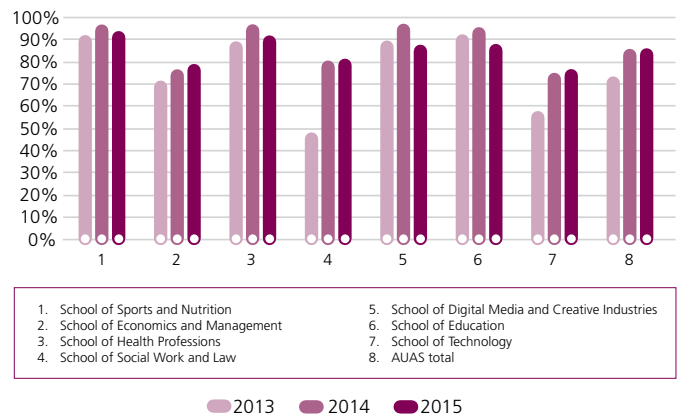
Experienced lecturers who already hold a teaching endorsement or Basic Teaching Qualification will be required to obtain a supplementary Basic Examiner Qualification or Senior Examiner Qualification over the next few years. Lecturers with a Basic Examiner Qualification or Senior Examiner Qualification, plus a teaching endorsement or Basic Teaching Qualification, are deemed to meet the BDB level required by the AUAS.

All training courses referred to that the AUAS has developed meet the criteria adopted nationally by the Netherlands Association of Universities of Applied Sciences. The universities of applied sciences have adopted a protocol for the mutual recognition of the each other's BDB and Basic Examiner Qualification.

In 2015, the Executive Board of the AUAS Academy appointed a certification committee which is tasked with certifying teaching qualifications for AUAS lecturers, monitoring the quality of qualification assessments and dealing with exemption requests with respect to the BDB and Basic Examiner Qualification.

In 2014 the number of lecturers (employed directly by the AUAS) with a teaching endorsement was 85.7 per cent; this figure rose to 87.5 per cent in 2015 (including BDB). The percentage of lecturers with a BDB will continue to grow to this level through to 2017 as experienced lecturers obtain a supplementary Basic Examiner Qualification or Senior Examiner Qualification.

PERCENTAGE OF LECTURES WITH A PERMANENT APPOINTMENT WITH A TEACHING ENDORSEMENT



AUAS ACADEMY

The AUAS Academy is a quality tool of the Amsterdam University of Applied Sciences. The AUAS Academy organises the training, counselling and professional development for all AUAS employees and offers a platform for knowledge sharing. The organisation is in the hands of sixteen permanent members of staff. The programme of the AUAS Academy corresponds with the themes of the Strategic Plan. For example, 2015 saw much attention paid to the link between education and research, testing and assessing, blended learning (including tracks for the Basic Examiner Qualification or Senior Examiner Qualification) and understanding the significance of 'robust and academically feasible education' in programme teams. Furthermore, existing initiatives aimed at training members of examination boards, assessment committees and programme committees and graduation project coordinators have been continued vigorously, as has the introductory teacher training. Participation among staff in education and training options offered by the institution grew in 2015 from 400 to around 1500 employees. The AUAS Academy also offers individual and team coaching, which was provided to around 300 employees in the past year. The Academy's role as a knowledge-sharing platform has consolidated strongly over the past year, both in physical terms (on location) and by means of the digital learning and working environment. The AUAS Academy

7 MAY 2015

Three students of the AUAS's MediaLAB developed a prototype of smart eyewear that will allow HavenBedrijf Amsterdam to better manage and maintain public areas.

actively supported 14 AUAS-wide networks in 2015. Various successful networking activities and events were organised and facilitated over the past year and attracted over 1,700 participants.

In 2015, 2.53 per cent of payroll costs was spent on out-of-pocket expenses for the professional development of teaching, research and support staff. This percentage corresponds with the 3.2 per cent of the totalled annual income mentioned in the collective labour agreement (CLA).

EMPLOYEE SATISFACTION

An employee monitor survey is conducted at the AUAS every two years. In 2015, 58 per cent of the AUAS's workforce participated in the monitor. The response is representative. Given that this was the first time the monitor was conducted in its current form, its results cannot be compared with those of previous years.

AUAS employees are satisfied with working at the institution, giving this aspect of the survey a mark of 7.3. Compared with other universities of applied sciences, this mark places the AUAS in the middle bracket. Eighty-five per cent of the respondents indicated that they had had an annual consultation with their supervisor in the past year. The annual consultation was awarded an average of 3.6 (on a five-point scale) based on statements like 'I experience the annual consultation as worthwhile' and 'The annual consultation motivated me'.

One striking finding of the Employee Monitor is the high degree of willingness among staff to pursue training and professional development and the high degree of satisfaction with the training opportunities available. The monitor also reveals that AUAS employees are highly inspired, as evidenced by the underlying themes of dedication and vitality.

An important point of attention remains the work pressure experienced by teaching and research staff. The difference between perceived work pressure and acceptable work pressure is considerable: 7.4 vs. 6.1, respectively. The major causes of work pressure are given as the demands placed on employees, the lack of freedom of employees to structure their own work process and the lack of rest.

Of all the employees who participated in the survey, 14.9 per cent (312 employees) experienced a form of inappropriate behaviour from colleagues or students of the AUAS. The most common forms of inappropriate behaviour were verbal: gossiping (25 per cent), verbal aggression/harassment (13 per cent) and bullying/psychological pressure (7 per cent).

VITALITY

Like other universities of applied sciences, the AUAS uses the Livvit package from Zilveren Kruis Achmea for additional health management. The Livvit package consists of preventative services aimed at preventing absence due to illness and keeping employees fit and vital. The year 2015 saw the fourth edition of the Vitality Week, in which 802 AUAS employees participated. The Vitality Week was assessed with a mark

of 8, the highest so far. The Livvit package also includes support for employee reintegration. Over the course of 2015, 947 employees, including Vitality Week participants, made use of the Livvit package.

TERMS OF EMPLOYMENT AND REGULATIONS

Long-term employability scheme

Long-term employability is a key theme of the 2014-2016 Collective Labour Agreement for Universities of Applied Sciences (CLA HBO). The CLA provides opportunities for employer and employee to make arrangements so that the employee is able to continue working effectively, with a feeling of motivation and in good health while also able to strike a good work-life balance.

Pursuant to Article M-1-h of the 2014-2016 CLA HBO, the AUAS adopted the Long-Term Employability Scheme on 9 July 2015. This scheme expands on, supplements and clarifies the Long-Term Employability Scheme set out in the CLA. The employee is expected to actively use their available budget, while the supervisor is expected to facilitate the employee in this regard. The power and success of the CLA does not lie in the number of hours made available in the budget, but in the manner in which the employee uses these hours.

Decrease in working hours for senior citizens

The Decrease in working hours for senior citizens ('WS') scheme took effect on 1 January 2015. Employees may apply for a decrease in working hours in return for a personal contribution. The WS scheme is open to employees who are due to reach the pensionable age within 10 years, have worked at a university of applied sciences for five consecutive years and have an employment contract of at least 0.4 FTE. In 2015, 12 AUAS employees applied for the scheme, including one employee who transferred from the Education personnel senior citizens arrangement (SOP) scheme to the WS scheme. The WS scheme is regarded as the successor of the SOP scheme. In 2015, 243 employees made use of the SOP scheme compared to 271 in 2014.

Bonuses

In 2014, the AUAS began an improved application of the bonus system, under which the employees concerned retain their rights. In 2015 renewed focus on the system led to a further drop in the number of bonuses. Sixty-nine employees (1.6 per cent) received a labour market bonus in 2015. As of 31 December 2015, that number had fallen to 47 employees (1.2 per cent). In accordance with the Bonus award guideline of December 2014, all AUAS bonuses are reviewed in a uniform manner. As a result, it has been determined that bonuses are awarded in conformity with the CLA and with due observance of the guideline.

Implementation of the duty of notification

Since 1 January 2015, the employer has a statutory obligation – under penalty of a fine not exceeding one gross monthly salary – to inform the employee in writing at least one month before the employee's fixed-term employment contract ends regarding whether that fixed-term contract is to be extended and, if so, under what conditions.



12 MAY 2015

Ben Schouten, AUAS professor of Game Research and professor at Delft University of Technology, used his inaugural speech to talk about how the advent of serious games is changing the relationship between citizens, designers and institutions.

The AUAS has implemented this duty of notification. The institution's administrative processes have been set up so that an employee with a fixed-term employment contract is informed in writing one month before the end of the fixed-term contract regarding its possible extension. Consequently, the AUAS meets its obligations under the duty of notification and has acted in accordance with the implementation regulations.

DAM funds

In 2015 the decentralised employment conditions resources (DAM) were spent on schemes that are highly valued at the AUAS, namely commuting expenses, paid parental leave and the employer's contribution to childcare costs schemes. These expenditures amounted to 2.5 per cent of the totalled annual income. The AUAS will again review the expenditure of these resources together with the employee associations in 2017.



19 MAY 2015

With a €3.5 million RAAK PRO grant, the AUAS will be conducting research into safe flying, intelligent charging structures, forensic investigations, anti-bullying policy and the motor development of primary school children.

3.2 FINANCES

The AUAS endeavours to maintain a financially healthy position. A sound financial policy is necessary in order to realise strategic goals relating to education, research and social impact. The AUAS bolsters its equity by ensuring balanced income and expenditure. This equity constitutes a buffer for absorbing future financial risks and is the basis for desired/ necessary investments. Financial policy is implemented using a comprehensive planning & control cycle that sets out the regulations for drawing up budgets (planning) and monitoring their implementation (control). An important premise of the financial policy is to release as many resources as possible in order to raise the quality of education and applied research by reducing indirect costs to a responsible minimum. All government funds and tuition fees will be channelled back as much as possible to the schools that generated them. This places budgeting responsibility close to the base of the organisation, in line with the principles of the AUAS Management Model.

AMBITIONS

The AUAS is developing a financial control environment aimed at achieving the strategic objectives, effectiveness and efficiency in business processes, reliability in financial data and compliance with relevant laws and regulations. As part of this system, the line management is responsible for controlling its own processes; ancillary departments support the management, and independent/other audits verify whether processes run smoothly. Furthermore, the planning period ahead will see the AUAS investing in raising financial awareness and supporting the management. The AUAS is working towards a more efficient use of resources and more effective support through the transition process, the improvement and simplification of education logistics and the reduction of accommodation costs.

2015

From a financial perspective, raising the quality of education and research means limiting indirect costs to a minimum. Consequently, the accommodation plan was updated and the support organisation restructured (transition). Incidentally, research conducted by the AUAS shows that its overhead costs do not exceed the sector average for large universities of applied sciences. Audit activities have been established as part of the AUAS's desire for management control. Efforts have also been made to raise financial awareness among supervisors and preparations for the new Institutional Research department have taken place. Timetabling at the AUAS has been improved systematically.

FINANCIAL CONTROL ENVIRONMENT AND FINANCIAL AWARENESS

The 2015-2020 Strategic Plan lists as one of the AUAS's objectives the development of a financial control environment aimed at achieving the strategic objectives, effectiveness and efficiency in business processes, reliability in financial data and compliance with relevant laws and regulations. To this end, the institution has opted for the COSO model¹⁷, under which the line management is responsible for controlling its own processes, the staff supports the management and conducts the quality control and the independent auditing function verifies these collaborative processes.

In 2015 the independent audit function for the AUAS and UvA was established (also see the section on administrative culture in the chapter Strategic Themes). This means, among other things, that the annual corporate audit agenda, which the Audit department conducts, will in future be drawn up based on the risk management system, allowing the management to offer tighter assurances regarding the operation of the system of internal control. Collaboration with the UvA's finance department is allowing the AUAS to work on strengthening the quality of its own support department and enabling more tailored control for the collaborating services.

In line with the administrative model following the transition, steps were taken in 2015 to allocate financial responsibility to the lowest possible layers of the organisation. The units (schools, services and support departments) each report independently to the Executive Board. These are quarterly reports containing information on each unit's activities and operational management. The reports also contain a section on risk in which the major risks and control measures are laid out. Twice a year the Executive Board uses these quarterly reports in discussions with the management of the various schools, support departments and services. Furthermore, efforts to raise financial awareness in the organisation in 2015 included the following initiatives:

- The preparation of a financial policy agenda based on a questionnaire and interviews;
- Presentations given by FP&C in a number of bodies on financial subjects, such as financial policy, the budget, the internal allocation model and decentralised reserve positions.

Also in 2015, preparations were made for the establishment of an Institutional Research (IR) department. This specialist department will collect, collate and make available specific information which will be provided to the Executive Board, schools and policy departments to help them analyse data on education, research, students and staff. Among other things, the department will draw up monitoring reports to provide a clear overview on key topics and conduct research projects. The AUAS's information system has been organised within the IR department.



19 MAY 2015

The Amsterdam University of Applied Sciences became a full member of the European 'Big Data Value Association' network.

MORE EFFICIENT USE OF RESOURCES

The 2015-2020 Strategic Plan states that the AUAS actively aims to use its resources more efficiently by restructuring its overhead costs, with the aim of establishing an efficient support organisation, improved and simplified education logistics and lower accommodation costs.

Overhead

The AUAS wants to improve the efficiency and quality of the support organisation in the interests of education and research. Consequently, further to striking an effective balance between support and teaching/research personnel (see Chapter 7), the decentralising 'Restructuring of the support organisation' project was launched in early 2014. In 2015 this project was continued during a transitional period, resulting in a reorganisation of the support functions with a slight increase in the overhead costs of the schools and a decrease in central overhead costs. For more information, see the chapter on Management Culture. An objective set out in the 2015-2020 Strategic Plan is for the overhead costs of the AUAS, as a percentage of the institution's turnover, not to exceed the sector average for large universities of applied sciences. In 2015 a baseline measurement was conducted for 2014. It revealed that the AUAS's overhead costs were indeed below the sector average.

Education logistics

A key component of the internal services offered to students and lecturers is timetabling. Consequently, timetabling quality standards were adopted as part of the Timetabling project (which was part of the Slim programme) in late 2014. The standards came into force in the 2014-2015 academic year and have been included in the AUAS-wide guidelines for robust and academically feasible education. Also, a Timetabling process manager was appointed as of 1 January 2015 to help the AUAS achieve the objectives as formulated in the standards.

Implementation of the standards and the appointment of the process manager were the direct result of the AUAS's renewed poor NSE scoring in the area of timetabling. Compliance with the standards should result in greater satisfaction among students about their timetables and improved timeliness and clarity with respect to timetable changes. Better timetabling will also go towards improving the quality of the student's learning process. Improving the quality of timetabling as a whole should lead to greater stability, predictability and timeliness, metrics on which the standards are indeed based. As an additional benefit, better timetables may lead to more efficient use of buildings and, consequently, cost savings (which in turn will benefit the primary process).

With the additional focus on the timetabling process, the number of degree programmes publishing their timetables on time has increased and the number of timetable changes made following publication has fallen in the case of many programmes. Programmes that already performed well in these areas generally continue to do so. These and other developments also seem to be gradually increasing students' satisfaction about their

programme timetables: whereas 31.5 per cent of respondents indicated to be satisfied/very satisfied about the programme timetables in 2014, in 2015 that percentage had risen to 33.6 per cent (source: NSE).

The process of student enrolment and termination of enrolment has also been optimised in the past year, with this service becoming centralised as of 1 November 2015. As a result, the decentralised student administrations of the various schools and the student service centre have been abolished, and the team of the Central Student Administration (CSA) of the Administration Centre has been reinforced with staff from the schools, thus improving the quality of the administration and safeguarding the continuity of the service provision. As an extension of this – and in line with the outcomes of the Sound programme – the CSA prepared the central production of degree certificates in 2015, a procedure that will be implemented during the course of 2016, resulting in improved degree certificate quality.

Accommodation expenses

The Accommodations Plan of the AUAS was updated in 2015. Occupancy rates remained virtually unchanged relative to the previous year. The use of scheduled spaces showed a small improvement (the no show percentage is around 20 per cent). The accommodations strategic framework (2011-2021 Accommodations Plan) calls for the affordability of the institution's real estate portfolio to be assessed in accordance with the following two criteria:

- The owner's property charges, which are linked to the portfolio and developments needed to establish a good portfolio, must not exceed more than an average of 12 per cent of the AUAS's annual income in the next ten-year period.
- Investments made in the real estate portfolio must be assessed against the AUAS's solvency, for which a minimum level of 30 per cent applies.

The update of the accommodation model (in which the 2015-2016 student numbers fall compared with 2014-2015 and continue to decline in subsequent years to around 47,000 in 2018-2019) means that the accommodation norm for the period 2016-2025 will be lower than that for 2015-2024 by approximately 1% point. The accommodation norm for 2016-2025 is between nine and eleven per cent. The most important factors influencing this norm are the opening of the Amstel Campus and reduced use of rented buildings.

7 If an organisation is to achieve its objectives, it must deal with risks and endeavour to control these risks. The COSO model describes and defines various elements of an internal control system needed to do this. The model shows the direct relationship between an organisation's objectives, the control components and the entities/units for which the internal control is required.



23 MAY 2015

Six students of the second-level Dutch teacher-training programme, together with a student from the UvA, won the Anela incentive prize for their research into the effectiveness of writing corrective feedback on texts.

3.3 INFRASTRUCTURE

The AUAS is a metropolitan university of applied sciences, where learning, working and living in the inspiring and complex city of Amsterdam all come together naturally. This is reflected in the AUAS's accommodations which contribute to student satisfaction, commitment among students to their programme, interaction between lecturers and students, and to the visible relationship with professional practice. For these reasons our accommodations are contemporary, functional and sustainable, and constitute an open urban campus with four locations throughout the city.

The AUAS is contemporary not only in terms of its accommodation, but also in its use of ICT. Blended learning, digital testing and the formation of virtual communities all depend on modern facilities. We therefore ensure that our ICT infrastructure is stable, up-to-date and reliable. Both students and staff have access to well-supported basic workstations/study areas. Information and data are easily accessible anytime, anywhere and on any device. The AUAS of course strikes a considered balance between security and accessibility in this regard, and we also respond to the latest developments in the world of digital and education technology, always giving realistic consideration to the institution's ability and willingness to assume a leading role.

The AUAS sources its services from shared service centres, which it shares with the University of Amsterdam (UvA). Wherever possible, operational work processes are standardised and collaboration is sought with the UvA in order to increase support for the primary process (i.e. education and academic/applied research at the AUAS). To ensure optimum support, the AUAS is also bolstering professional support for the needs expressed by the various schools.

AMBITIONS

The AUAS's infrastructural ambitions include the timely and on-budget completion of the Amstel Campus, construction of student accommodations, offering a reliable network and the digitisation of education and research.

2015

In terms of infrastructure, education quality saw improvements in 2015 in accommodation, digitisation of education and testing, a stable network and effective timetables. For example, the Wibauthuis building on the Amstel Campus was opened in 2015. The Amstel Campus is an open campus located at the top of Wibautstraat. The AUAS is also committed to more affordable student living accommodation. The AUAS is working towards modes of education that give the student more control and in which technology plays a more prominent role. The digitisation of education also means the digitisation of tests: two halls each accommodating 300 test places were completed for joint UvA-AUAS use in 2015.

In 2015, the wireless network was improved and an open wireless network for guests was launched. Infrastructure also covers internal services provided to staff and students. A key component of these services is consistent, predictable and timely timetable information.

ACCOMMODATION

Real estate policy

The AUAS's real estate policies are based on the strategic long-term accommodations plan, under which new or renovated accommodations

are integrated into four open city campuses. The accommodations plan provides insight into the medium and long-term potential of our real estate portfolio, within the context of the AUAS's ambitions for education, research and entrepreneurship. While explicitly including the wishes of students and employees, the plan ensures that the organisation's continuity is sufficiently safeguarded. The accommodations plan serves as a strategic framework for all real estate decisions over the coming decade, the embedment of real estate within the organisation, the development of management concepts and financial long-term policies. In financial terms, we will be striving to ensure a solvency of at least 30 per cent and working to keep owner's property charges below an average of 12 per cent per year in relation to the AUAS's annual income.

The great majority of AUAS accommodations are situated at four locations throughout Amsterdam: the Amstel Campus in Amsterdam-Oost on Wibautstraat (largest facility); the Business Campus in Amsterdam Zuid-Oost at the Amsterdam Arena; the Health Campus in Amsterdam Zuid-Oost at the Academic Medical Center (AMC-UvA); and the Sports Campus in Amsterdam Nieuw-West (Osdorp). The concentration of AUAS accommodations is resulting in a multidisciplinary environment that should contribute both to the quality of the institution's education and research and to the institution's appeal to businesses, social organisations and other knowledge partners.

Amstel Campus

The Amstel Campus, situated at the edge of Amsterdam's city centre, is the main location of five of the AUAS's seven schools. Following its completion, the new campus will offer some 30,000 students and



26 MAY 2015

On Sunday the AUAS team came second in the Shell Eco-marathon Europe in the hydrogen prototype category with their hydrogen car H2A.



8 JUNE 2015

AUAS professor Jeroen Kluck, researcher Lisette Klok and former-AUAS student Umut Ucar measured perceived temperature during a heat wave.

employees a place to study, work, create and spend their leisure time. In addition to the various university buildings, the campus will feature student accommodations, sports facilities, parking garages and public squares. A large number of these facilities had already been completed at the time of writing.

In fact, the penultimate building to be completed on the campus, the Wibauthuis, was opened for use on 10 August 2015. This 12-storey education building is the home base for a number of degree programmes of the School of Economics and Management and the School of Social Work and Law. Beneath the Wibauthuis, there is a parking garage for 245 cars and a bike basement for some 1,000 bicycles. The relocation of the degree programmes to the Wibauthuis proceeded smoothly. Lecturer satisfaction with regard to accommodation has increased for these degree programmes and the students are also enthusiastic.

The eighth and final building of the Amstel Campus, the Conradhuis, was subject to a tendering procedure through to the verification phase. The sustainable design for the building and its surrounding environment was awarded a four-star 'excellent' BREEAM NL New Construction certificate in November 2014, the highest sustainability score to be obtained by an education building. The decision on actually starting construction work on the future home of the degree programmes of the School of Technology, in particular, is expected in May 2016 based on the portfolio strategy and the AUAS's long-term financial position.

The AUAS highly values good relationships with the local area, the municipality and organisations located near the campus, which is why since 2009 the university of applied sciences has employed an area manager who acts as the first point of contact for the neighbourhood in the vicinity of the new Amstel Campus. The area manager has positively influenced perception of the AUAS's activities.

Student accommodations

To continue to be attractive to students, Amsterdam must offer sufficient and affordable housing for its students. The 2014-2018 coalition agreement 'Amsterdam belongs to everyone' (Amsterdam is van iedereen) of the current city administration includes the not immodest ambition for the construction of new housing, a portion of which will be targeted specifically to students, as a way of easing the general scarcity in the Amsterdam housing market. The city aims to create 8,000 student residences (new construction or repurposing) in the 2014-2018 period.

The AUAS has a considerable interest in sufficient housing for its students, but is in that regard dependent on the municipality and housing organisations. According to the National Student Survey (NSE), the limited availability and high price of housing is one of the issues on which Amsterdam's higher education institutions score significantly lower than institutions in other cities. Plans at the municipality for approximately 3,500 student residences are already in progress. Meanwhile, various parties, old and new, have become active on the

student housing market and a number of successful partnerships have been forged between private parties and housing associations. To cater for shorter stays (exchange students) and conference rooms, the UvA and the AUAS have agreed a running rate discount with StayOkay hostels.

DIGITISATION

Future proof

The future-proof or flexible education referred to earlier in which the student assumes ever greater responsibility informs the continued development of the education infrastructure. The AUAS is developing its education policy in close alignment with its information strategy.

Digital testing

Digital testing fits with developments such as 'blended learning' and 'flipping the classroom'. After all, digitised education requires a similar method of testing. Partly for that reason, ICT Services and Facility Services have worked in the past year on building two examination halls with large-scale digital testing facilities in the IWO complex for both the UvA and the AUAS. These halls became operational in September 2015, and within one month 9,200 students had used them to sit around 40 tests. The examination halls are also used to administer written tests. The two IWO halls each have a capacity of 300 digital testing places. Combined with the digital hall on the UvA's Roeterseiland Campus, which was completed earlier, these two new digital halls mean that the UvA and AUAS have a capacity of 750 digital testing places. This is the largest digital testing capacity of any education institution in the Netherlands.

Wireless network

In 2015 ICT Services carried out a number of projects to improve the institution's wireless network. This Wi-Fi network is vital to AUAS staff and students using AUAS services and the Internet. In late 2015 the Wi-Fi network was also opened to guests in response to the AUAS's desire to be able to offer fast network access to visitors to its locations. Visitors do not need to log in with a username and password. This open access will prove convenient during open days and conferences.

Another important project involved the completion of the Wibauthuis mentioned earlier. The Wibauthuis is a large building, making effective network coverage a challenge. Nevertheless, ICT Services, in collaboration with Facility Services, was able to provide full Wi-Fi network coverage at the start of the academic year. Coverage also extends to the square behind the Wibauthuis so that when outside on the square or at one of the outdoor cafés students can use the wireless Eduroam network while visitors can use the open Wi-Fi network.

INTERNAL SERVICES

For most of its internal services, the AUAS uses shared service centres with the UvA. These shared service centres supply suitable and reliable services in the area of financial, student, staff and salary administration,

facility services and automation (ICT) as effectively as possible. Moreover, the University Library of the UvA and the AUAS Library have been brought under single management. The Real Estate Development departments of both institutions, as well as the Student Services (UvA) and Student Affairs (AUAS) departments, have also been brought together under unified management, with the new director of both student service departments, appointed as of 1 December 2015, having been instructed to merge them into a single shared service. Every year, the AUAS measures staff satisfaction with the provision of services by the shared service units in the Employee Monitor. The results of the Monitor form a basis for evaluating the internal services, which results in policy development and concrete measures for improvement. The table below gives the total scores for the perceived importance and quality of the AUAS's internal service provision. The importance of the internal service provision is measured using a five-point scale; the perceived quality is measured using a ten-point scale.

INTERNAL SERVICES	IMPORTANCE	QUALITY
Administrative support	4.4	6.4
ICT and ICT support	4.7	6.2
P&O support	4.2	6.1
Financial services	3.7	6.5
Library services	3.9	7.1
Security	3.9	7.2
Catering / restaurant facilities	3.9	5.7
Printing and copying facilities	4.5	7.3
Cleaning services	4.5	6.1
Administration Centre Service Desk	3.8	6.8
Facility Services Desk	3.7	6.7
ICT Services Desk	4.0	6.5
Internal professional development training	4.1	6.3

The 2015 Employee Monitor reveals that employees regard the provision of internal services as important (light burgundy) to very important (dark burgundy). However, most respondents were neutral (white) regarding their appreciation for the AUAS's internal service provision. Employees are satisfied with the library services, security and printing and copying facilities, but are less satisfied (purple) with catering/restaurant facilities (especially at the schools).



10 JUNE 2015

The AUAS has appointed three new professors in the field of healthcare: Marike van der Schaaf (Revalidation in acute care), Bianca Buurman (Transmural geriatric care) and Hester Vermeulen (Evidence-based perioperative care).



11 JUNE 2015

Jiske Griffioen, wheelchair tennis player and AUAS student at Cruyff University, won the wheelchair championship at Roland Garros, after having won the title at the Australian Open at the start of this year.

STRATEGIC THEMES

4



THE CITY

Ambitions 2015-2020

The AUAS is the university of applied sciences run both by and for the city of Amsterdam. This statement expresses the AUAS's desire to establish itself as a regional higher education institution with a connection to its home city, as well as one that aims to respond to current issues in metropolitan regions like Amsterdam.

Vitality in an urban environment, metropolitan management issues, teaching and learning in the complex urban context, technological solutions for a liveable city, business models suitable for an international service society and co-production with IT-driven creative industry in the region in responding to social issues – these are the topics that the AUAS wishes to address as a knowledge institution in order to make a difference along with its partners in the region, and to develop knowledge in areas significant to the social and economic development of the Amsterdam metropolitan region.

Knowledge development and transfer are at the core of the AUAS. As an institution and a community of students and lecturers, however, it is also part of life in the city. With campuses in the Nieuw-West, Zuid-Oost and Wibautstraat (Amstel Campus) areas, the institution partly defines life in the various neighbourhoods of Amsterdam, leaving concrete, visible traces behind. The AUAS also aims to form a community of lecturers and students that is both visible and recognisable to all, to damage the natural environment as little as possible, and to work with local residents to foster positive community and neighbourhood relations.

2015

The city is the strategic theme that brings activities together that forge a link between the university of applied sciences and the city. In 2015 such activities included research conducted with and for the city, the relationship that the AUAS community maintains with refugees and the organisation's sustainability in terms of energy consumption, limiting CO₂ emissions and sustainable procurement etc.

URBAN ISSUES

The AUAS's education and research is inextricably linked with the city, as has already been discussed in detail earlier in this report. An overview of the many projects launched in 2015 can be found at: <http://www.hva.nl/onderzoek/hva-onderzoek/projecten>.

REFUGEE STUDENTS

Since December 2011, the AUAS has been collaborating with the Foundation for Refugee Students (UAF) in the programme 'Students that

Matter'. This collaboration is mainly aimed at offering these refugee students a warm welcome and optimal support during their studies at the institution. Moreover, the AUAS is seeking to foster understanding for refugee students with the sub-programme 'Learning together, living together' (*Samen leren, samen leven*). The AUAS had some 100 refugee students in 2014-2015.

The aim of the sub-programme 'Research' (*Onderzoek*) is to align with the 'Scholars at Risk' network (SAR) and, together with the UAF, to offer scientists facing persecution abroad a temporary research position in Amsterdam and at the AUAS. In 2015 the AUAS for the first time offered a grant to an SAR researcher, who was appointed by the School of Technology. The refugee crisis dominated the news for a long time in 2015 (and continues to do so). AUAS staff and students expressed their feeling of involvement with this issue by organising collection campaigns and discussion evenings, among other initiatives. For instance, a think tank was established at the initiative of Student Affairs for staff and students who want to do something for the refugees and refugee students. One of the outcomes of the think tank is the creation of employee and student mentors to offer support to refugee students during their studies. A number of senior refugee students are critically reviewing the ideas put forward and are advising the think tank participants and employees of the Students that Matter programme.

SUSTAINABILITY

Sustainability is important in everything we do. Indeed, much of the AUAS's applied research is associated with sustainability issues and sustainability is a key point of departure for the institution's operations. Under the Long-Term Agreements on Energy Efficiency, the AUAS, other higher education institutions and the government have agreed to draw up Energy Efficiency plans and implement the measures adopted in these plans. The aim of the long-term agreement is to achieve a 30 per cent efficiency improvement in 2020 compared to 2005. In 2015 building-related use of primary energy fell by 1.3 per cent compared to 2014 and by 25.9 per cent compared to 2010. The decrease relative to 2014 was achieved by a reduction in electricity consumption per student, while heat consumption per student (gas and district heating) remained virtually unchanged despite the colder weather. Corrected for degree days, the AUAS's heat consumption dropped by 12.3 per cent relative to 2014 and by 29.1 per cent relative to 2013. These notable achievements in the area of energy efficiency are the result of an energy-management optimisation programme that has been running since 2013.

In 2015 building-related CO₂ emissions, combined with heating, cooling and electricity consumption, amounted to 43.1 kg per student, representing a 0.7 per cent drop in emissions compared to 2014 and an 86.9 per cent drop compared to 2010. The modest decrease in emissions relative to 2014 – despite the institution's good energy-efficiency performance – is the result of an adjustment to the generally accepted emission factor for gas in the Netherlands (+3 per cent) and the fact that 2015 was a colder, i.e. less warm year, than 2014.

The AUAS aims for 100 per cent of its purchases to be sustainable from 2015. This objective is being pursued by subjecting tendering procedures in 2015 to the sustainability requirements adopted by the Netherlands Enterprise Agency (RVO) in the covenant on sustainable purchasing between the government and the higher education sector. The AUAS will go above and beyond these requirements where possible and desirable. For example, the AUAS is collaborating with the professorship in Logistics to investigate how to reduce the distances travelled by our suppliers. This investigation has clearly shown that gains can be made by combining trips, combining orders and/or arranging for the delivery of goods to a central point. The knowledge thus acquired is being applied in the tendering procedure for the institution's internal post and parcel services, for example.

An overview of all figures relevant to the area of sustainability is included in the key data (page 9) of the annual report.

INTERNATIONALISATION

Ambitions 2015-2020

A metropolitan society is an international society. All professions, and therefore all professionals, must navigate a variety of languages and cultures throughout their careers. AUAS alumni must be prepared for this environment during the course of their studies.

To us, the subject of internationalisation is mainly about 'internationalisation at home'. Degree programmes are in line with current international standards in terms of knowledge and understanding in the field, and students are encouraged to complete part of their studies or a work placement abroad. The institution also runs a number of international programmes taught entirely in English, with an 'international classroom'. This implies that the doors of the AUAS are also open to students from abroad, to allow them to experience studying in Amsterdam and give them the opportunity to complete work experience in the Netherlands.

European research grants will become increasingly significant to the AUAS, another reason why the development of an international network is of major importance.

2015

The AUAS prepared the structure of a European consortium in 2015. The AUAS was also involved in various projects that seek to develop international skills, particularly international business skills, among students. Together with other knowledge institutions and the Amsterdam Economic Board, the AUAS is working on a project to retain international talent for the city. The AUAS, UvA and VU Amsterdam organised a successful Summer School in 2015, which is to be organised once again in 2016.

EUROPEAN CONSORTIUM

The creation of a network of collaborating institutions is a key factor in safeguarding the quality of education and research in an international environment. It also contributes to the transparency and efficiency of student and staff exchanges, fostering an understanding of the quality of education and research among participating partners. In reference to the multi-annual perspective referred to above, the AUAS is considering whether it should join an existing European consortium for comparable (broad-based) universities of applied sciences or whether it should take the initiative to set up a similar network.

The key criterion for consortium partners is the thematic relevance to or added value for the development of research priority areas at the AUAS. A further criterion is that collaborative arrangements must already exist between the prospective partner institution and at least two AUAS schools in the area of research or student exchange. Moreover, the network will need to align with the further development of international curricula. A final, long-term and important consideration is how such a European consortium of universities of applied sciences will allow the AUAS to make more effective use of the existing European grant programmes, such as Horizon 2020 and Erasmus+.

In 2015 the AUAS held exploratory talks with interested partners in several countries, including Norway (HiOA: Oslo UAS), Finland (Helsinki Metropolia UAS), Belgium (University College Ghent), Croatia (University of Zagreb) and Germany (Frankfurt UAS). The aim of the talks is to join a European consortium in the summer of 2016 and organise a launch conference the following autumn.

INTERNATIONAL TALENT ACQUISITION

As described in Section 2.3 above, the AUAS is a member of the Amsterdam Economic Board (AEB) for the Amsterdam metropolitan region, joining forces with the government and various knowledge institutions and businesses to strengthen and promote necessary innovation in the city. One of the challenges the Board intends to address in the coming period concerns 'Talent for the future', part of which comes under the International Talent Acquisition (ITA) programme that aims to attract and retain talent from abroad. The partners collaborating on this project are the Amsterdam Economic Board, the municipality of Amsterdam and the Amsterdam-based knowledge institutions the UvA, VU Amsterdam and AUAS.



12 JUNE 2015

First-year AUAS Finance and Control student Domingo Deira won the Dutch Office Championship on Friday, 5 June, qualifying him for the World Championship in Dallas.

Under the flag of the ITA, a second – and successful – edition of the International Talent Event Amsterdam (ITEA) event was organised in May 2015 which connects graduates with employers, including international employers, in the Amsterdam region and helps them find out about job opportunities. During this event, 860 international students were put in contact with 41 international companies. Almost 500 AUAS students have registered for the ITEA, which was developed in 2014 to offer a platform for international students in Amsterdam to connect with international companies based in the Amsterdam region to discuss work placement opportunities, graduation and research projects and future employment prospects in the Amsterdam metropolitan region. The ITEA is also aligned with the national objectives of EP-NUFFIC's 'Make it in the Netherlands' campaign.

AUAS SUMMER SCHOOL

In the spring of 2014 the AUAS decided to start a Summer School in 2015. The AUAS's main objective with its Summer School is to boost the awareness and profile of its degree programmes among international students. International students who already hold Bachelor's degrees or are in the final phase of their Bachelor's programmes therefore are the primary target group of the AUAS Summer School. In the summer of 2015, the AUAS offered four 2-week courses organised by the School of Economics and Management. Moreover, the AUAS Summer School programme was closely coordinated with that of the UvA and VU Amsterdam. A total of 72 students participated in the AUAS Summer School, including 47 international students. The experiences with the first Summer School were so positive that the AUAS decided to expand the number of courses offered in 2016 from four to ten.

AUAS COMMUNITY

Ambitions 2015-2020

Students at the AUAS are people who study independently and, in collaboration with their fellow students, keep well informed, actively structure their own student lives and build up social and intellectual networks in the city. The AUAS is a dynamic environment that offers them all the facilities they need to develop their talents and that encourages them to make the most of their potential. Surrounded by the city, students prepare to enter professional practice in a metropolitan, international and intercultural context. As such, our campuses serve as a meeting place for students, staff, local residents, alumni and collaboration partners.

AUAS students are equipped to navigate the organisation in matters relating to academic support, accommodation, health and extracurricular activities (sports and culture). The facilities and services are rated highly by students, and they identify positively

with both the subject matter and professional profile of their degree programme. All of this makes AUAS students (and alumni) a group of active ambassadors who feel connected to their university of applied sciences.

2015

The AUAS community focused in 2015 on student coaching and student engagement.

STUDENT ENGAGEMENT

The theme of student engagement has grown in popularity in education and research into education in the past year as a result of increased knowledge about the importance of emotional, intellectual and behavioural factors for the learning process and associated study success. As such, this theme addresses issues current in higher professional education.

The Smart programme devotes much attention to the structure of counselling offered to students, clearly defining the roles of lecturers and academic advisers and examining the accessibility of further support. The outcomes of this research have been set out in the 'robust and academically feasible education' guideline.

Student engagement goes beyond an effective counselling structure alone. The AUAS views student engagement as students intrinsically investing in their academic careers. They do their best, they are proud, not just of their marks and credits, but also of their ability to understand and internalise the material and impart their own meaning to it. They take responsibility for the choices they make during their academic careers. For many students, student engagement is a prerequisite for study success, not just in terms of earning good marks, but also – and especially – in terms of engaged professionals who 'make a difference' in their work. Consequently, student engagement is no unchanging student characteristic, but the result of interactions between the student and the school environment, particularly interaction with the lecturers. Student engagement can therefore – as opposed to student characteristics – be influenced, first and foremost by the institutions and the degree programmes.

Given the importance of the topic, the new Strategic Plan pays particular attention to student engagement. It seeks to strengthen the engagement of AUAS students with the institution and their degree programmes (*empowerment*) in a way so that students experience a sense of community: '*your home away from home*'.

At the AUAS a broad range of activities are undertaken at the institutional level by a variety of bodies aimed at cementing the bond with students and raising their sense of engagement. Such activities include programme information, organising introduction weeks (both central and programme-based), setting up study and



30 JUNE 2015

The Executive Board has decided to name the Rijnspoorgebouw (working name) after Frederik Willem Conrad jr (1800–1870). Conrad was a hydraulic engineer and a railway pioneer.

student associations, facilitating special target groups (such as refugee students and students with a disability), consolidating the programme committees, stimulating participation in representative advisory bodies, establishing student mentor programmes, as well as involving alumni in the affairs of the university of applied sciences.

These themes are to be coordinated and further elaborated under the umbrella of the Student Engagement programme. This programme, which comes under the responsibility of one of the deans, was launched in late 2015 and will run concurrently with the Strategic Plan.

FLOOR

A prime example of the way in which the AUAS encourages interaction with its students is the activities organised by FLOOR. Debate and activity centre FLOOR offers a platform for knowledge sharing, meetings between students, lecturers, experts and the city of Amsterdam. FLOOR, which is part of the UvA-AUAS Library, provides a convenient way for bringing together education, research, the business community and cultural and social organisations. Meet, inspire and learn from one another. That is the goal of FLOOR.

FLOOR events and activities can take place anywhere, but mostly FLOOR's own spaces are used: the central hall and the breeding grounds in the Kohnstammhuis and the FLOOR hall in the Wibauthuis, an attractive location for lectures, film screenings, presentations and more. All staff and students of the AUAS are welcome to propose a programme to FLOOR and discuss the possibilities for getting it implemented. Also external organisations that are in some way involved with AUAS projects or partnerships are invited to submit ideas.

In the past year, numerous activities have been organised, ranging from election debates held against the backdrop of the Provincial Council elections to the 2015 UvA-AUAS Dictation and lectures, like Joris Luyendijk's lecture on developments in the financial sector, to the exhibition of the AUAS photographer in residence.

MANAGEMENT CULTURE

Ambitions 2015-2020

In structuring its schools, the AUAS has opted for integrated management with three management tiers – the Executive Board, the deans, and the programme managers – who retain integral responsibility for both education and research, as well as for the operations management of the institution, school and programme respectively. Policy implementation also forms part of this integral responsibility. The Executive Board ensures compliance with the agreements via regulations and policy, and shoulders final responsibility for the AUAS.

Our institution aims to be a learning organisation, and encourages the exchange of experiences and the standardisation of operational work processes based on peer review and network formation among various units within the AUAS.

As part of this process, we are guided by the following values: the AUAS is the university of applied sciences run by and for the city of Amsterdam, and operates according to the principle of 'a small entity within a large organisation'. As such, responsibility is situated as close as possible to the roots of the organisation, based on the premise of 'trust beforehand, accountability afterwards'. But above all, the main focus remains on the primary process.

2015

The year 2015 saw the reorganisation of the support services with the aim of raising quality and creating a more direct link with the institution's education and research activities. Also established in 2015 is the Audit department which is tasked with advising and informing the Executive Board in accordance with the principle of the three lines of defence.

TRANSITION

In line with ambitions described above, the AUAS has chosen, as the new Strategic Plan period draws nearer, to first restructure the line organisation of the schools and subsequently the support organisation in order to increase levels of satisfaction about the quality and reliability of the support offered to education and research at the institution (at the lowest possible costs). This restructuring follows clear delineations between horizontal and vertical organisational structures, policy and implementation, and centralisation/decentralisation in the allocation of



6 JULY 2015

Photographer Amelie Tegtmeyer is the AUAS's Photographer in Residence for the 2015-2016 academic year. The Photographer in Residence is commissioned two or three times a year to create a commemorative work of photography.

tasks, responsibilities and authorisations.

From 2014, efforts began in strengthening the decentralised staff units and continuing the process of decentralisation. In May 2015, the Executive Board then took a proposed decision to reorganise the support functions in the schools and the executive staff. The initial aim was a new organisational structure that would sharpen the focus of the supporting functions on the primary process. This initial aim is conditional for the ultimate aim, i.e. to forge a strong link between the supporting functions and the primary process so that students, lecturers and supervisors know and feel they are receiving effective support. Following intensive talks with the Central Representative Advisory Council, the transition plan was adopted in October 2015 and work started on its implementation.

In the first phase of the transition plan, all support staff were transferred to the new organisational structure via a reorganisation with clear agreements on targets. The six hundred employees involved had discussions with their supervisors between November 2015 and January 2016. The new structure reinforces the link between the schools and the executive staff by establishing school staff departments in each school that work with the central executive staff in all disciplines. The commencement date for the new structure of the support organisation is 1 February 2016.

In the second phase of the plan, this change will be continued in 2016 with the introduction and elaboration of three new core competencies (cooperation, learning capacity and customer engagement). Executive staff employees and the school staffs will perform a development assessment in these three competencies, based on the results of which employees and superiors will be offered appropriate career-development paths.

Work was also begun in 2015 on improving work processes. Employees were invited to attend training courses in the Lean method and asked to get to work straight away to implement their own improvement projects in both the primary process and the supporting processes. Apart from in these projects, the theme of continuous improvement at the AUAS was also a point of attention in training courses, special events and knowledge-sharing facilities via the Community of Practice, which was specially set up at the AUAS Academy.

CORPORATE CONTROL

One of the policy objectives that the AUAS has set itself in the new Strategic Plan is the reorganisation of its internal control system: corporate control. Consequently, in 2014 the Executive Board decided to organise its financial operations in accordance with the 'three lines of defence' model. In line with this model, in 2015 the audit departments of the AUAS and UvA were brought together under unified management which, for reasons of independence, is directly answerable to the president of the Executive Board. In 2015 the Audit department focused its activities on setting up the department and performing various audits in accordance with an annual audit schedule. In the past

year, for example, the Audit department conducted audits at the request of the Executive Board on compliance with the test policy and the verifiability of the performance agreements in preparation for the annual report. Alongside these activities, the Audit department began an examination of the AUAS's commercial activities. The Audit department also started preparations for an audit of IXA regarding the status of the valorisation grants, which audit will be carried out in 2016.



10 JULY 2015

AUAS lecturer Marten Teitsma, originally a computer scientist and philosopher, obtained his doctorate for research into a system whereby you collect reliable information from 'normal' people during a crisis.

GOVERNANCE

5



ADMINISTRATIVE STRUCTURE

The AUAS is a foundation (Stichting Hogeschool van Amsterdam), with its registered office in Amsterdam. The objective of the Foundation is 'the establishment and maintenance of one or more higher education organisations as referred to in Section 1.1b of the Dutch Higher Education and Research Act (WHW), and of legal entities for the purposes of that education, as well as the performance of all actions connected with such establishment and maintenance in the broadest sense.' (Articles of Association of Stichting Hogeschool van Amsterdam, Article 2, paragraph 1). The foundation consists of two bodies: the Executive Board and the Supervisory Board.

The management of the foundation is vested in the Executive Board which is also the institutional management of the university of applied sciences. The AUAS has collaborated with the UvA since 1998, and their Executive Boards have formed a 'personele unie' since September 2003. This means that the members of the AUAS Executive Board are also members of the UvA Executive Board, and vice versa. The Board consists of the president, vice-president, Rector Magnificus of the UvA and rector of the AUAS.⁸ Consent for deviating from the statutory three-member board was granted by the Minister of Education, Culture and Science on 22 November 2002. The collaboration with the UvA is further elaborated in the Foundation's Articles of Association.

The Executive Board has been allocated various tasks and authorities, and is responsible for:

- the governance and control of the institution as a whole;
- adoption of the Strategic Plan and the implementation of the institution's strategy;
- the structure of the management;
- the quality of education and research (ultimate responsibility);
- adoption of the institutional tuition fee rate and policy regarding students;
- operational management and adoption of the budget, financial statements, personnel policy and terms of employment;
- the system of internal control and risk management; and
- the legal protection of staff and students, and participation in decision-making.⁹

The administration of the university of applied sciences is a collegiate administration. Nevertheless, individual members of this administration are assigned specific focus areas. As director of the legal entity, the Executive Board (as a body) and its individual members are authorised to represent the Foundation.

Supervision of the Executive Board is delegated to the Supervisory Boards of the UvA and AUAS. The members of the AUAS Supervisory Board are appointed and dismissed by the UvA Supervisory Board, whose members are appointed and dismissed by the Minister of Education, Culture and Science. This approach to the appointment and dismissal of Supervisory Board members exemplifies the administrative collaboration between the two institutions. Unlike the Executive Board,

the UvA and AUAS Supervisory Boards¹⁰ and their committees do not share the same members. However, they do share the same chairperson and conduct joint meetings. The Foundation's Articles of Association set out the tasks and authorities of the Supervisory Board. For instance, the Supervisory Board is tasked with monitoring the Executive Board and general management of the foundation, and serves the Executive Board in an advisory capacity. The Supervisory Board is also responsible for the following:

- appointing, suspending and dismissing members of the Executive Board and determining the remuneration awarded to Executive Board members;
- ensuring that the Executive Board complies with its statutory obligations and acts in accordance with the sector code (Sector Code of Good Governance for Universities of Applied Sciences);
- supervising the lawful acquisition of resources, particularly financial resources, and the effective and lawful use of these resources;
- overseeing the design of the quality assurance system;
- designating an independent auditor who issues a report to the Supervisory Board.

The degree programmes of the AUAS are divided between seven schools. Each school has a dean who is appointed by the Executive Board. In the Central Executive Council, where consultations between the Executive Board and the deans take place, cooperation between the Executive Board and the deans has the highest priority. Important strategic and policy issues are first discussed in the Central Executive Council.

Permanent advisory bodies at central level include the Education Council and Research Council, responsible for education and research, respectively, and for the development of policy. The two Councils are comprised of programme managers and professors, respectively (one from each school).

The representative advisory bodies, too, play an important role in the management of the university of applied sciences at the central and decentralised levels. These bodies have advisory rights on various topics, but in some instances also the right of approval. The representative advisory bodies also serve as an important forum for informal consultations and advice on the strategic course of the AUAS and its various organisational units.

Appendix 3 (from page 113) details the composition of the Executive Board and the Supervisory Board and includes an overview of the ancillary activities of the individual members. Appendix 3 also contains the statement of the remuneration of executive officers pursuant

⁸ Following the resignation of Louise Gunning-Schepers as president of the Executive Board, the Supervisory Board appointed Dymph van den Boom interim president of the Executive Board as of 19 April 2015, a role she will fill in addition to her position as Rector Magnificus of the University of Amsterdam.

⁹ This summary only includes the primary statutory tasks and does not intend to be exhaustive.

¹⁰ The Audit Committee, Governance Committee and the Education and Research Committee.



17 JULY 2015

Amsterdam University of Applied Sciences Technology students sail the solar-powered boat they built from the South of France back to the Netherlands.

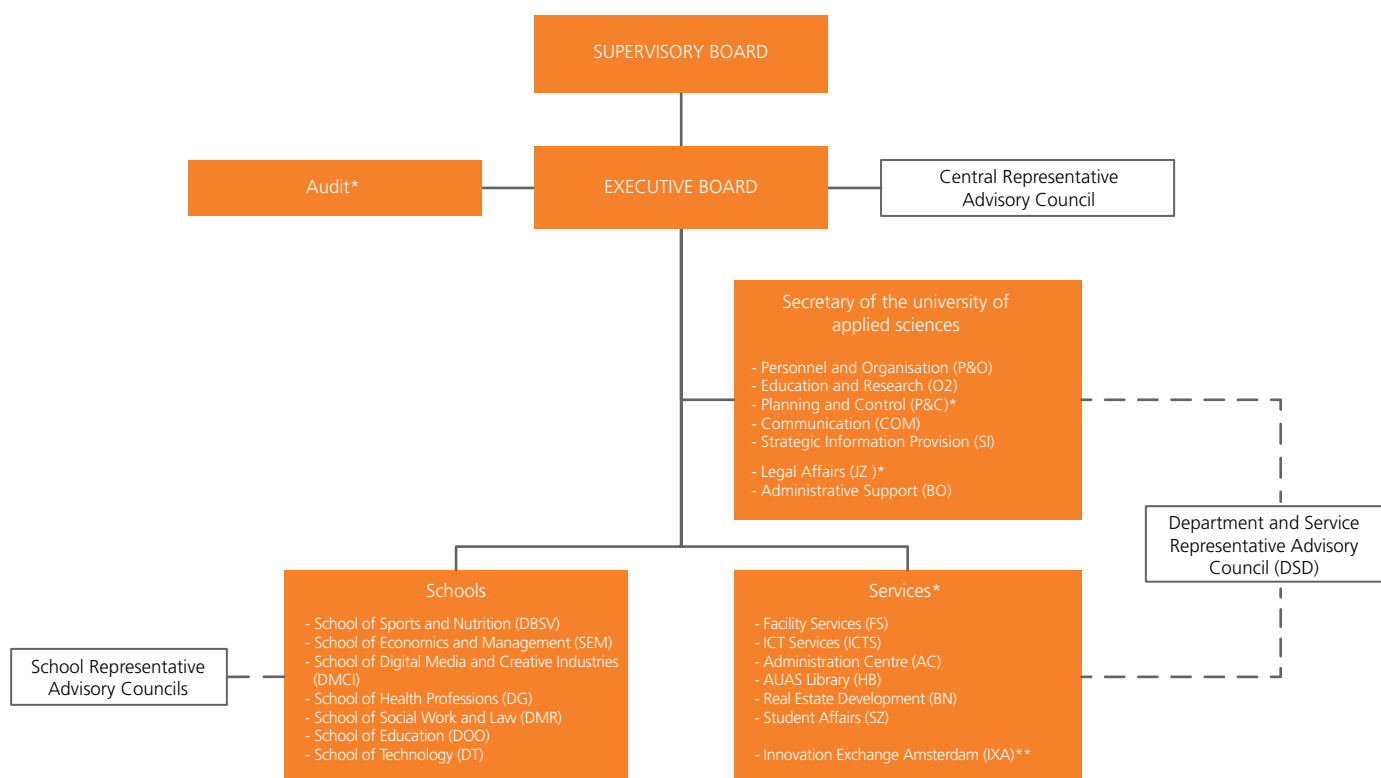
to Sections 4.1 and 4.2 of the WNT, the remuneration policy, the remuneration figures and terms of appointment of the members of the Executive Board and the allowances and consultancy fees paid to the members of the Supervisory Board.

The AUAS's primary process takes place within its various schools. These are organisational units which encompass the AUAS's degree programmes and research activities. In addition to a dean, each school has an operational manager and its own staff consisting of employees engaged in various areas, including education and research, personnel and organisation, communication and, finally, control. The schools assign responsibility for the quality of the education to the individual programme managers. The school dean is responsible for ensuring the quality of research. At each school, the professors and lecturer-researchers make up a knowledge centre.

Central service departments have been established (together with the UvA) to provide the majority of internal services. The task of these departments is to provide suitable and reliable services in the area of financial, student, staff and salary administrative, facilities services and automation (ICT) etc. as effectively as possible. These services come under the direct responsibility of the Executive Board.

The central executive staff is made up of the General Affairs department (including Administrative Support and Legal Affairs), and five departments, namely Education and Research, Personnel and Organisation, Planning and Control, Strategic Information Provision and Communication. The staff departments are responsible for the preparation of new policies, monitoring and process support. Furthermore, the executive staff serves as an advisory body for the Executive Board.

ORGANISATION CHART



* together with UvA

** together with UvA, AMC-UvA, VU Amsterdam and VUmc

INTEGRAL MANAGEMENT

The AUAS operates through a system of integral management. This means that every level of the organisation is responsible for ensuring efficient, effective and lawful use of (mainly public) funds made available to the institution, the proper management of its rights and property, and compliance with the statutory rules and regulations laid down in the WHW, its secondary regulations (including the audit protocol) and other laws. This system of integral management also explicitly includes responsibility for the lawful spending of the government grant and for preventing fraud.

The internal control system encompasses a full planning and control cycle, multi-year budgeting, monthly reporting and quarterly analyses and forecasts of income and expenses. Each school, central service and department has a controller who assists their dean or director in reporting to the Executive Board. The tasks, authorities and responsibilities making up this framework are laid down in the Management and Administration Regulations and the Authorisation Regulations, as well as the Financial Management Regulations. These regulations are reflected in the AUAS's Governance Model, which is further elaborated in the Management Model for individual schools. The Supervisory Board monitors the existence, performance and results of the control system.

Under this integral management structure, each unit is expected to have its own systems and processes through which to verify the quality of performance and compliance with rules. In late 2014, a decision was made to establish a new shared central auditing department for the UvA and AUAS. The new department will operate under the direct responsibility of the president of the Executive Board. The scope of its remit will extend to all teaching, research and operational management processes at both institutions. This department is intended to enable the Executive Board to examine and assess how well various facets of the integral management system are functioning. (See the section on Management Culture for the activities carried out by the auditing department in 2015).

The AUAS's governance model is aimed at controlling institutional risks and at providing reasonable (but not absolute) assurance that activities are carried out effectively, efficiently and in accordance with the law. Of course, the Executive Board recognises that unforeseen circumstances may always arise and that certain risks will always remain. Recognising this is a fundamental part of risk management, which is aimed not only at reducing, avoiding and safeguarding against risks but also at acknowledging the risks that remain. Every month all units are asked to include a risk management section in their reports, explaining the various key risks and estimating the likelihood that they will occur. The risks of major programmes – such as the Amstel Campus construction programme and large-scale ICT investments – are closely monitored by means of specific reporting structures.

COMMERCIAL ACTIVITIES

The various schools and, to a lesser extent, the various companies and legal entities affiliated with the AUAS also engage in market-oriented activities. These activities always have a bearing on or are connected with the institution's government-funded regular degree programmes. Important commercial activities, as well as spin-offs in applied research for example, are organised in legally independent group companies in line with market conditions. In cases where such activities are not conducted through a separate legal entity, accountability is provided through a transparent system of written result agreements and a verifiable quality assurance and monitoring system involving independent external experts.

Commercial activities of the university of applied sciences that are not conducted through Stichting Hogeschool van Amsterdam are carried out under the auspices of HvA Holding BV, Stichting Script Plus and the VOF Centrum voor Nascholende Amsterdam (VOF CNA). The AUAS has decisive control over these affiliated entities. With regard to the VOF CNA, the Executive Board decided on 8 December 2015 to launch a reorganisation as of 1 January 2016 as part of the discontinuation of the VOF CNA as a collaborative venture of the UvA and the AUAS and the associated transfer of activities to the AUAS's School of Education, VU Amsterdam and the Netherlands School for Educational Management (NSO).

Further to the entities referred to above, the AUAS distinguishes four legal persons that are associated with the university of applied sciences: Tafelbergschool BV, Hovamschool BV, Stichting Huisvesting Hogeschool van Amsterdam Mauritskade 11 and Stichting Huisvesting Hogeschool van Amsterdam Wibautstraat 2-4. These are legal entities without staff that hold property subject to registration. In 2014 the continued education activities of HES Consultancy BV were discontinued; the entity as such continues to exist.

The AUAS does not generally outsource government-funded education. In the few cases where non-AUAS employees provide government-funded education, this is done on the basis of an agreement for services and always under the responsibility and authority of the Examination Board. Students seeking to take part in degree programmes at other institutions as a part of international exchange programmes or the 'Kiezen op maat' programme will always require prior permission from the Examination Board. Students taking these programmes are subject to quality agreements made between the education institutions concerned.

LEGAL PROTECTION AND PROCESSING COMPLAINTS

Employees

The AUAS has a Whistleblower Scheme designed to protect employees who wish to report a malpractice. No employees made use of this scheme over the course of the reporting year. Cases of malpractice or complaints – as perceived by staff members – were generally reported to managerial staff or, in a few cases, the ombudsman. Problems were also reported via the School Representative Advisory Council or Central Representative Advisory Council, though these problems often



30 JULY 2015

Commissioned by ICT service provider Wortell and healthcare institute Pameijer, AUAS students created an app that can prevent psychoses.

concerned problems of a more generic nature. A limited number of complaints were referred to the AUAS Confidential Adviser. According to feedback provided by the various employees and bodies to the Executive Board, these complaints mostly concerned conflicts in the employment relationship and/or logistical problems that are generally resolvable.

In addition to the Whistleblower Scheme, the AUAS has an Integrity Code detailing how employees should behave when confronted with integrity issues. No violations of the Integrity Code were reported in 2015. Any aspects with the potential for code violations, such as the preparation of contracts, were addressed.

Students

The Objections, Appeals and Complaints Office is the digital facility as referred to in Section 7.59a of the WHW. Students can turn to the Office with any complaints and notices of objection or appeal. The Objections, Appeals and Complaints Office received over 1,400 notices over the course of the reporting year. The majority of these were notices of appeal submitted to the Examination Appeals Board (COBEX) against decisions of examiners and examination boards, which more often than not could be resolved amicably. In cases where this was not possible, the Examination Appeal Board (COBEX) issued rulings.

In the past year, 242 notices of objection regarding enrolment or termination of enrolment and/or reimbursement of tuition fees were handled by the Disputes Advisory Committee, the committee that advises the Executive Board on disputes. The most important objections resulted from the more stringent application of the rules regarding late enrolment. In 2015, 44 appeals were lodged with the Higher Education Appeals Board (CBHO). Nineteen of these appeals were against a COBEX ruling, with 13 being declared unfounded, three being settled and three declared founded. Twenty-five appeals were lodged against a decision (on objection) of the Executive Board. Of these 15 were declared founded, six were declared unfounded, one was declared inadmissible, two were settled and one was withdrawn.

PROFILING FUND

In the 2014-2015 academic year, the AUAS awarded 450 students financial assistance from the profiling fund totalling €515,063, a small rise compared to the previous academic year. Somewhat more than half of this amount (€271,960) was designated for the 447 student-members of school representative advisory councils, the Central Representative Advisory Council or a programme committee. Thirty-seven students from non-EEA countries were awarded an Amsterdam Talent Scholarship, representing a total amount of €111,000. An administrative body membership grant was paid to 23 students to cover their membership of a student organisation. A further 64 students received financial support from the profiling fund on account of special, often personal, circumstances.



3 AUGUST 2015

AUAS Architecture and Construction Engineering student Rick Buchter designed the interior of the 'Wikkelhuis', a special little house made entirely out of cardboard.

FINANCIAL REPORT

6



6.1 FINANCIAL REVIEW

2015 RESULT

The Amsterdam University of Applied Sciences ended the year 2015 posting a positive result of €1.3 million against a budgeted result of zero. The table below contains a condensed statement of income and expenditure for the year 2015.

	2016 BUDGET	2015 ACTUAL	2015 BUDGET
(Amounts x €1 million)			
Income	383.7	390.2	385.8
Expenses	377.1	380.6	377.4
Balance of income and expenses	6.6	9.6	8.4
Financial income and expenses	(6.6)	(8.3)	(8.4)
Net result	(0.0)	1.3	0.0

The result recorded for 2015 amounts to €1.3 million. Total income was €4.4 million higher than budgeted while total expenditure was €3.1 million higher than budgeted.

The variance in income is mainly attributable to the following factors:

- The government contribution was €6.3 million higher than budgeted, mainly as the result of the adjusted reference estimate for 2015 (€1.6 million), wage and price adjustment for 2015 (€1.1 million) and the CLA for 2015 (€2.4 million). The AUAS received a government contribution of €1.1 million for awarded teacher grants and €0.1 million for junior teachers, which already factored in a drop in the government contribution as a result of falling enrolment numbers. Finally, compensation of the pay bargaining range agreement (1.25% per 1 September) was received, which funds will not be paid out in 2015 (but via a new CLA HBO as of 1 April 2016).
- Tuition fees were €0.3 million higher than budgeted.
- The income from work performed for third parties was €0.7 million higher than budgeted.
- Other income was €2.9 million lower than budgeted. This was the result of an overly optimistic estimate – made at the time the budget was drawn up – of the secondment of AUAS staff to the UvA to work in the institutions' shared services. However, this is virtually fully compensated by an equally overly optimistic estimate of the number of staff to be hired in from the UvA to work in the shared services.

The variance between actual and budgeted expenditure is mainly accounted for by the following:

- Staff expenses are €4.9 million higher than budgeted owing to additions to the facility in connection with the abolition of the VOF CNA as a collaborative venture of the UvA and AUAS, the facility in connection with the restructuring of the support organisation and the facility for long-term employability as a result of the regulations that took effect as of 1 August 2015 in conformity with the CLA. Higher costs for the hiring of third parties are compensated

by lower costs for internal staff. Third parties are hired in to temporarily replace employees and temporarily fill positions.

- Depreciation was €0.4 million lower than budgeted, as the result of impairments at year-end 2014 in the Kohnstammhof parking garage and the Wibauthuis parking garage.
- Accommodation costs were €1.1 million higher than budgeted as a result of property tax assessments for 2013 through to 2015 for the Muller-Lulofshuis and the Wibauthuis under construction.
- Other expenses were €2.4 million lower than budgeted, largely due to lower withdrawals from the risk reserve.

Financial income and expenses are virtually in line with the budget.

INCOME

Government contributions

The table below shows the total government contribution for the year 2015 against budget and the actual results for the year 2014.

	2015 ACTUAL	2015 BUDGET	2014 ACTUAL
(Amounts x €1 million)			
Government contribution	275.4	269.1	266.0
Number of government-funded units	41,854	41,854	41,661
Average income per student (government-funded and non-government funded students)	€ 5,740	€ 5,472	€ 5,435
Average income per student 2015 relative to 2014	4.89%		
Number of government-funded units 2015 relative to 2014	0.46%		

The government contribution made available by the Ministry of Education, Culture and Science consists of a regular portion, student-related funding, plus a supplementary portion for special purposes on the one hand, and an additional earmarked portion made available on an application basis, on the other.

The 2015 government contribution for education and research was €6.3 million higher than budgeted, mainly as the result of an annual increase of €5.1 million in comparison with the budget following the adjusted 2015 reference estimate of €1.6 million, 2015 wage and price adjustment of €1.1 million and 2015 CLA (education) of €2.4 million. The AUAS received a government contribution of €1.1 million for awarded teacher grants and €0.1 million for junior teachers,

In 2015, the AUAS received €4.7 million in selective funds for the two Centres of Expertise, research profiling and differentiated learning activities. These programmes were implemented in 2015. The selective funds have been granted annually through to 2016. In connection with the temporary underspending of the selective funds through to 2014, a special purpose reserve of €4.4 million was established (at year-end



19 AUGUST 2015

As a result of AUAS research, the municipality of Amsterdam will be spending an additional €46,500 on informal caregivers who take care of people with complex care needs.

2014). As expenditures in 2015 were €5.7 million, in late 2015, €1 million was withdrawn from the special purpose reserve.

The total government contribution for 2015 is €9.4 million higher than the definitive government contribution for 2014. The surplus for the 2015 government contribution is mostly the result of adjusted reference estimates, wage adjustments, 2015 CLA (education) and other adjustments.

Tuition fees

The table below provides an overview of the tuition fees for 2015 relative to the 2014 budget and actual result.

	2015 ACTUAL	2015 BUDGET	2014 ACTUAL
(Amounts x €1 million)			
Tuition fees from students	88.9	88.6	87.1
Average number of students	47,987	49,169	48,944
Average income per student	€1,853	€1,802	€1,780
Average income per student 2015 relative to 2014	4.10%		

Tuition fees were €0.3 million higher than budgeted. Income in 2015 was higher than in 2014 despite the lower number of students. This is attributable to the increase in the statutory tuition fee rate on the one hand and lower reimbursement rates on the other.

Income from work performed for third parties

The items Contract activities and Other income from work performed for third-parties were recorded in 2015 under 'income from work performed for third parties' (the comparative figures for 2014 have been adjusted).

Comparison of 2015 actual results versus 2015 budget

Income was €0.7 million higher than budgeted, which is due to the balance of received and spent funds for the grant projects.

Comparison of 2015 actual results versus 2014 actual results

The income from work performed for third parties was €2.2 million lower than the previous year. The decrease comprises €0.2 million in lower income from contract teaching and €2 million in lower income from work performed for third parties.

Other income

Comparison of 2015 actual results versus 2015 budget

Other income was €2.9 million lower than budgeted. This was the result of an overly optimistic estimate – made at the time the budget was drawn up – of the secondment of AUAS staff to the UvA to work in the institutions' shared services.

Comparison of 2015 actual results versus 2014 actual results

Other income rose in 2015 by €1 million relative to the previous year as a result of secondment of staff to the UvA to work in shared services.

EXPENDITURE

Staff expenses

The table below breaks down the staff expenses, including payments made in 2015, according to the various components and compares them with the 2015 budget and 2014 actual results.

	2015 ACTUAL	2015 BUDGET	2014 ACTUAL
(Amounts x €1 million)			
Wage costs (employed staff)	227.2	231.6	211.9
Less: social security contributions	(1.5)	(0.7)	(1.6)
Employee contributions	2.0	2.3	2.4
External staff	28.2	22.5	26.6
Other staff expenses	12.6	12.3	12.2
Movements in employee benefits	4.4	0.0	(4.0)
Total	272.9	268.0	247.5

Staff expenses are €4.9 million higher than budgeted and €25.4 million higher than last year.

Wage costs

The table below shows 2015 wage costs against the budget and the actual results.

	2015 ACTUAL	2015 BUDGET	2014 ACTUAL
(Amounts x €1 million)			
Wage costs (employed staff)	227.2	231.6	211.9
Average number of FTEs	3,035	3,036	2,893
Wage costs per FTE	€74,862	€76,295	€73,253
2015 gross annual salary relative to 2014	2.20%		
Average number of FTEs 2015 relative to 2014	4.90%		

Comparison of 2015 actual results versus 2015 budget

Wage costs for 2015 were €4.4 million lower than budgeted. The average number of FTEs is in line with the budget. The deviation in wage costs can be attributed entirely to a price difference in teaching staff since the per-employee wage costs (average staff expenses) were lower than the level expected when the budget was drawn up.

Comparison of 2015 actual results versus 2014 actual results

Wage costs were €15.3 million higher in 2015 relative to 2014. The average number of staff was up by 142 FTEs in 2014 relative to 2015. The average number of FTEs employed by the AUAS in 2015 is therefore 4.9% higher than the average recorded in 2014. This is largely the result of efforts to boost the quality of teaching staff and innovation. Furthermore, staff salaries increased in 2014 as the result of a once-only payment of €475 (commensurate with the employment contract), periodic increases and the awarded pay rise of 2% effective 1 December 2014 and 1% effective 1 December 2015.

External staff

Comparison of 2015 actual results versus 2015 budget

External staff expenses were €5.7 million higher than budgeted. The overrun is attributable to vacancies temporarily filled by external staff.



27 AUGUST 2015

Student Parikhan Ibrahim and employee Renate Teuwsen received the first AUAS Special Achievements prize on Thursday, 27 August 2015.

Furthermore, the charges for staff deployed to the AUAS by the UvA increased.

An amount of €1.5 million was received in sickness- and pregnancy-leave payments. The overrun in external staff expenses is compensated by the lower wages costs of internal personnel and sickness- and pregnancy-leave payments received.

Comparison of 2015 actual results versus 2014 actual results

External staff expenses were €1.6 million higher in 2015 relative to 2014. The charges for staff deployed to the AUAS by the UvA increased by €0.8 million.

Movements in employee benefits

Comparison of 2015 actual results versus 2015 budget

The movement in employee benefits was €4.4 million higher than budgeted. As a result of the discontinuation of the activities of the VOF CNA, a reorganisation provision of €5.8 million was formed (of which €2.9 million is charged on to the UvA). A provision of €1.7 million was created in connection with the restructuring of the support organisation at the school and executive staff levels. The provision for the reorganisation of the School of Economics and Management fell by €2.3 million due to the end of the reorganisation. The Long-term employability scheme took effect as of 1 August 2015 in accordance with the CLA. A provision of €0.7 million was created to cover obligations that arise under this scheme. The other net employee benefits rose by €1.5 million.

Comparison of 2015 actual results versus 2014 actual results

The movement in staff benefits was €8.4 million higher than in 2014. The benefits comprise the following components: former employees, anniversaries, long-term sickness, reorganisation of the VOF CNA, reorganisation of support and management staff in the executive staff and the schools and the reorganisation of the School of Economics and Management. The increase in employee benefits is mainly attributable to the reorganisation of the VOF CNA and the reorganisation of support and management staff in staff departments and schools, for which components provisions were created. On the other hand, the provision for the reorganisation of the School of Economics and Management ended in 2015 and a release of €0.7 million took place in 2014.

Other staff costs

Other staff costs in 2015 were €0.3 million higher than budgeted and €0.4 million higher than the previous year as the result of the payment of lump sums in connection with the reorganisation of the School of Economics and Management.

Depreciation

Comparison of 2015 actual results versus 2015 budget

The lower depreciation is especially the result of the impairment losses of the parking garages Kohnstammhof and Wibauthuis in late 2014.

Comparison of 2015 actual results versus 2014 actual results

Depreciation in 2015 was €14.7 million lower than the previous year. This was largely attributable to the impairment losses of the parking garages Kohnstammhof and Wibauthuis in 2014; the impairment losses of these parking garages had a combined effect of €15.5 million.

Accommodation expenses

Comparison of 2015 actual results versus 2015 budget

Accommodation costs were €1.1 million higher than budgeted as a result of property tax assessments for 2013 through to 2015 for the Muller-Lulofshuis and the Wibauthuis under construction.

Comparison of 2015 actual results versus 2014 actual results

Accommodation costs were €1.5 million higher in 2015 than the previous year. The difference is mainly due to property tax assessments for 2013 through to 2015 for the Muller-Lulofshuis and the Wibauthuis under construction.

Other expenses

Comparison of 2015 actual results versus 2015 budget

Other expenses were €2.4 million lower than budgeted, largely due to lower withdrawals from the risk reserve.

Comparison of 2015 actual results versus 2014 actual results

Other expenses were €8.2 million higher than the previous year. This was in part due to an additional assessment of Stichting Pro, an ICT write-down and a rise in the activation threshold. Furthermore, external services were purchased for the Transition project and the ICT projects portfolio. Finally, previous years were finalised in 2014, resulting in a one-off reduction in expenses.

FINANCIAL INCOME AND EXPENSES

The actual results differs slightly from the budget.

The table below presents an overview of the AUAS's financial position.

	2011	2012	2013	2014	2015
Solvency II	26.6%	26.7%	28.9%	31.0%	32.8%
Solvency I	25.1%	25.3%	26.2%	29.2%	29.2%
Profitability	3.8%	0.2%	2.3%	3.0%	0.3%
Liquidity	1.5	1.2	0.9	0.9	1.0
Return on equity	11.0%	0.4%	6.9%	8.7%	1.0%

FINANCIAL POSITION

Effective 2015, the solvency II percentage has been applied in accordance with the framework for monitoring higher education, which includes the warning thresholds of the Dutch Education Inspectorate. Solvency I works on the basis of equity relative to total capital. Solvency II includes the provisions in addition to equity. Solvency II rose from 31 per cent in 2014 to 32.8 per cent in 2015. Like last year, solvency is therefore above the warning threshold of 30 per cent applied by the Inspectorate. The improved solvency is the result of the increase in the provisions of €7.9 million. In 2016, solvency II will fall by around 1 to 2



14 SEPTEMBER 2015

AUAS professors Cees Vervoorn and Marije Baart de la Faille-Deutekom were invited by the Brazilian authorities to talk about disabled sports at a meeting of the Netherlands consulate in Rio de Janeiro.

per cent as the result of withdrawals from the reorganisation provisions. The increase in equity concerns the positive result of €1.3 million.

BALANCE AT YEAR-END 2015

CONSOLIDATED BALANCE SHEET (Amounts x €1 million)

ASSETS	2015	2014
FIXED ASSETS		
Intangible fixed assets	5.0	2.9
Tangible fixed assets	331.2	340.0
Financial fixed assets	4.7	1.7
	340.9	344.6
CURRENT ASSETS		
Debtors	28.9	27.5
Other receivables	24.6	25.3
Cash in bank and at hand	68.8	62.5
	122.3	115.3
Total	463.2	459.9

LIABILITIES	2015	2014
Equity	135.4	134.1
Provisions	16.5	8.6
Non-current liabilities	185.4	192.2
Current liabilities	125.9	125.0
Total	463.2	459.9

FIXED ASSETS

A transfer within the fixed assets took place involving the transfer of €8.1 million from intangible fixed assets to tangible fixed assets. Tangible fixed assets decreased as the result of regular depreciations. Furthermore, assessment of the assets based on the accounting principles resulted in a downward value adjustment of €1.3 million with respect to operations. Finally, a change in accounting estimates was implemented for tangible fixed assets, resulting in €0.9 million being charged to operations. The financial fixed assets increased by €3 million as the result of a claim against the UvA in connection with the reorganisation of the VOF CNA.

CURRENT ASSETS

The increase in current assets mainly affected cash at bank and in hand as the result of the positive cash flow of €6.3 million.

EQUITY

The equity increased by the 2015 result.

PROVISIONS

The increase in the provisions is the result of the higher provision for former employees, the reorganisation provision formed for the VOF CNA, the support organisation restructuring provision and the long-term employability provision.

NON-CURRENT LIABILITIES

The decrease in long-term liabilities is the result of repayments of long-term loans.



24 SEPTEMBER 2015

Margriet van Iersel of AUAS recently started a doctoral research project into the perception that AUAS nursing students have of district nursing. Van Iersel is investigating if this perception can be positively influenced by a new curriculum.

6.2 CONTINUITY

The Strategic Plan 2015-2020 'Boundless Curiosity', which was launched in 2015, charts the course of the Amsterdam University of Applied Sciences (AUAS) for the next six years and will serve as a guide for the long-term forecast. The long-term forecast forms part of the annual budget process and makes the financial consequences of policy choices for the budget year and beyond visible. In the budget process all schools submit a long-term forecast, which includes the expected development of student numbers. The forecasts submitted by the support services include accommodation costs, ICT costs and investments. The forecasts are then offset against the expected development of total student numbers.

The AUAS has presented a balanced budget for 2016, which includes a margin of €8.3 million negative for implementing policy decisions. The €268.9 million government contribution expected in 2016 is €6.5 million lower than the 2015 government contribution of €275.4 million. The difference between these two years is mainly attributable to the fall in the AUAS's market share and a slight decrease of the macro budgets. The discussions on which policy decisions are to be implemented are ongoing.

From 2018, €200 million may be released for the improvement of higher education under the student loan system. Agreements have been made that the institutions are to pre-fund investments they wish to make in this regard in 2015, 2016 and 2017. For the AUAS, this means an investment of around €10 million per year, assuming an even distribution between academic higher education and higher professional education and the market share of approximately 10 per cent that the AUAS has in the higher professional education sector. The main focus of quality improvement in 2015 is on:

- Improving the ratio of total teaching staff FTEs (lecturers) to the total number of enrolled students at programme level over the course of one academic year.
- Investments in digital and physical learning and working environments for students and lecturers, living labs and rooms/spaces for meetings with the professional field, district and Amsterdam region.

The tables below are derived from the long-term forecast drawn up during the 2016 budget process, in which the 2015 forecast was substituted by the 2015 actual results.

	ACTUAL	BUDGET	LONG-TERM FORECAST	
IN FTE	2015	2016	2017	2018
EMPLOYEES				
Teaching staff (OP)	1,883	1,946	1,965	1,964
Support and management staff (OBP)	1,152	1,202	1,182	1,167
Total average	3,035	3,148	3,147	3,130

The number of FTEs in 2016 is the outcome of policy choices made by the units. If the policy choices are continued in 2017 and 2018, the number of FTEs will fall each year by 36 FTEs. A rise in the number of FTEs could

be observed between 2015 and 2016. This was due to the intensification of education and more staffing for the AUAS's research portfolio.

	ACTUAL	BUDGET	LONG-TERM FORECAST	
STUDENTS	2015	2016	2017	2018
TOTAL AVERAGE	46,764	47,296	47,273	47,003

BALANCE SHEET	ACTUAL	BUDGET	LONG-TERM FORECAST	
	2015	2016	2017	2018
	AMOUNTS X € MILLION	AMOUNTS X € MILLION	AMOUNTS X € MILLION	AMOUNTS X € MILLION
Tangible and intangible fixed assets	336.2	346.0	373.2	355.7
Financial fixed assets	4.7	4.1	3.0	1.8
Total fixed assets	340.9	350.1	376.1	357.5
Current assets	122.3	102.8	72.6	72.6
Total assets	463.2	453.0	448.7	430.1

Equity	135.4	135.4	135.4	135.5
General reserve	131.2			
Special purpose reserve (public)	3.5			
Special purpose fund (private)	0.7			
Provisions	16.5	11.4	9.6	8.7
Non-current liabilities	185.4	178.6	162.0	155.1
Current liabilities	125.9	127.6	141.7	130.8
Total liabilities	463.2	453.0	448.7	430.1

OPERATIONS	ACTUAL	BUDGET	LONG-TERM FORECAST	
	2015	2016	2017	2018
	AMOUNTS X € MILLION	AMOUNTS X € MILLION	AMOUNTS X € MILLION	AMOUNTS X € MILLION
Government contributions	275.4	268.9	260.5	258.1
Tuition fees	88.9	89.1	91.4	91.9
Other income	25.9	16.9	24.0	24.0
Total income	390.2	375.0	375.8	373.9

Staff expenses	272.9	278.2	271.7	270.3
Depreciation	24.7	26.8	26.2	27.2
Accommodation expenses	29.8	23.3	23.6	22.1
Other expenses	53.2	47.0	46.6	46.2
Policy choices	0	-8.3	-7.6	-6.4
Total expenses	380.6	367.0	360.5	359.3

Financial income and expenses	-8.3	-7.9	-8.3	-7.5
Contribution to Risk & Renewal reserve	0	0.0	-7.0	-7.0
Share in results of associates	0			
Results	1.3	0.0	0.0	0.0

Demographic estimates show a rise in the potential number of students through to 2022. The AUAS assumes a small rise in the number of students for the entire period of 2015 through to 2018.

In the 2015-2016 academic year, the AUAS saw the number of students fall compared to the 2014-2015 academic year. This development



29 SEPTEMBER 2015

Only by making city logistics smarter, more sustainable and cleaner will scarce space be more fairly shared and air quality improved. Thus argued Walther Ploos van Amstel, professor of City Logistics at the Amsterdam University of Applied Sciences (AUAS), in his inaugural address.

was also reflected in the development of the institution's market share for 2015-2016, which fell to 10.46% (for the purposes of the 2017 government contribution). The drop in student numbers is in line with the institution's own policy choices, of which decentralised selection and selective use of enrolment quotas are part. The introduction of the new student loan system also affected student numbers.

The development of staff numbers is derived from the development of student numbers (t-2 funding). The AUAS's long-term forecast provides a breakdown of teaching staff (OP) and support and management staff (OBP). From 2015, 'OP' includes both teaching and research personnel as set out in the 2015-2020 Strategic Plan which designates both education and research as the institution's primary process. Staff expenses for 2016-2018 are falling in line with the development of income. The effects of the 2016-2018 policy choices can be seen in the line 'policy choices' in the operation overview above and largely comprise staff expenses.

The Amstel Campus investment activities will continue to be completed in accordance with the financial schedule, and will result in a planned increase in depreciation costs in 2018 through the development of the Rijnspoor site. Accommodation expenses will fall in 2016 due to disposal of leased property and putting the Wibauthuis into use.

The decrease in the provisions from 2016 and beyond concerns withdrawals from the Transition of OBP at the staff departments and schools and CNA reorganisation provision.

The AUAS's current financial position is sound. Our financial policy aims to ensure continuity. In the years ahead, the ratios will remain above the warning thresholds applied by the Inspectorate.

DEVELOPMENT OF KEY FINANCIAL FIGURES

	IN %	ACTUAL 2015	BUDGET 2016	LONG-TERM FORECAST	
				2017	2018
Solvency II		32.8%	32.4%	32.3%	33.5%
Solvency I		29.2%	29.9%	30.2%	31.5%
Liquidity		1.0	0.8	0.5	0.6
Profitability		0.3%	0.0%	0.0%	0.0%

RISK MANAGEMENT

Management control framework

The AUAS aims to vest responsibility for the primary process and the management and control of business operations as far down in the organisation as possible, in line with the 'trust beforehand, accountability afterwards' principle. A management control framework will be further developed which is designed to provide reasonable (but not absolute) assurance on the efficiency, effectiveness and lawfulness of the duties performed and the attendant risks. Furthermore an active quality assurance system stretching across all levels of the organisation will be in place linking up the primary process, the accreditation requirements laid down by law and the AUAS's strategic objectives.

Planning and control cycle

The aim is to safeguard risk management as much as possible in the regular operational processes as part of the regular planning and control cycle. Based on a mechanism for promptly flagging, analysing, reporting, escalating and controlling risks, we aim to identify risks quickly and to control them effectively. To this end, the Audit department has begun establishing a risk framework (for the activities of the Audit department, see the section on management culture in the chapter Strategic Themes), which, in accordance with the Corporate Monitoring report, provides for the consistent safeguarding of the plan-do-check-act (PDCA) cycle at all management levels:

1. Employing a grouping by key objectives (study success, student satisfaction, satisfaction in the professional field and basic quality of education and research) institution-wide and at all levels (programme managers, school management, deans, Executive Board) as the main structure for reporting and accountability with respect to education and research;
2. On the basis of data provided by HvA Data, elaborate, implement and provide access to a transparent and unambiguous education and research line of accountability at all levels as part of the AUAS's PDCA cycle;
3. Implementation of the education and research PDCA cycle at the schools;
4. Investment in the further development of the A3 across the AUAS-UvA. The aim is to use greater transparency and clarity to create clear-cut annual plans that are anchored in the P&C cycle, resulting in bodies from Board rooms to operational management teams having a clearer understanding of the issues at hand;
5. Safeguarding a high-quality process structure and quality culture at the schools (so-called second line) as part of the transition of the staff departments by focusing explicitly on the required staffing and structure of the decentralised support departments.

In 2015, the units started drawing up their own comprehensive management reports (to be issued each quarter) as a part of the P&C cycle. These reports form the basis for the periodic talks between the Executive Board and the unit's management. The required data is provided by HvA Data. The comprehensive management reports will be used in the period ahead and adjusted if necessitated by circumstance.

TREASURY POLICY

The university of applied sciences pursued a prudent and cautious treasury policy in the reporting year in accordance with the institutional policy guidelines (AUAS Treasury Statute). All treasury transactions comply with the 'Investment and borrowing regulations for education and research institutions' from 2010 and the supplementary requirements contained in the tender letter from the Minister of Education, Culture and Science accompanying the report on the derivative position in secondary vocational education (MBO) and higher education (HO) of 20 November 2012. The treasury policy was monitored by the Treasury Committee of the institution which met on four occasions in the course of 2015.



7 OCTOBER 2015

Runners who use an app exercise more often and feel healthier than those that forego an app. This was revealed by research conducted by Professor Marije Baart de la Faille of the AUAS and Inholland University of Applied Sciences.

Surplus cash was placed on deposit at the Ministry of Finance to optimise interest revenues. In early 2015, the outstanding balance was €44.4 million, which was released during the year. In March 2015, €28 million was placed on deposit, as a result of which net outstanding deposits amounted to €28 million at year-end 2015.

RISKS

To prioritise the risks the AUAS plans to use a PESTLE analysis (see below) in addition to the Risk Management Guidelines issued by the Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen). These models combine to form a strategic and risk management framework, with which macro-economic and internal business operational factors can be identified and controlled.

The table below provides an overview of the AUAS's most significant risks, classified according to the PESTLE method. This method identifies environmental factors that may influence the organisation. An overview of the risks specifically affecting education and research, including the associated control measures, is provided in the second table below. Risks affecting operational management, and the relevant control measures, can be found in the third table below.

Environment dependencies affecting the AUAS

PESTLE	RISKS / UNCERTAINTIES
Political – local	Decision-making by the municipality in the area of student housing; position of the municipality with respect to existing knowledge institutions
Political – national	Implementation of the new student loan system (Student Loans (Higher Education) Act) per 1 September 2015 and possible adverse effect on intake of students
Political / economic	Government releases insufficient resources to fund the ambitions of the university of applied sciences
Economics – local	Pressure on city centre construction costs
Economics – national	Possible inadequate CLA HBO compensation and correction for inflation from the ministry. Adjustments in the pension system
Social	Changes in demand from the job market for higher professional education graduates Demographic developments in (regional) student population Greater flexibility of education
Economic, political	Unable to achieve all profiling and performance agreements
Technology	Developments in the area of education innovations (MOOCs, etc.)
Legislation	Implementation of environmental and safety regulations by local government
Environment	Appeal of Amsterdam in recruiting and retaining excellent students and staff Tightening of building requirements

Risks and uncertainties relating to education and research

RISKS / UNCERTAINTIES	POLICY / CONTROL MEASURES
Reputational damage through incidents involving educational quality and Inspectorate investigations resulting from incidents.	Audit performance agreements, institutional audit
Increase in compulsory education to be provided with little or no corresponding increase in financial resources.	Prominent inclusion of risk reserves in budget
Relative lack of appeal of Amsterdam as a university city among international students.	Increased use of English; focus on internationalisation as a theme
Availability of housing for students and researchers, particularly temporary researchers.	Collaboration with the municipal authorities and investors
Internal financial tension owing to education and research ambitions, on the one hand, and falling student numbers and the education and research agenda, on the other.	Review of the AUAS allocation model
Fragmentation of management focus, caused in part by collaborations, creating the impression that no or inadequate choices are being made.	Set out how to strengthen the power of the Board and participation in decision-making as a strategic theme in the next Strategic Plan period
Too little to offer excellent students and excellent staff.	Establishment of excellence and honours tracks for students
Mediocre education results; student satisfaction and the AUAS's image compared to other institutions of higher professional education.	Continuation of study success measures, 'Robust and Academically Feasible Education' Guide, Student Engagement Programme
Fall in number of students enrolling due to change in system of financial assistance for students.	Retention of flexible staffing in order to adjust cost levels reasonably quickly to the desired level
Fluctuations in demand for teaching depending on the discipline	Increase the attractiveness of the programmes offered for international students and companies
Not responding fast enough to demands from the labour market.	Develop flexible frameworks for offering more tailored education
Developments in digital education possibilities (MOOCs).	Sufficient IV/ICT budget for the next planning period

Risks and uncertainties relating to resources, accommodation and staff

RISKS / UNCERTAINTIES	POLICY / CONTROL MEASURES
Policy-related zero growth and slow-motion cutbacks to the government contribution (possible reduction of the reference estimate).	Diversification of income sources
Staff expenses (CLA and pension premium)	Possible compensation from the ministry
Cost development of Accommodations Plan?	HVP quarterly progress reports
Falling market share of AUAS (Netherlands Association of Universities of Applied Sciences (VH))	Weekly monitoring of applications/intake figures



8 OCTOBER 2015

Deputy mayor Pieter Litjens and Mirté Wibaut, the great-great-grand daughter of former alderman Floor Wibaut, opened the new Wibauthuis on Thursday, 8 October.

REPORTING ON PROFILE AND PERFORMANCE AGREEMENTS

7



The Ministry of Education, Culture and Science reached profile and performance agreements with almost all government-funded universities and universities of applied sciences in the autumn of 2012. The AUAS also reached agreements recording its performance over the 2013-2016 period. The profile and performance agreements of the AUAS relate to teaching and study success, development of research priority areas, research and valorisation, and education differentiation. It has been agreed that upwards of seven per cent of the total teaching budget is to be linked to performance. Of these funds, the State Secretary has allocated five per cent for the period 2013 through to 2016. Continued allocation of the available resources in the period 2017-2020 is contingent on achieving the agreed performance with respect to teaching quality and the academic success rate in the period through to 2016. The other two per cent constitute the selective budget that will benefit education differentiation and the development of research priority areas. The final assessment will take place in 2016. It concerns the entire performance agreement and therefore examines study success and educational quality and the agreements regarding the profiling of education and research, and valorisation. The 2015 Annual Report is the basis for the final assessment.

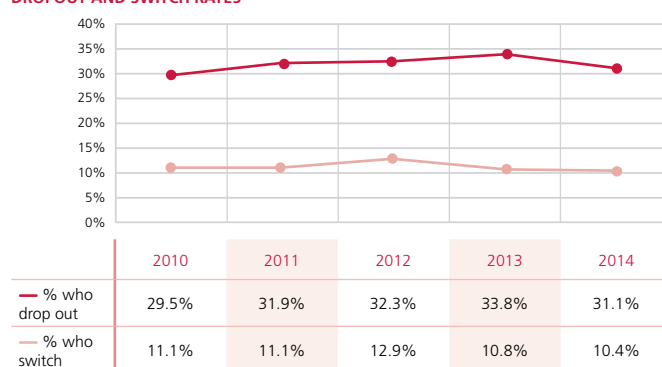
The table below features an overview of the actual performance achieved for each agreed indicator, stating the baseline measurement, the actual 2015 result figures and the 2015 agreements for each indicator. Explanatory notes are provided for each indicator.

DROP-OUT AND SWITCH RATES

The drop-out rates among first-year students who started a full-time Bachelor's programme fell in the past year from 33.8 per cent to 31.1 per cent. This fall follows a steady increase in the drop-out rate of first-year students since 2010 (baseline measurement). While the drop-out rate is still slightly above the agreed 30 per cent for 2015, there is clearly a trend in the right direction.

The percentage of full-time Bachelor's students who switched to another AUAS programme fell in the past year from 10.8 per cent to 10.4 per cent. The agreed target of (a maximum of) 12 per cent (for the 2014-2015 academic year) has been more than achieved.

DROPOUT AND SWITCH RATES



PERFORMANCE INDICATOR		BASLINE MEASUREMENT (2011)	RESULT (2015)	AMBITION (2015)
Drop-out (HBO1)	The proportion of the total number of full-time Bachelor's students (first-year higher education students) no longer enrolled at the AUAS after one year.	30.0% (C10)	31.1% (C14)	30.0% (C14)
Switch (HBO2)	The proportion of the total number of full-time Bachelor's students (first-year higher education students) enrolled at another AUAS programme after one year.	12.0% (C10)	10.4% (C14)	12.0% (C14)
Bachelor's success rate (HBO3)	The proportion of the total number of full-time Bachelor's students who, after their first year of study, re-enrol at the AUAS (re-enrollers) and obtain their Bachelor's degree at the AUAS within the nominal period plus one year.	58.8% (C06)	54.2% (C10)	60.0% (C10)
Excellence programme participation during the first year of studies	The proportion of the total number of full-time first-year Bachelor's students to take part in an excellence programme.	-	4.0% (C13)	5.0% (C13)
Excellence track (main phase)	The proportion of the total number of full-time main-phase Bachelor's students to take part in an excellence programme.	-	6.0% (H13)	6.0% (H13) ¹¹
Institutional Quality Assurance Audit	The AUAS successfully completed the Institutional Quality Assurance Audit of the Accreditation Organisation of the Netherlands and Flanders (NVAO).	N/A	positive ¹²	positive
Student assessment (HBO4)	The proportion of the total number of AUAS respondents (full-time Bachelor's students) to have rated their general satisfaction with the degree programme as either 'satisfied' (score 4) or 'very satisfied' (score 5) on the National Student Survey.	65.0%	70.0%	65.0%
Lecturer quality (HBO5)	The proportion of the total number of lecturers with a Master's and / or PhD degree.	64.0%	75.5%	72.0%
Education intensity (HBO6)	The proportion of the total number of full-time Bachelor's programmes with at least 12 scheduled contact hours (clock hour / week, based on 42 weeks of classes) in the first year.	80.0%	100%	100%
Indirect costs (HBO7)	The ratio between teaching and research staff (OP) / support and management staff (OBP), based on FTEs.	1.55	1.66	1.66 ¹³
Knowledge development	An increase in the total number of academic and publications in professional journals.	423	614	Increase

¹¹ The reference cohort for 2015 has been adjusted in line with the objective of the performance agreement and the AUAS's excellence policy.

¹² The AUAS obtained a positive assessment in the Institutional Quality Assurance Audit conducted by the Accreditation Organisation of the Netherlands and Flanders (NVAO) in 2013.

¹³ The baseline measurement (2011) and target value for 2015 have been adjusted in accordance with the newly introduced measurement method. For detailed explanatory notes, see Appendix 1 (Education and Research).

To reduce the drop-out and switch rates (further) among students, the AUAS initially used the performance agreements to raise the focus on this issue in the programme information, in line with the existing policy. In its programme information, the AUAS gives a realistic impression of the degree programme in question, the profession and the job-market prospects. Other measures involve increasing the number of contact hours, intensifying student counselling and improving timetabling and academic feasibility. However, these measures alone proved insufficient to lower the dropout rates.

As soon as it was legally possible (2014), the AUAS implemented the Study Check as a mandatory component of the enrolment process. The aim of the Study Check, which is the first introduction to a degree programme for all prospective students, is to more effectively match student and degree programme, hopefully resulting in lower dropout rates and increased study success. It is likely that the introduction of the mandatory Study Check across the AUAS – in combination with previous measures – has lowered the dropout rate in the past academic year. Had the AUAS introduced this measure earlier, the fall in the dropout rate among first-year students would most probably have started sooner, allowing the institution to meet the performance agreement in this area. When entering into the performance agreement, the AUAS indicated it would require more legal options to select students at the gate.

The AUAS's policy for reducing the dropout rate will be continued, with specific measures to be undertaken in the period ahead to improve the transition between senior secondary vocational and higher professional education (MBO-HBO). One such measure is the decision by the AUAS to establish a professorship in Professional Education with a special focus on easing the transition between the different levels in vocational education (i.e. preparatory secondary vocational education (VMBO), MBO and HBO). The AUAS has also started working on the establishment of a Community College, which will independently offer associate degree (AD) programmes. These programmes will offer prospective students the choice of enrolling in a 2-year AD programme or a 4-year Bachelor's degree programme. These new options are expected to substantially increase the percentage of MBO students who successfully complete an HBO degree programme.

Working with other universities of applied sciences in the Randstad area, the AUAS has set up a research team to study and explain the developments in the area of study success, but also to learn from each other's interventions. In 2015 this research team – the G5 research team – published the report 'Study success in the G5'. The report shows that while study success at Randstad universities of applied sciences is affected by the same factors as at other universities of applied sciences, there nonetheless exists a 'Randstad effect', whereby the factors that negatively influence study success occur more often at the G5 institutions.

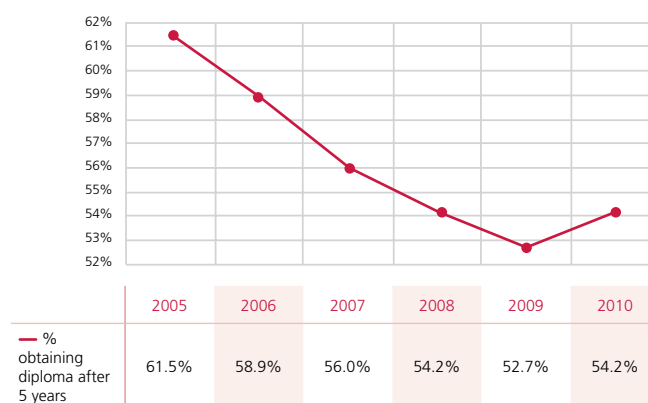
With regard to 'dropout and switch rates' the studies show that the number of students switching from one G5 institution to another is higher than at the other universities of applied sciences. Many of

these students, who are regarded as dropouts in the context of the performance agreements, go on to earn their degree certificates at their new university of applied sciences. Also in the main phase of degree programmes, G5 institutions have a relatively high proportion of students who switch to another G5 institution; these students generally go on to successfully complete their academic careers at the new institution. This – successful – switch made by students in the main phase negatively influences the Bachelor's success rate.

BACHELOR'S SUCCESS RATE

In the past year the Bachelor's success rate has risen for the first time, from 52.7 per cent (2009 cohort) to 54.2 per cent (2010 cohort), bucking the downward trend of several years. Nevertheless, this Bachelor's success rate is lower than the agreed target of 60% (2010 cohort).

BACHELOR'S SUCCESS RATE AFTER 5 YEARS



The rise of the past year is expected to continue, as indicated by the results of the students from the 2011 cohort. When compared with the students from the 2010 cohort, the percentage of students from the 2011 cohort that completed the degree programme at the nominal pace rose by 3 per cent from 30.2 per cent (2010 cohort) to 33.2 per cent (2011 cohort) (source: 1CHO). This means that the AUAS expects a turnaround of the downward trend of the Bachelor's success rate. As such, the AUAS is meeting its performance agreements well in advance.

In 2012 the AUAS decided to further reinforce the orientation and selection function of the first-year programme by raising the BSA standard from 40 to 50 ECTS credits. The aim was to stimulate good study habits in the first-year programme so that students could begin the main phase with a smaller study delay.

During the period of the performance agreements, the AUAS and other universities of applied sciences focused specifically on safeguarding and, where necessary, raising the exit level of degree programmes. Accreditation outcomes show that the AUAS seems to be successful in this regard, and indeed in the past few years the degree programmes have invested heavily in continuous lines of research related to degree



9 OCTOBER 2015

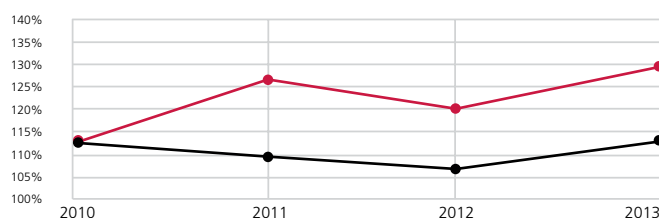
Judith Kuiten-Markink of the Education Theory Master's programme won the 2015 national Childcare Thesis Prize, an award established by the Childcare Fund.

programme exit levels. Consequently, the degree programmes have created a stronger basis to enable them to raise the exit level and to prepare students earlier in the application of research skills in their thesis assignments. The outcome of this is that students are accruing less of a study delay during the graduation phase of their programmes. In line with the performance agreements, professors are involved in teaching activities, curriculum development and innovation. Moreover, increasing numbers of lecturers are involved in research. In 2015, the AUAS recalibrated its lecturer and researcher job matrix and enhanced the link between education and research. This has resulted, for example, in the inclusion of research as a primary process in the new teaching staff (OP) profiles.

As part of the Smart programme (2013), a guide for lecturer teams containing design criteria for 'robust and academically feasible education' was drawn up based on research carried out, and experiences and insight gained at the AUAS. These design criteria are derived from the AUAS's research and experiences and those of other institutions of higher professional education. They constitute a cohesive package in which the content and organisation of education are viewed as an integral whole. The aim of comprehensively applying the design criteria is to eventually create programmes with greater academic feasibility that result in higher levels of staff and student satisfaction with the organisation and structure of education, assessment and counselling. Higher levels of satisfaction in these areas will raise study success rates. All AUAS degree programmes have been instructed to review their curricula on the basis of these design criteria within an accreditation period (a maximum of six years).

The performance agreements on the Bachelor's success rate concern students who started studying at the AUAS in 2010. AUAS student intake grew very strongly for a number of years after 2010, due in part to the problems at the Inholland University of Applied Sciences. The diagram below shows a rise of more than 20 per cent in the period 2010-2013 (source 1CHO, Netherlands Association of Universities of Applied Sciences (VH) facts and figures).

INTAKE



INTAKE YEAR	NATIONAL	AUAS
2010	110%	112%
2011	125%	108%
2012	120%	120%
2013	129%	129%

This sharp rise had a larger impact on the policy agenda, and thus on the AUAS's intended results, than initially thought. While this

relatively sharp rise in student intake was discussed with the Ministry of Education, Culture and Science, both parties failed to sufficiently take account of this unexpected development when the performance agreements were entered into.

The 2010 first-year student cohort, about whom agreements were made in 2012, were already two years into their degree programmes at the time of the 'signing' of the performance agreements. Consequently, these students were unable to benefit fully from the measures taken by the AUAS and other universities of applied sciences around the country. Moreover, these students studied in a period characterised by unforeseen circumstances. The decision to make agreements on the Bachelor's success rate of the 2012 cohort was an obvious one at the time – after all, there was no alternative – though in hindsight this decision is difficult to justify.

EXCELLENCE IN THE FIRST-YEAR AND MAIN PHASES

Participation in excellence programmes is 4 per cent in the first-year phase (2013 cohort) and 6 per cent in the main phase (2013 main phase cohort). This means that the targets have in part been met: the agreement was 5 per cent for the first-year phase and 6 per cent for the main phase.

With respect to participation of first year-phase students in excellence programmes, students are feeling increasingly under pressure from the raised BSA standard, resulting in competition between the regular degree programme and the extra-curricular SE programme.

In 2009 the AUAS commenced the Sirius programme which was concluded in late 2014. In 2014 the university of applied sciences was visited for the fourth time by an independent audit committee to discuss the progress of the programme's implementation. The audit committee concluded, based on the report of the AUAS and the audit visit, that the AUAS had developed an approach under the Sirius programme which allowed it to largely achieve its aims. The committee advised the AUAS to continue working on its well-directed excellence programmes and to retain the benefits thus far gained from these programmes. In response to this recommendation, the institution started the 'Sustainability of Special Programmes' project in 2015 and, as part of the covenants entered into between the Executive Board and the school deans, agreements were made on excellence programme participation with the aim of 9 per cent of main-phase students participating in an excellence programme in 2020.

INSTITUTIONAL QUALITY ASSURANCE AUDIT

In line with recorded agreements, the AUAS must successfully complete the Institutional Quality Assurance Audit. In the spring of 2013, the NVAO conducted the Institutional Quality Assurance Audit at the AUAS and awarded the institution a satisfactory score. The positive result means that the AUAS is working effectively to improve its degree programmes and that there are sufficient internal quality checks. The NVAO made a number of recommendations that the AUAS has recently set about working on.



22 OCTOBER 2015

Students of the Engineering, Design and Innovation programme have developed a self-steering rubbish collection boat for Waternet.

STUDENT OPINION

The unweighted proportion of AUAS respondents (full-time Bachelor's students) who replied with a 4 (satisfied) or 5 (very satisfied) to the question 'How satisfied are you with your degree programme in general?' in the 2015 National Student Survey (NSE) is 70.7 per cent. This means that the AUAS has significantly exceeded the target of 65 per cent under the performance agreements.

PERCENTAGE OF (VERY) SATISFIED STUDENTS

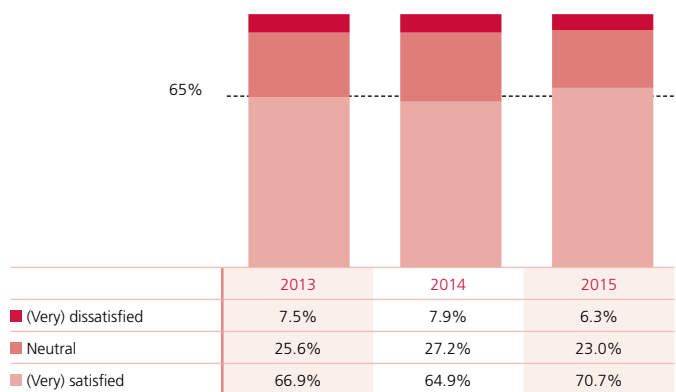
	2013	2014	2015
Weighted	66.6%	64.5%	70.0%
Unweighted	66.9%	64.9%	70.7%

Percentage of students who indicated in the 2015 NSE that they were very satisfied (score of 5) or satisfied (score of 4) with the 'degree programme in general'. The weighted results are weighted based on national HBO data at the level of Croho, Brin and Location.

Quality assurance is of key importance to the AUAS, alongside student study success, student satisfaction, alumni and the professional field. The expectation when the performance agreements were entered into was that student satisfaction would remain unchanged in the initial years and only show a rise in the long term. The rise in student satisfaction can already be observed in the past year.

The diagram below represents the distribution in terms of percentage of respondents, broken down by the categories unsatisfied, neutral and satisfied¹⁴ in the past three years.

GENERAL SATISFACTION (UNWEIGHTED)



Distribution in terms of percentage of the number of respondents (unweighted) broken down by the categories (very) dissatisfied (score of 1 or 2), neutral (score of 3) and (very) satisfied (score of 4 or 5). Source: 2015 NSE.

Broadly speaking, the AUAS scores well in areas covered by the NSE that students consider important, such as 'programme content', 'lecturers' and 'testing and assessment'. AUAS students are less satisfied with the areas 'study timetable' and 'study facilities'. Nevertheless, the past few years have

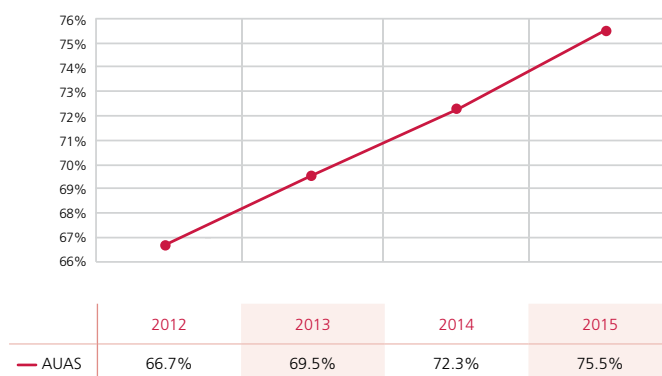
seen concrete improvements in these areas. For instance, joint institution-wide timetabling principles have been agreed as part of the Timetabling project (which was part of the Slim programme) with the aim of reducing the difficulties experienced with timetabling by the degree programmes. Furthermore, as an increasing number of AUAS programmes relocate to the Amstel Campus, ever more students are able to benefit from the excellent facilities available in these buildings. The degree programmes of the School of Economics and Management (previously located in Wenckebachweg) and the School of Social Work and Law (previously located in Jan Bommerhuis) relocated to the Amstel Campus in September 2015.

LECTURER QUALITY

The percentage of lecturers holding a Master's degree has increased further to 75.5 per cent. This means that the agreed target (72 per cent) under the performance agreements have been met.

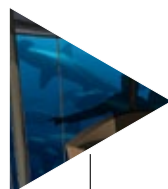
When entering into the performance agreements, the AUAS emphasised that its lecturers should teach one level below their actual qualifications. In line with the performance agreements, the AUAS will continue working to raise the quality of its lecturers in the years ahead. Under the new Strategic Plan, the target for 2020 has been set at 85 per cent of lecturers holding a Master's degree diploma. In addition, the new Strategic Plan specifies that each lecturer must participate in refresher courses or continuing education annually. Lecturers employed by the institution who do not hold a Master's degree are subject to a training policy, for which the guidelines and parameters are set out in the professional development plan drawn up in 2013. The AUAS policy framework 'Appointments Policy and Lecturer Quality' stipulates that lecturers with permanent appointments should hold a Master's degree (from a research university or a university of applied sciences).

LECTURER QUALITY



Education intensity

On entering into the performance agreements, the AUAS emphasised the importance of raising the number of contact hours, with a view to improving study success. It was agreed that all full-time Bachelor's programmes in 2015 would have at least 12 scheduled contact hours in the first year. This guideline was also included in the covenants agreed at the time between the Executive Board and the school deans. Clear



2 NOVEMBER 2015

Product Design student Victor Verhulst won the 2015 Maritime Designer Award for his 'underwater lounge' for exclusive yachts which he designed for his graduation project at De Voogt Naval Architects. He graduated with a near-perfect nine.

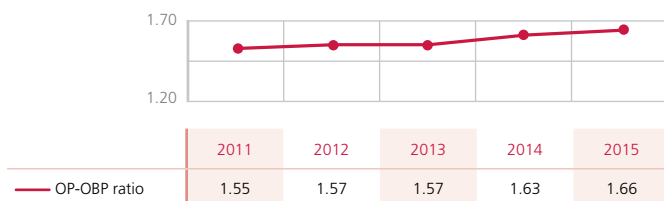
management of the number of contact hours is a special challenge. The number of scheduled contact hours per course component has only been included in all course catalogues since the 2015-2016 academic year.

INDIRECT COSTS

In the past year the ratio between teaching staff (OP) / support and management staff (OBP) rose from 1.63 (2014) to 1.66 (2015). This means that the AUAS has met the performance agreement target (1.66). In the explanatory notes to the performance agreement on indirect costs that began with the question of how much the AUAS spends on things other than 'the lecturer in the classroom', the AUAS indicated that it traditionally follows a strict policy in this regard. The past few years have seen the successful implementation of various measures such as steadily working towards a more efficient structure of the support organisation, increasing the mass of the institution's research activities and introducing the 1:25 lecturer-student ratio.

The diagram below shows the step-by-step rise of the OP-OBP ratio during the period of the performance agreements.

OP-OBP-RATIO



DIFFERENTIATION IN EDUCATION

As part of the profile and performance agreements, the AUAS has applied for selective funds in order to develop and implement a number of 3-year selective tracks for pre-university (VWO) students. A procedure has been adopted for the internal allocation of the available selective funds. Schools seeking to qualify for a contribution from the selective funds for the 3-year tracks for VWO students were requested to submit an action plan. A specially established assessment committee judged the plans based on predetermined criteria. Several programmes for VWO students were subsequently approved on the basis of the committee's recommendations. The development of 3-year tracks for VWO students reflects the AUAS's ambition of appealing to students with the drive and capacity to acquire knowledge above and beyond the scheduled curriculum. Each degree programme offers first-year students a study track or combination of different study tracks with the possibility to:

- pursue an excellence programme, in addition to the regular Bachelor's programme, whereby the student receives a certificate of excellence on graduation;
- pursue a combined higher professional education-academic programme, such as university-level primary teacher training, whereby the student graduates at both higher professional and academic Bachelor's level;

- take a follow-on minor during the four-year Bachelor's programme that allows the student to advance directly to a related academic Master's;
- take a degree programme intended for a higher entry level, allowing the students to achieve the programme's exit qualifications in three years.

These programmes – aimed at increasing our appeal to VWO students – have greatly benefited from the added value of our intensive collaboration with the UvA.

As part of the mid-term review conducted in late 2014, the Higher Education and Research Review Committee noted that the AUAS had made sufficient progress in achieving its goal of increasing differentiation in education. The AUAS now has twelve 3-year tracks for VWO students.

RESEARCH AND VALORISATION

General

Research should help boost the quality of education. In order to deliver this boost, the research programmes need to be of good quality. Under its profile and performance agreements, the AUAS aims to be recognised in 2015 as a knowledge institution where good-quality research is conducted and relevant knowledge is developed and shared. This ambition has been translated into the following performance agreement: the number of (peer-reviewed, English-language) academic publications, articles in professional journals and patents is to increase. Measured on 31 December 2015.

The AUAS has far exceeded this target: the number at the time of the baseline measurement (2011) of 423 has since grown to 614 (2015), of which 312 were professional publications and 302 academic publications. The increase in the number of publications is a direct result of the increased focus on research within the AUAS and the associated rise in the number of professors and researchers.

NUMBER OF PUBLICATIONS (INCLUDING PATENTS) FROM 2011 - 2015

	2011	2012	2013	2014	2015
Academic publications	205	226	246	296	302
Professional publications	218	258	250	328	312
Total	423	484	496	624	614

RESEARCH PRIORITY AREAS

The AUAS has agreed with the Minister to promote four urban themes. The themes selected are based on the AUAS's research priority areas and involve degree programmes and research projects of proven sound quality. Furthermore, they are aligned with the national Top Sectors policy and with the clusters of the Amsterdam Economic Board.

14 (Very) unsatisfied: score of 1 and 2; neutral: score of 3; and (very) satisfied: score of 4 and 5.

The themes concerned are as follows:

- Creative Industry (now known as Amsterdam Creative Industries)
- Logistics & Aviation (now known as Urban Technology)
- Urban Vitality
- Urban Management

Funds have since been allocated to two of these themes, Amsterdam Creative Industries and Urban Technology, for their development as Centres of Expertise. The paragraphs below explain the development of the four themes (or AUAS research priority areas) and the two Centres of Expertise in the period 2012-2015.

AUAS research priority areas

In 2013 the Executive Board allocated funds to each of the four research priority area programmes (see table specifying allocation of funds to the research priority area programmes). To this end, the Executive Board requested advice from an external committee of experts headed by Professor P.G.M. Apers, which assessed all research priority area programmes according to the following six criteria: (1) vision, (2) strategy, (3) network, (4) content, (5) governance, (6) funding strategy and programme management.

This assessment was subject to the agreement that the research priority area programmes should have:

- a multi-year plan with respect to monitoring progress and investments;
- a financial and staff long-term budget;
- a set of key performance indicators;
- a governance structure.

The Executive Board allocates funds each year based on the above agreement. The funding of the research priority areas has since become part of the AUAS's regular planning and control cycle.

With respect to the Logistics & Aviation research priority area, the Apers committee specifically advised further combining the institution's strengths in this research priority area with a shared vision, research question and shared results in order to prevent a fragmentation of resources and to better guarantee focus and mass. Work started on implementing the recommendations during the course of 2014, which has resulted in a multidisciplinary research programme with concrete research projects and objectives. This research priority area was continued under the name Urban Technology from 1 January 2015.

ALLOCATION OF FUNDS FOR RESEARCH PRIORITY AREA PROGRAMMES (AMOUNTS X €1,000)

RESEARCH PRIORITY AREA	2013	2014	2015	2016
Urban Management	€ 290	€ 450	€ 625	€ 625
Urban Vitality	€ 290	€ 450	€ 625	€ 625
Creative Industry (Amsterdam Creative Industries)	€ 290	€ 450	€ 625	€ 625
Logistics & Aviation (Urban Technology)	€ 290	€ 450	€ 625	€ 625

In 2014 the research priority areas were assessed by the Higher Education and Research Review Committee in the mid-term review. The committee

concluded that the Amsterdam University of Applied Sciences had made progress in achieving its goal of reinforcing the development of research priority areas. The committee also noted that the choice of four research priority areas had resulted in a clear focus. The AUAS is also making targeted investments in the research priority areas. The further development and expansion of the labs – where research and education activities are organised in close coordination – plays an important role in this regard.

Due in part to this, the AUAS's link-up with the region is developing positively as evidenced by, among other things, the relationship with the Amsterdam Economic Board, the position of the labs in the city and region, and the Community Stores for Education, Research and Talent Development (BOOT) projects.

The positive development of the labs is also noted by the external evaluation committee headed by Professor P. Meurs in 2015: 'The AUAS has many labs engaged in research and design. The labs are often located in the teaching locations, though there are also living and field labs: "live" research environments where a multitude of data is collected'. The Centres for Applied Research and the research priority areas regard the labs as a promising concept for the successful linking of education, research and issues facing the professional field in the Amsterdam region.

RESEARCH PRIORITY AREA LABS

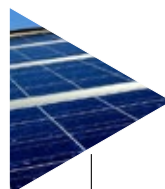
LAB	RESEARCH PRIORITY AREA
Field labs: Oost, Zuidoost and Nieuw West	Urban Management
Urban lab: Innovation lab The Software Energy Footprint (SEF) lab The BIM lab The Capacity lab The Amsterdam Sensor lab	Urban technology
Entrepreneurial labs in development	Entrepreneurship
Amstelhuis	Urban Vitality
Digital life lab	Amsterdam Creative Industries (Network)
Media lab	
Event lab	
Fashion technology lab	
Heritage lab	
Publishing lab	
Interaction & games lab	
Citizen datalab	

The AUAS intends to promote itself further with the research being conducted in its research priority areas. In this way the AUAS wants to distinguish itself from other institutions of higher professional education in the country, raising the AUAS's profile for the professional field and other regional partners. The research priority areas focus on resolving social and urban issues. From that perspective, the research priority areas are multidisciplinary in nature and transcend the individual schools. In determining the topics of research, the AUAS collaborates closely with the Amsterdam business community (including via the Amsterdam Economic Board), social institutions and other knowledge institutions



19 NOVEMBER 2015

Five lecturers of the Amsterdam University of Applied Sciences received a grant for their research from the Ministry of Education, Culture and Science during a festive ceremony at the AUAS. A total of 31 researchers received a grant.



3 DECEMBER 2015

The AUAS and the UvA announced plans to install 2500 solar panels on the roofs of five buildings.

within the Amsterdam Academic Alliance (AAA). These research priority areas receive 'input' from the faculty centres for applied research that include high-quality professorships (for an overview, see the table 'participation of centre for applied research professorships in the research priority areas').

In addition to the four research priority areas, the AUAS focuses on another two themes, namely *Urban Education and Entrepreneurship*.

PARTICIPATION OF CENTRE FOR APPLIED RESEARCH PROFESSORSHIPS IN THE RESEARCH PRIORITY AREAS

SCHOOL	PROFESSORSHIP	PROFESSOR - GROUP LEADER	RESEARCH PRIORITY AREAS				FOCUS THEMES	
			URBAN VITALITY	URBAN TECHNOLOGY	URBAN MANAGEMENT	AMSTERDAM CREATIVE INDUSTRIES	URBAN EDUCATION	ENTREPRENEURSHIP
Sports and Nutrition	Top-class sports and teaching	Dr Cees Vervoorn	X					
	Movement sciences	Dr Huub Toussaint	X				X	
	Sports care	Dr Janine Stubbe	X					
	Power of sports	Dr Marije Baart de Faille-Deutekom	X					
	Weight management	Dr Peter Weijs	X				X	
	Environment and health (in formation)	Dr Lea den Broeder	X		X			
Economics and Management	Differentiated HRM	Dr Martha Meerman			X			X
	Amsterdam knowledge economy	Dr Willem van Winden			X			X
	Online enterprise	Dr Jesse Weltevreden						X
	Corporate governance	Dr Frank Jan de Graaf			X	X		X
Health Professions	Integration of psychiatric and somatic care	Dr Corine Latour	X					
	Remedial therapy	Dr Bart Visser	X					
	Patients with complex healthcare problems	Prof. Raoul Engelbert	X					
	Occupational therapy – participation and environment	Dr Margo van Hartingsveld	X					
	Transmural geriatric care	Dr Bianca Buurman	X					
Social Work and Law	Quality and effectiveness in care for the young	Dr Leonieke Boendermaker	X				X	
	Community care	Dr Rick Kwekkeboom	X					
	Management of cultural change	Dr Alex Straathof			X			
	Poverty and participation	Dr Roeland van Geuns			X			
	Youth Spot	Dr Judith Metz	X		X			
	Using outreach to work and innovate	Dr Martin Stam	X		X		X	
	Cultural and social dynamics	Dr Eltje Bos	X		X			X
Digital Media and Creative Industries	Coordinating urban issues	Dr Stan Majoor			X			
	Network culture	Dr Geert Lovink				X		
	Digital life	Prof. Ben Kröse	X		X	X		
	E-discovery	Dr Hans Henseler				X		
	Play and Civic Media	Prof. Ben A.M. Schouten				X		
	Crossmedia	Dr Harry M.M. van Vliet				X		X
Education	Fashion Technology & Research	Prof. Hein Daanen				X		
	Learning and innovation	Dr Marco Snoek					X	
	The pedagogical function of education	Prof. Ruben Fukkink			X		X	
	Science and technology education	Dr Ed van den Berg					X	
	Tailored learning and instruction	Prof. Ron Oostdam					X	
	Didactics of the social sciences	Dr Arie Wilschut					X	
Technology	Professional education	Dr Louise Elffers					X	
	Logistics	Dr Dick van Damme		X				
	Technical innovation and enterprise	Ms I.F. Inge Oskam		X				X
	Water in and around the city	Dr Jeroen Kluck		X	X			
	Building transformation	Dr Frank Suurenbroek		X	X			
	City Logistics	Dr Walther Ploos van Amstel		X		X		
	Energy and innovation	Dr Robert van den Hoed		X		X		

In the current strategic planning period (2015-2020), the details of knowledge centre research programmes and their inclusion in the AUAS research priority areas will be further detailed and solidified. The national frameworks for the Centres of Expertise are leading for the longer-term ambitions for the research priority areas. This implies that for a period of five years the institution will work towards a stable programme based on co-financing and public-private funding. The AUAS has stated its ambition of the earning capacity of the research priority areas amounting to a minimum of 25 per cent in 2020.

In 2016 long-term agreements will again be made regarding the further development and course of the research priority areas based on an evaluation conducted in June 2016. This evaluation will again be headed by Professor P.G.M. Apers.

CENTRES OF EXPERTISE

In 2012 the AUAS received funds for two Centres of Expertise: a Centre of Expertise (CoE) in the area of Creative Industry with the aim of further expanding this area's education and research towards the objectives of the Creative Industry top sector and the cross-sectoral ICT top sector and the grand challenges of the Horizon 2020 programme. The Creative Industry CoE is a collaboration of the AUAS, Inholland and the Amsterdam School of the Arts.

The Logistics Centre of Expertise, a collaborative venture of six universities of applied sciences (NHTV Breda University of Applied Sciences (Breda), Fontys University of Applied Sciences (Venlo), Rotterdam University of Applied Sciences, Windesheim University of Applied Sciences (Zwolle), HAN University of Applied Sciences (Arnhem and Nijmegen) and Amsterdam University of Applied Sciences), is based on the ambition of jointly creating a knowledge infrastructure for applied research in higher education for the Logistics top sector. The Logistics Centre of Expertise ties in with developments in the sector in cooperation with the Logistics top sector, the Logistics knowledge agreement platform and the Dinalog knowledge institute.

On awarding funding for the Centres of Expertise in 2013, the Review Committee for Higher Education and Research advised assessing whether the centre's development had progressed sufficiently in accordance with the conditions of the assessment framework and whether new activities had been rolled out or existing activities had been developed further. Based on a progress report and discussions with both centres, the committee again made a positive recommendation to the Minister regarding the two centres. The centres were assessed with respect to the development of research priority areas related to education and research and the co-financing derived from long-term private-public partnerships. The committee indicated areas that both centres needed to develop in order to offer a solid basis for sustainable financial and substantive cooperation in public-private partnerships in 2014.

As a part of its mid-term review in 2014, the Review Committee for Higher Education and Research concluded that the Creative Industry Centre of Expertise, now known as the Amsterdam Creative Industries Network (ACIN), plays a connective role and is successfully creating a digital platform for the dissemination of expertise, sharing of knowledge and facilitation of crowd-sourcing initiatives. The focus is not limited to companies with a creative profile, but includes crossovers in all sectors that use the creative sector to reach consumers. In the committee's opinion, these efforts offer a solid basis for sustainable financial and substantive cooperation in public-private partnerships and beyond.

Regarding the Logistics Centre of Expertise (i.e. the Logistics Knowledge Distribution Centre), the Committee found that it promoted itself as an umbrella organisation that connects and stimulates regions and coordinates the distribution of duties. The six universities of applied sciences involved collaborate with employers' organisation EVO and Transport en Logistiek Nederland (TLN) on applied research with the aim of promoting their programmes in the regions. The institutions are collaborating with the business community to construct a national sustainable Logistics knowledge infrastructure. According to the committee, the balance between national and regional cooperation is starting to yield results and offers a solid basis for sustainable financial and substantive cooperation in public-private partnerships, both now and in the future.

Further information on the status of the Centres of Expertise and their further development will be included in a progress report to be presented to the review committee before 1 May 2016 as input for the final review with the review committee.



10 DECEMBER 2015

Mano Bouzamour was the writer of the extraordinarily difficult 2015 UvA-AUAS Dictation.



13 DECEMBER 2015

The Minnaert Prize was awarded to AUAS professor Ed van den Berg during the annual conference of the Stichting Werkgroep Natuurkunde Didactiek (WND).

APPENDIX 1

EDUCATION AND RESEARCH



DEGREE PROGRAMMES

Degree programmes

(reference date 1 March 2016)

Degree programmes registered in the Central Register of Higher Education Study Programmes (CROHO)^{15/16/17}

ISAT	DEGREE PROGRAMME	PROGRAMME TYPE	LANGUAGE
School of Sports and Nutrition			
35025	B Opleiding tot leraar voortgezet onderwijs van de eerste graad in Lichamelijke Opvoeding B Teacher Education in Physical Education	full-time	NL
34599	B Sport, Management en Ondernemen B Sports, Management & Business	full-time	NL / EN
34579	B Voeding en Diëtetiek B Nutrition and Dietetics	full-time	NL
School of Digital Media and Creative Industries			
39118	B Business IT & Management ¹⁸ B Business IT & Management	(full-time) / (part-time) / (dual)	NL
34405	B Communicatie B Communication	full-time / part-time / (dual)	NL
34092	B Communication and Multimedia Design B Communication & Multimedia Design		NL
30037	B Fashion & Textile Technologies B Fashion & Textile Technologies	full-time	NL / EN
30020	B HBO ICT -	full-time / part-time	NL
34479	B Information Technology ¹⁹ B Information Technology	(full-time) / (part-time)	NL
34105	B Media, Informatie en Communicatie B Media, Information & Communication	full-time / part-time	NL
34254	B Technische Commerciële Confectiekunde ²⁰ B Fashion and Technology	(full-time)	NL
34475	B Technische Informatica ²¹ B Computer Science	full-time	NL
School of Economics and Management			
80008	Ad Accountancy -	(dual)	NL
80093	Ad Financial Services Management Ad Financial Services Management	(part-time)	NL
34406	B Accountancy B Accountancy	full-time / (dual)	NL
34401	B Bedrijfseconomie B Finance and Control	full-time / part-time / (dual)	NL
34139	B Bedrijfskunde MER B Business Management Studies	full-time / part-time / (dual)	NL
34402	B Commerciële Economie B Marketing	(Full-time) / (part-time) / (dual)	NL
34414	B Financial Services Management B Financial Services Management	full-time / part-time	NL
34140	B Fiscaal Recht en Economie B Tax Law and Economics	full-time	NL
34609	B Human Resource Management B Human Resource Management	full-time / part-time	NL
34407	B International Business and Languages B International Business and Languages	full-time	EN
34936	B International Business and Management Studies B International Business and Management Studies	full-time / part-time	EN
34041	B Trade Management gericht op Azië B Trade Management for Asia	(full-time)	EN

15 In addition to the CROHO-registered programmes, other non CROHO-registered, commercial programmes are offered.

16 In addition to the Dutch programme name, the English name is also given here if included in the CROHO register.

17 Degree programmes or variants between brackets '(...)' are being phased out or are no longer offered.

18 B Business IT & Management has been converted to HBO ICT as of 1 September 2015 (with the exception of the dual programme, which was already being phased out).

19 B Information Technology has been converted to B HBO ICT as of 1 September 2015.

20 B Fashion and Technology has been converted to B Fashion & Textile Technologies as of 1 September 2015.

21 B Computer Science has been converted to B HBO ICT as of 1 September 2015.

ISAT	DEGREE PROGRAMME	PROGRAMME TYPE	LANGUAGE
School of Health Professions			
34574	B Opleiding voor Ergotherapie B Occupational Therapy	full-time	NL
34570	B Opleiding tot Fysiotherapeut B Physiotherapy	full-time	NL / EN
34572	B Opleiding tot Oefentherapeut-Mensendieck B Mensendieck Kinetics Therapy	full-time	NL
34560	B Opleiding tot Verpleegkundige B Nursing	full-time / dual	NL
69312	M European MSc in Occupational Therapy -	part-time	EN
School of Social Work and Law			
34464	B Bestuurskunde / Overheidsmanagement B Public Administration	full-time	NL
34610	B Culturele en Maatschappelijke Vorming B Cultural and Social Development	full-time / part-time / dual	NL
39205	B HBO-Rechten B Law	full-time / part-time	NL
34616	B Maatschappelijk Werk en Dienstverlening B Social Work and Social Services	full-time / part-time / dual	NL
34641	B Sociaal-Juridische Dienstverlening B Social Legal Services	full-time / part-time	NL
34617	B Sociaal Pedagogische Hulpverlening B Social Educational Care	full-time / part-time / dual	NL
34507	B Toegepaste Psychologie B Applied Psychology	full-time / part-time	NL
70173	M Master Legal Management ²² M Master Legal Management	part-time	NL
44116	Master's in Social Work -	part-time	NL
70165	M Master's in Urban Management ²³ M Master's in Urban Management	part-time	NL
School of Education			
80052	Ad Catering and Hospitality practice teacher I and II -	part-time	NL
80045	Ad Welfare and Healthcare practice teacher -	part-time	NL
80051	Ad Technology practice teacher -	part-time	NL
34808	B Opleiding tot leraar Basisonderwijs B Education in Primary Schools (age 4-12)	full-time / part-time	NL
35201	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Aardrijkskunde B Teacher Education in Geography	full-time / part-time	NL
35202	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Algemene Economie B Teacher Education in General Economics	full-time / part-time	NL
35203	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Bedrijfseconomie B Teacher Education in Finance and Control	full-time / part-time	NL
35301	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Biologie B Teacher Education in Biology	full-time / part-time	NL
35423	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Consumptieve Techniek I en II B Teacher Education in Catering and Hospitality	full-time / part-time	NL
35195	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Engels B Teacher Education in English	full-time / part-time	NL / EN
35196	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Frans B Teacher Education in French	full-time / part-time	NL
35197	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Geschiedenis B Teacher Education in History	full-time / part-time	NL
35388	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Gezondheidszorg en Welzijn B Teacher Education in Welfare and Health Care	full-time / part-time	NL
35411	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Maatschappijleer B Teacher Education in Social Studies	full-time / part-time	NL

ISAT	DEGREE PROGRAMME	PROGRAMME TYPE	LANGUAGE
35208	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Mens en Technologie B Teacher Education in Technology and Society	full-time / part-time	NL
35261	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Natuurkunde B Teacher Education in Physics	full-time / part-time	NL
35198	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Nederlands B Teacher Education in Dutch	full-time / part-time	NL
35204	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Pedagogiek B Teacher Education in Educational Theory: Philosophy of Education and Child Rearing	full-time / part-time	NL
35199	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Scheikunde B Teacher Education in Chemistry	full-time / part-time	NL
35254	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Techniek B Teacher Education in Technology	full-time / part-time	NL
35221	B Opleiding tot leraar voortgezet onderwijs van de tweede graad in Wiskunde B Teacher Education in Mathematics	full-time / part-time	NL
35158	B Pedagogiek B Educational Therapy	full-time / part-time	NL
45275	M Leraar Algemene Economie M Teacher Education in General Economics	part-time	NL
45262	M Leraar Engels M Teacher Education in English	part-time	NL
45266	M Leraar Frans M Teacher Education in French	part-time	NL
45267	M Leraar Geschiedenis M Teacher Education in History	part-time	NL
45269	M Leraar Nederlands M Teacher Education in Dutch	part-time	NL
45263	M Leraar Wiskunde M Teacher Education in Mathematics	part-time	NL
44113	M Pedagogiek M Educational Therapy	part-time	NL
VOF Centrum voor Nascholing Amsterdam (VOF CNA)²⁴			
70045	M Comprehensive Leadership for School Managers in primary education (PO), secondary education (VO) and vocational and adult education (BVE) ²⁵ -	part-time	NL
70132	M Professional Mastery ²⁶ -	part-time	NL
School of Technology			
39225	B Aviation B Aviation	full-time	NL
34263	B Bouwkunde ²⁷ B Architecture and Construction Engineering	(full-time) / (part-time)	NL
34261	B Bouwtechnische Bedrijfskunde ²⁸ B Construction Management	(full-time)	NL
39280	B Built Environment -	full-time	NL
34279	B Civiele Techniek ²⁹ B Civil Engineering	(full-time)	NL
34267	B Elektrotechniek ³⁰ B Electrical and Electronic Engineering	(full-time)	NL

22 Non-funded degree programme.

23 Non-funded degree programme.

24 The Centrum voor Nascholing Amsterdam or Amsterdam Institute for Lifelong Learning in Education (CNA) is a collaborative partnership in the form of a general partnership (VOF) between the AUAS and UvA.

25 Non-funded degree programme.

26 Non-funded degree programme.

27 B Architecture and Construction Engineering has been converted to B Built Environment as of 1 September 2015 (with the exception of the dual programme, which was already being phased out).

28 B Construction Management has been converted to B Built Environment as of 1 September 2015.

29 B Civil Engineering has been converted to B Built Environment as of 1 September 2015.

30 B Electrical and Electronic has been converted to B Engineering as of 1 September 2015.

ISAT	DEGREE PROGRAMME	PROGRAMME TYPE	LANGUAGE
30107	B Engineering -	full-time / part-time	NL
39240	B Engineering, Design and Innovation ³¹ B Engineering, Design & Innovation	(full-time) / (part-time)	NL
34112	B Forensisch Onderzoek B Forensic Science	full-time	NL
34390	B Logistics Engineering B Logistics Engineering	full-time / (part-time)	NL
34436	B Logistiek en Economie B Logistics Management (Economics)	full-time	NL
34384	B Maritiem Officier B Maritime Officer	full-time	NL
34421	B Technische Bedrijfskunde ³² B Industrial Engineering & Management	(full-time) / (part-time)	NL
35168	B Toegepaste Wiskunde B Mathematical Engineering	full-time	NL
70174	M Master in Structural Engineering ³³ M Master in Structural Engineering	part-time	NL

STUDENT NUMBERS

Student intake levels for each school

SCHOOL	2014	2015
School of Sports and Nutrition	747	714
School of Economics and Management	3,481	3,058
School of Health Professions	1,061	861
School of Social Work and Law	2,466	2,071
School of Digital Media and Creative Industries	2,405	2,088
School of Education	1,844	1,619
School of Technology	1,939	1,841
Total	13,943	12,252

Enrolled students per prior education programme

PRIOR EDUCATION	2014	2015
PRE-UNIVERSITY EDUCATION (VWO)	4,872	4,530
SENIOR SECONDARY GENERAL EDUCATION (HAVO)	26,250	25,345
RESEARCH-ORIENTED EDUCATION (WO)	56	212
HIGHER PROFESSIONAL EDUCATION (HBO)	2,570	630
SENIOR SECONDARY VOCATIONAL EDUCATION (MBO)	14,288	13,718
21PL*	37	599
BUIT**	298	1,605
OVG***	251	125
Total	48,622	46,764

* national HBO entrance test

** prior education abroad

*** other prior education programmes

Number of students per programme type

VARIANT	2014	2015
Full-time	42,680	41,188
Part-time	4,783	4,714
Dual	1,159	862
Total	48,622	46,764

31 B Engineering, Design and Innovation has been converted to B Engineering as of 1 September 2015.

32 B Industrial Engineering & Management has been converted to B Engineering as of 1 September 2015.

33 Non-funded degree programme.

STUDY SUCCESS

Study success: indicators dropout 1 and switch 2

(2010 and 2011 reference date 30 September 2012; 2012 reference date 1 October 2013; 2013 reference date 1 October 2014; 2014 reference date 1 October 2015 source: 1CHO)

Numbers and percentages of enrolling students that drop out or switch to another degree programme after one year.

Percentage calculated based on number of students enrolling in higher education at the AUAS.

CROHO-PROGRAMME	HBO INTAKE COHORT 2010			HBO INTAKE COHORT 2011			HBO INTAKE COHORT 2012			HBO INTAKE COHORT 2013			HBO INTAKE COHORT 2014		
	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %
SPORTS AND NUTRITION															
34579 B Nutrition and Dietetics	137	38	10	136	28	10	161	34	8	232	41.4	4.3	155	33.5	6.5
34599 B Sport, Mgt and Business	190	21	5	195	27	6	212	26	6	212	26.4	2.4	222	23.9	3.6
35025 B Teacher Education in Physical Education	221	37	4	228	41	7	221	38	5	219	45.7	5.5	238	40.3	5.5
Total	548	32	6	559	33	8	594	32	6	663	38.0	4.1	615	32.7	5.0
ECONOMICS AND MANAGEMENT															
34041 B Trade Management focusing on Asia	93	26	26	91	27	22	68	37	16	122	32.0	18.9	40	40.0	10.0
34139 B Business Management Studies	278	28	18	249	31	14	265	30	21	177	20.9	16.9	198	33.3	14.1
34140 B Tax Law and Economics	43	49	19	72	29	40	91	35	37	104	43.3	24.0	94	29.8	30.9
34401 B Finance and Control	405	26	23	481	33	22	423	36	22	442	36.2	21.9	396	33.1	24.0
34402 B Commercial Economics	777	29	12	750	34	13	654	32	16	735	36.1	8.8	528	34.5	12.1
34405 B Communications	106	31	16	128	40	16									
34406 B Accountancy	136	25	21	155	30	30	153	29	35	185	37.8	29.2	135	48.9	20.7
34407 B Int Business Languages	132	35	20	132	33	18	176	35	16	236	35.2	13.1	230	32.2	13.5
34414 B Financial Services Mgt	54	31	22	70	34	24	53	30	32	69	42.0	20.3	53	45.3	24.5
34436 B Logistics and Management (Economics)	41	22	12	77	26	3									
34609 B Human Resource Management	150	30	20	148	43	16	154	38	18	194	32.5	17.5	183	36.6	16.4
34936 B Int Business Mgt Studies	257	32	19	283	30	18	309	24	24	277	30.7	13.7	481	30.4	9.8
39118 B Business IT & Management	34	29	18	78	36	15									
Total	2,506	29	17	2,714	33	18	2,346	32	21	2,541	34.5	16.2	2,338	34.2	15.8
HEALTH PROFESSIONS															
34560 B Nursing	207	32	7	230	33	3	226	36	4	313	27.5	3.8	209	18.7	4.3
34570 B Physiotherapy	317	28	7	347	26	11	276	24	7	305	20.0	7.2	279	28.7	7.9
34572 B Mensendieck Exercise Therapy	46	20	9	80	25	3	84	26	4	97	12.4	10.3	91	24.2	13.2
34574 B Occupational Therapy	89	26	7	132	27	7	127	32	14	132	32.6	9.1	133	28.6	7.5
Total	659	29	7	789	28	7	713	29	7	847	23.8	6.6	712	25.1	7.7
SOCIAL WORK AND LAW															
34464 B Public Administration	-	-	-	45	36	9	59	32	8	114	26.8	14.9	81	42.0	16.0
34507 B Applied Psychology	199	28	6	240	27	5	239	24	10	255	24.7	7.1	252	35.7	4.4
34610 B Cultural and Social Development	89	34	11	91	32	5	85	42	6	74	33.8	2.7	59	28.8	0.0
34616 B Social Work and Social Services	230	22	8	291	28	7	135	42	7	265	36.6	9.1	258	33.7	8.9
34617 B Social Educational Care	249	21	4	262	26	5	304	23	5	368	23.9	5.4	322	23.3	6.2
34641 B Social Legal Services	188	26	8	256	31	10	240	31	18	257	30.0	14.0	290	24.8	9.0

CROHO-PROGRAMME	HBO INTAKE COHORT 2010			HBO INTAKE COHORT 2011			HBO INTAKE COHORT 2012			HBO INTAKE COHORT 2013			HBO INTAKE COHORT 2014		
	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %	INTAKE #	DROPOUT AFTER 1 YEAR %	SWITCHING AFTER 1 YEAR %
39205 B HBO - Law	437	39	10	459	41	13	447	49	15	550	42.2	16.4	442	34.8	17.8
Total	1,392	29	8	1,644	32	9	1,509	35	11	1,883	33.1	11.0	1,684	31.0	10.0

DIGITAL MEDIA AND CREATIVE INDUSTRIES

34020 B HBO ICT													513	27.7	8.4
30037 B Fashion & Textile Technologies													323	31.3	3.4
34092 B Comm Multimedia Design	209	24	8	222	35	10	211	35	10	275	31.3	8.0	279	24.4	10.0
34105 B Media, Information and Communication	613	24	5	702	17	3	688	26	10	570	32.6	8.9	426	29.1	7.3
34254 B Fashion and Technology	264	30	3	301	33	4	315	33	5	362	35.6	3.3			
34405 B Communications							99	30	16	195	35.9	11.8	131	33.6	6.9
34475 B Computer Science	53	30	17	60	30	33	42	31	17	31	12.9	12.9			
34479 B Information Technology	197	27	14	267	28	15	263	33	13	277	26.0	13.4			
39118 B Business IT & Management							57	19	25	99	24.2	20.2			
Total	1,336	26	7	1,552	25	8	1,675	30	10	1,809	31.6	9.3	1,672	28.6	7.3

EDUCATION

34808 B Education in Primary Schools (age 4 - 12)	111	35	8	171	25	9	162	36	12	184	48.9	9.8	153	32.0	9.2
35158 B Education Theory	158	35	6	198	36	5	203	40	9	233	32.6	6.0	181	29.8	5.5
35195 B Teacher Education in English	110	53	13	125	66	13	138	59	7	184	52.2	9.2	109	54.1	10.1
35196 B Teacher Education in French	12	50	17	10	40	10	19	47	5	26	46.2	11.5	16	37.5	12.5
35197 B Teacher Education in History	73	48	15	77	60	10	97	46	8	85	63.5	10.6	86	52.3	12.8
35198 B Teacher Education in Dutch	31	52	13	33	39	15	30	43	13	24	75.0	16.7	27	44.4	0.0
35199 B Teacher Education in Chemistry	4	0	50	9	67	0	7	14	29	7	28.6	28.6	6	16.7	0.0
35201 B Teacher Education in Geography	21	33	10	26	54	8	22	27	5	25	52.0	16.0	23	65.2	8.7
35202 B Teacher Education in General Economics	19	32	11	15	33	7	17	29	12	24	33.3	16.7	22	31.8	13.6
35203 B Teacher Education in Finance and Control	2	100	0	1	0	0	3	33	0	33	33.3	0.0	4	0.0	0.0
35204 B Teacher Education in Educational Theory: Philosophy of Education and Child Rearing	6	50	17	8	13	25	2	50	0	2	50.0	0.0	4	25.0	0.0
35208 B Teacher Education in Technology and Society	-	-	-	1	100	0	1	0	0	-	-	-	-	-	-
35221 B Teacher Education in Mathematics	16	44	19	19	47	11	12	25	25	25	28.0	16.0	24	41.7	8.3
35254 B Teacher Education in Technology	3	0	0	-	-	-	2	50	0	2	50.0	50.0			
35261 B Teacher Education in Physics	6	67	0	5	40	20	7	43	0	6	66.7	0.0	7	28.6	0.0
35301 B Teacher Education in Biology	23	30	0	28	46	4	27	22	4	26	30.8	3.8	24	20.8	12.5
35388 B Teacher Education in Welfare and Health Care	11	27	0	11	45	0	12	33	0	15	13.3	0.0	14	14.3	21.4
35411 B Teacher Education in Social Studies	22	59	9	26	58	15	31	52	6	36	63.9	2.8	21	23.8	14.3
35423 B Teacher Education in Catering and Hospitality	3	33	0	9	11	0	10	20	0	2	50.0	0.0	8	25.0	0.0
Total	631	42	10	772	43	9	802	50	0	909	45.9	9.0	729	37.7	8.8

TECHNOLOGY

30107 B Engineering													435	29.4	7.1
34112 B Forensic Science	62	26	3	56	38	2	57	21	4	6	28.6	5.4	54	24.1	5.6
34261 B Construction Management	79	19	18	97	38	15	65	26	15	64	18.8	9.4			

CROHO-PROGRAMME	HBO INTAKE COHORT 2010			HBO INTAKE COHORT 2011			HBO INTAKE COHORT 2012			HBO INTAKE COHORT 2013			HBO INTAKE COHORT 2014		
	INTAKE	DROPOUT AFTER 1 YEAR	SWITCHING AFTER 1 YEAR	INTAKE	DROPOUT AFTER 1 YEAR	SWITCHING AFTER 1 YEAR	INTAKE	DROPOUT AFTER 1 YEAR	SWITCHING AFTER 1 YEAR	INTAKE	DROPOUT AFTER 1 YEAR	SWITCHING AFTER 1 YEAR	INTAKE	DROPOUT AFTER 1 YEAR	SWITCHING AFTER 1 YEAR
	#	%	%	#	%	%	#	%	%	#	%	%	#	%	%
34263 B Architecture and Construction Engineering	238	25	13	208	31	10	196	22	14	185	21.6	9.2			
34267 B Electrical and Electronic Engineering	65	17	18	53	26	19	75	29	24	70	34.3	8.6			
34279 B Civil Engineering	71	24	21	68	26	19	80	29	15	91	31.9	8.8			
34384 B Maritime Officer	42	31	2	41	44	0	52	33	13	50	30.0	2.0	52	32.7	3.8
34390 B Logistics Engineering	62	37	15	106	38	15	128	34	13	158	39.2	10.8	77	33.8	14.3
34421 B Industrial Engineering & Management	64	22	16	86	33	26	85	26	18	109	33.9	15.6			
34436 B Logistics and Management (Economics)							70	37	9	104	30.8	17.3	92	34.8	15.2
35168 B Mathematical Engineering	32	38	6	39	36	13	41	32	12	76	34.2	19.7	37	43.2	27.0
39225 B Aviation	323	34	20	326	34	17	328	30	18	276	36.6	8.0	354	24.0	13.3
39240 B Eng, Design & Innovation	174	28	8	249	32	9	251	31	10	262	40.5	12.2			
39280 B Built Environment													297	25.3	8.8
Total	1,212	28	14	1,329	33	13	1,428	29	14	1,501	33.3	10.8	1,398	28.0	10.3
AUAS total	8,284	30	12	9,359	32	12	9,067	33	12	10,153	33.9	11.0	9,148	31.1	10.4

Study success: indicator Bachelor's success rate 3

(reference date 2005, 2006, 2007 30 September 2012; reference date 2008 1 October 2013; reference date 2009 1 October 2014; 2010 reference date 1 October 2015 source: 1CHO).

Number of students re-enrolling and Bachelor's success rate, broken down by HBO intake cohorts 2005 through 2007.

Percentage calculated based on number of students re-enrolling in higher education at the AUAS.

CROHO-PROGRAMME	HBO INTAKE COHORT 2006		HBO INTAKE COHORT 2007		HBO INTAKE COHORT 2008		HBO INTAKE COHORT 2009		HBO INTAKE COHORT 2010	
	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS
	#	%	#	%	#	%	#	%	#	%

SPORTS AND NUTRITION

34579 B Nutrition and Dietetics	75	80	90	76	88	76	115	72	86	69
34599 B Sport, Mgt and Business	118	69	112	62	116	58	136	58	150	61
35025 B Teacher Education in Physical Education	129	79	140	74	157	66	150	57	139	58
Total	322	76	342	70	631	66	401	62	375	62

ECONOMICS AND MANAGEMENT

34041 B Trade Management focusing on Asia	94	33	82	27	61	43	68	22	69	30
34139 B Business Management Studies	199	58	237	47	224	43	210	45	199	49
34140 B Tax Law and Economics	21	33	25	48	23	35	24	38	22	59
34401 B Finance and Control	243	45	233	42	292	37	298	42	299	40
34402 B Commercial Economics	552	53	584	52	581	48	539	43	551	51
34405 B Communications	31	48	35	49						
34406 B Accountancy	104	39	86	37	123	3	115	42	102	33
34407 B Int Business Languages	88	41	81	35	72	40	87	39	86	31

CROHO-PROGRAMME

	HBO INTAKE COHORT 2006		HBO INTAKE COHORT 2007		HBO INTAKE COHORT 2008		HBO INTAKE COHORT 2009		HBO INTAKE COHORT 2010	
	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS
	#	%	#	%	#	%	#	%	#	%
34414 B Financial Services Mgt	51	49	46	41	38	39	58	31	37	35
34446 B Logistics and Management (Economics)	49	59	35	69						
34609 B Human Resource Management	109	74	94	65	108	68	83	64	105	58
34936 B Int Business Mgt Studies	133	49	138	42	158	44	187	40	174	39
39118 B Business IT & Management	20	60	23	52						
Total	1,694	51	1,699	47	1,680	44	1,669	42	1,644	45

HEALTH PROFESSIONS

34560 B Nursing	101	79	102	64	115	70	107	64	141	67
34570 B Physiotherapy	250	72	224	69	264	80	236	82	228	74
34572 B Mensendieck Kinetics Therapy	15	73	17	88	17	82	28	75	37	81
34574 B Occupational Therapy	56	71	52	92	41	95	53	70	66	82
Total	422	74	395	72	437	79	424	76	472	73

SOCIAL WORK AND LAW

34464 B Public Administration										
34507 B Applied Psychology							136	53	144	61
34610 B Cultural and Social Development	58	48	66	45	47	40	67	49	59	42
34616 B Social Work and Social Services	156	76	128	77	138	83	166	66	180	57
34617 B Social Educational Care	205	68	199	76	174	66	142	75	198	67
34641 B Social Legal Services	129	65	135	61	116	66	157	59	140	50
39205 B HBO - Laws	226	46	212	50	215	42	277	42	267	43
Total	774	61	740	63	689	60	945	56	988	54

DIGITAL MEDIA AND CREATIVE INDUSTRIES

34020 B HBO ICT									205	55
30037 B Fashion & Textile Technologies									182	76
34092 B Comm Multimedia Design	146	68	113	51	135	54	150	41	158	60
34105 B Media, Information and Communication	413	59	586	53	512	54	425	54	568	60
34254 B Fashion and Technology	179	73	175	70	164	71	148	70		
34405 B Communications					49	59	45	47	73	45
34475 B Computer Science	39	41	57	61	52	46	52	56		
34479 B Information Technology	158	62	112	34	105	31	114	50		
39118 B Business IT & Management					25	32	22	45		
Total	935	63	1.043	54	1.042	54	956	54	1.086	61

EDUCATION

34808 B Education in Primary Schools (age 4 - 12)	151	50	116	39	109	39	74	45	72	49
35158 B Education Theory	87	66	89	71	92	61	100	71	102	73
35195 B Teacher Education in English	74	39	60	42	53	30	59	34	52	40
35196 B Teacher Education in French	15	47	8	38	6	33	3	33	6	50
35197 B Teacher Education in History	34	26	38	29	36	36	49	35	38	37

CROHO-PROGRAMME

	HBO INTAKE COHORT 2006		HBO INTAKE COHORT 2007		HBO INTAKE COHORT 2008		HBO INTAKE COHORT 2009		HBO INTAKE COHORT 2010	
	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS	RE-ENROLMENT	DEGREE CERTIFICATE AFTER 5 YEARS
	#	%	#	%	#	%	#	%	#	%
35198 B Teacher Education in Dutch	17	53	19	32	7	43	14	57	15	47
35199 B Teacher Education in Chemistry	7	57	-	-	3	33	2	-	4	-
35201 B Teacher Education in Geography	10	50	-	-	6	67	11	45	14	21
35202 B Teacher Education in General Economics	10	20	6	67	4	25	14	21	13	31
35203 B Teacher Education in Finance and Control	-	-	1	100	-	-	1	-	-	-
35204 B Teacher Education in Educational Theory: Philosophy of Education and Child Rearing	4	-	5	40	3	33	2	100	3	67
35221 B Teacher Education in Mathematics	7	43	9	33	10	50	10	50	9	67
35254 B Teacher Education in Technology	-	-	-	-	1	-	-	-	3	67
35261 B Teacher Education in Physics	4	75	8	25	3	33	5	40	2	-
35301 B Teacher Education in Biology	14	36	10	60	9	44	7	29	16	38
35383 B Teacher Education in Construction Techniques	1	-	-	-	-	-	-	-	-	-
35384 B Teacher Education in Electrical Engineering	-	-	1	100	-	-	-	-	-	-
35385 B Teacher Education in Mechanical Technology	-	-	1	-	-	-	-	-	-	-
35388 B Teacher Education in Welfare and Health Care	-	-	1	100	9	78	5	60	8	63
35411 B Teacher Education in Social Studies	14	36	10	50	5	20	12	33	9	44
35423 B Teacher Education in Catering and Hospitality	4	25	1	100	1	-	3	-	2	50
Total	453	47	383	47	357	44	371	47	368	51

TECHNOLOGY

30107 B Engineering									225	41
34112 B Forensic Science	45	64	39	82	47	62	36	64	46	67
34261 B Construction Management	76	64	105	51	106	58	62	56		
34263 B Architecture and Construction Engineering	153	71	187	71	152	65	201	64		
34267 B Electrical and Electronic Engineering	59	64	48	69	62	60	44	48		
34279 B Civil Engineering	33	67	47	62	48	52	66	56		
34384 B Maritime Officer	22	73	15	67	15	60	22	59	29	41
34390 B Logistics Engineering	48	52	70	67	71	56	64	66	32	41
34421 B Industrial Engineering & Management	47	57	64	56	58	41	46	48		
34436 B Logistics and Management (Economics)					27	48	32	44	32	63
35168 B Mathematical Engineering	21	52	20	55	21	71	24	63	20	65
39225 B Aviation	99	46	139	52	156	46	215	47	213	50
39240 B Eng, Design & Innovation	55	51	72	44	85	48	101	48		
39280 B Built Environment									297	60
Total	658	61	806	60	848	55	913	55	905	52
AUAS total	5,258	59	5,408	56	5,414	54	5,679	53	5,839	54

STUDENT MOBILITY

Overview of outgoing mobility in the past six years for students, lecturers and support staff, including grants under the Erasmus(+)-programme.

ERASMUS

January 2014 saw the launch of the Erasmus+ programme, the successor of the European Lifelong Learning grant programme for European cooperation, exchange, continued education and work placements. In 2014 the European Commission conferred on the AUAS the European Charter for Higher Education. Together with more than 100 institutions in the EU, the AUAS has signed an inter-institutional agreement on student mobility. In 2014-2015, 563 AUAS students with Erasmus grants (study or work placement) went abroad. In that same year 396 international students with Erasmus grants came to the AUAS. The Erasmus+ programme includes all 28 EU member states, plus Iceland, Liechtenstein, Norway, Turkey, Switzerland and the former Yugoslavian republic of Macedonia.

LLP ERASMUS

	SMS (STUDY)		SMP (WORK PLACEMENT)		STA (GUEST LECTURESHIPS)		STT (STAFF TRAINING)		OM	TOTAL
	Students	Grants	Students	Grants	Guest lectureships	Grants	Staff training	Grants	Grants	Grants
2008-09	202	€19,500	101	€12,050	36	€2,150	1	€575	€3,492	€37,267
2009-10	254	€28,850	68	€8,500	42	€2,500	2	€100	€3,135	€43,285
2010-11	303	€28,500	117	€15,050	69	€3,075	8	€400	€4,860	€51,885
2011-12	272	€27,700	127	€13,980	65	€3,525	1	€525	€4,500	€49,830
2012-13	321	€31,360	135	€14,320	76	€4,900	7	€525	€5,800	€56,905
2013-14	352	€36,240	160	€17,560	62	€4,450	2	€125	€6,260	€64,635

ERASMUS+

	SMS (STUDY)		SMP (WORK PLACEMENT)		STA (GUEST LECTURESHIPS)		STT (STAFF TRAINING)		OS	TOTAL
	Students	Grants	Students	Grants	Guest lectureships	Grants	Staff training	Grants	Grants	Grants
2014-16*	420	€46,590	143	€23,573	67	€3,560	1	€765	€84,044	€82,032

* In Erasmus+ the mobility subsidy is awarded and reported on every two years. Call 2014 concerns the academic years 2014-15 and 2015-16. At the time of writing the Call 2014 grant period had not yet elapsed. Therefore the numbers/grant amounts referred to are not yet definitive.

Outgoing AUAS students with Erasmus grants, broken down by departure for study or work placement

ERASMUS GRANTS	STUDY	WORK PLACEMENT	TOTAL
Number of AUAS students	420	143	563

MOBILITY WITHIN AND OUTSIDE EUROPE

The AUAS is highly committed to supporting, introducing and building ties with international students. Together with the UvA, the AUAS has further expanded the Schiphol pick-up service pilot in collaboration with the International Student Network (ISN).

The AUAS received a total of 596 exchange students, of whom 200 came from non-EEA countries. Most of these students come from North America and Asia, with Canada, China and the United States in the forefront.

690 AUAS students have gone on an exchange with one of the AUAS's international partners.

WORK PLACEMENTS OUTSIDE EUROPE

616 AUAS students went on a work placement to a country not participating in the Erasmus programme. North America, Asia and Australia draw students for study and work placements. Destinations in Africa and Central and South America mainly attract students on work placements.

LECTURER MOBILITY

ACADEMIC YEAR	STA (GUEST LECTURESHIP)		STT (STAFF TRAINING)		OS	TOTAL
	Guest lectureships	Grants	Staff training	Grants	Grants	Grants
2014-2016*	67	35,560	1	€765	€84,044	€820,932

*Erasmus+ involves project periods of 2 years. Therefore the project period in which 2014-2015 falls has currently not yet elapsed and the numbers/grant amounts are not yet definitive.

COMMERCIAL ACTIVITIES

The AUAS offers a large number of minors. Several of these are also open to non-AUAS students, who often participate through the nationwide 'Kiezen op maat' network. However, this is not always the case. These are in fact commercial activities paid for by the student or the student's education institution. In the 2014-2015 academic year, 527 students undertook such commercial activities.

Similarly, students who pay institutional tuition fees can also be regarded as an AUAS commercial activity. Though the students are enrolled in government-funded education, the university of applied sciences does not receive a government contribution for them. These students are charged a commercial (i.e. cost-covering) rate. In 2015 the number of students paying the institutional fee was 431.

PROFESSORS

Professors

Professors and their associated professorships, broken down by school and start date.

PROFESSOR	SCHOOL	PROFESSORSHIP	STARTING DATE
Dr C. Vervoorn	AUAS School of Sports and Nutrition	Top-class sports and teaching	04/02/2010
Prof. H.M. Toussaint	School of Sports and Nutrition	Movement Sciences	01/01/2003
Dr P.J.M. Weijs	School of Sports and Nutrition	Weight Management	01/01/2009
Dr J. Stubbe	School of Sports and Nutrition	Sports Care	22/04/2013
Dr M. Baart de la Faille - Deutekom	School of Sports and Nutrition	Power of Sports	01/01/2015
Prof. G.J.P. Savelsbergh	School of Sports and Nutrition	Perceptual-motor talent development	01/09/2015
Dr R.R.D. Oudejans	School of Sports and Nutrition	Learning and performing in sport – training and coaching quality	01/09/2015
Dr M.J. Hofmijster	School of Sports and Nutrition	Innovation in sport performance	01/09/2015
Dr M.G.M. Meerman	School of Economics and Management	Differentiated HRM	01/04/2004
Dr W. van Winden	School of Economics and Management	Amsterdam knowledge economy	01/03/2008
Dr J.W.J. Weltevreden	School of Economics and Management	Online enterprise	01/04/2010
Dr F.J. de Graaf	School of Economics and Management	Corporate Governance & Leadership	01/04/2013
Dr C.H.M. Latour	School of Health Professions	Integration of psychiatric and somatic care	06/10/2015
Prof. R.H.H. Engelbert	School of Health Professions	Physiotherapy	01/01/2008
Dr B. Visser	School of Health Professions	Remedial Therapy	14/06/2011
Dr M.J. van Hartingsveldt	School of Health Professions	Occupational therapy – participation and environment	01/02/2015
Dr B.M. Buurman	School of Health Professions	Transmural geriatric care	01/06/2015
Dr H. Vemeulen	School of Health Professions	Evidence-based perioperative care	01/06/2015
Dr M. van der Schaaf	School of Health Professions	Revalidation in acute care	01/06/2015
Dr M.H. Kwekkeboom	School of Social Work and Law	Community Care	01/01/2010
Dr L. Boendermaker	School of Social Work and Law	Quality and effectiveness in care for the young	01/02/2010
Dr A.J.M. Straathof	School of Social Work and Law	Management of cultural change	11/11/2010
Dr R. van Geuns	School of Social Work and Law	Poverty and participation	01/04/2012
Dr J. Metz	School of Social Work and Law	Youth spot	01/10/2012
Dr M. Stam	School of Social Work and Law	Using outreach to work and innovate	01/10/2012
Dr E. Bos	School of Social Work and Law	Cultural and social dynamics	01/12/2013
Dr A.G. Mein	School of Social Work and Law	Legal Management	15/10/2015
Dr S.J.H. Majoor	School of Social Work and Law	Coordinating urban issues	01/09/2015
Dr G.W. Lovink	School of Digital Media and Creative Industries	Network cultures	01/01/2004
Prof. B.J.A. Kröse	School of Digital Media and Creative Industries	Digital life	01/02/2004
Dr J. Henseler	School of Digital Media and Creative Industries	E-discovery	01/06/2009
Dr G.J. van Bussel	School of Digital Media and Creative Industries	Digital archiving and compliance	01/01/2012
Dr H.M.M. van Vliet	School of Digital Media and Creative Industries	Cross media	01/02/2013
Prof. A.M. Schouten	School of Digital Media and Creative Industries	Play and civic media	01/03/2013
Prof. H.A.M. Daanen	School of Digital Media and Creative Industries	Fashion technology and research	01/09/2013
Dr M. Snoek	School of Education	Learning and innovation	01/08/2003
Dr E. van den Berg	School of Education	Science and technology education	01/08/2008
Prof. R.J. Oostdam	School of Education	Tailored learning and instruction	01/11/2008
Dr A.H.J. Wilschut	School of Education	Didactics of the social sciences	01/01/2012

PROFESSOR	SCHOOL	PROFESSORSHIP	STARTING DATE
Prof. R. Fukkink	School of Education	The pedagogical function of education	01/08/2013
Dr L. Elffers	AUAS - School of Education	Vocational training	01/09/2015
Dr D.A. van Damme	School of Technology	Logistics	01/09/2003
Ms I.F. Oskam	School of Technology	Technical innovation and enterprise	01/02/2007
Dr J. Kluck	School of Technology	Water in and around the city	01/11/2008
Dr R.J. de Boer	School of Technology	Aviation Engineering	01/09/2009
Dr C.J. de Poot	School of Technology	Forensic Research	01/02/2010
Dr R. van den Hoed	School of Technology	Energy and innovation	19/01/2011
Dr W. Ploos van Amstel	School of Technology	City logistics	01/09/2014
Dr F. Suurenbroek	School of Technology	Building transformation	16/10/2014
CEASED			
Dr J.W. Janssens	School of Sports and Nutrition	Sport business development	01/04/2009
Dr W.J.M. Scholte op Reimer	School of Health Professions	Evidence-based nursing	01/06/2007

STAFF PHD PROGRAMMES

Staff PhD programmes

(reference date 31/12/2015)

PhD candidates broken down by school and first year and (expected) final year.

PHD CANDIDATE	SCHOOL	START	END	CONFERRAL OF DOCTORATE	EXPLANATION
Ms E. Hommel	School of Social Work and Law	2006	2016		
Mr M.P. Horikx	School of Technology	2006	2016		
Ms R.L.A. Breuer	School of Digital Media and Creative Industries	2007	2015	04/11/2015	
Ms S.M.C. Niederer MA	School of Digital Media and Creative Industries	2007	2016		
Mr M. Teitsma	School of Digital Media and Creative Industries	2007	2016		
Ms L.N.H. van der Valk	School of Social Work and Law	2007	2016		
Mr G.G.M. Boosten	School of Technology	2007	2016		
Mr A.H. Ballafkih	School of Economics and Management	2008	2016		
Mr A.M.W. Bosschaart	School of Education	2009	2015	29/06/2015	
Mr M. Gerrebrands	School of Social Work and Law	2009	2016		
Dr N. Arbonés Aran	School of Economics and Management	2010	2015	08/12/2015	
Mr M.C. Scheper MSc	School of Health Professions	2010	2016		
Ms N.F. Wesseling-Weijers	School of Digital Media and Creative Industries	2010	2016		
Mr J. Gradener	School of Social Work and Law	2010	2016		
Mr M. de Kreek MA	School of Social Work and Law	2010	2016	20/03/2015	
Mr H. Nieuwelink	School of Education	2010	2016		
Ms F.A. Nycolaas	School of Technology	2011	2015		
Ms S. Neugebauer	School of Digital Media and Creative Industries	2011	2016		
Ms S.M.B. Robben MSc	School of Digital Media and Creative Industries	2011	2016		
Mr R.A. van Rozen MSc	School of Digital Media and Creative Industries	2011	2016		
Mr A. Nait Aicha	School of Digital Media and Creative Industries	2011	2016		
Mr S.E. Abdallah MA	School of Social Work and Law	2011	2016		
Ms P.B. Goense	School of Social Work and Law	2011	2016		
Ms S.A.C. Hauwert	School of Social Work and Law	2011	2016		
Ms R.N. Metze	School of Social Work and Law	2011	2016		
Ms P.L.F. Sedney	School of Social Work and Law	2011	2017		
Mr E. Melet	School of Technology	2011	2016		
Mr R.P.G. Jonker	School of Technology	2011	2017		
Mr J. Demmers MSc	School of Economics and Management	2012	2016		
Mr D. van den Buuse MSc	School of Economics and Management	2012	2016		
Ms P. Koeleman	School of Economics and Management	2012	2016		
Ms A.A.M. Hunkar	School of Economics and Management	2012	2017		Ceased temporarily
Mr W. Smit	School of Social Work and Law	2012	2016		
Ms M. de Gruijter	School of Technology	2012	2016		
Ms A.A. Mapes	School of Technology	2012	2016		
Ms M.C. Pol	School of Health Professions	2012	2017		
Ms L. den Broeder	School of Sports and Nutrition	2013	2016		
Mr W.G. van Kernebeek	School of Sports and Nutrition	2013	2017		
Ms V. Rashid	School of Sports and Nutrition	2013	2017		
Mr M.C.J. Knoppel	School of Economics and Management	2013	2017		

PHD CANDIDATE	SCHOOL	START	END	CONFERRAL OF DOCTORATE	EXPLANATION
Mr J. van den Dool	School of Health Professions	2013	2017		
Ms M. Minneboo	School of Health Professions	2013	2017		
Mr M.A. van Egmond	School of Health Professions	2013	2017		
Mr D.V. van Dijk	School of Digital Media and Creative Industries	2013	2017		
Ms E.S.L. van Batenburg	School of Education	2013	2017		
Ms P.M. Kruit	School of Education	2013	2017		
Mr T. van Straaten	School of Education	2013	2017		
Mr E.A. de Graaf	School of Technology	2013	2017		
Ms I.F. Oskam	School of Technology	2013	2017		
Mr A.H. de Boer	School of Technology	2013	2017		
Mr R.G. Memelink	School of Sports and Nutrition	2013	2018		
Mr J.T.P. Dobber	School of Health Professions	2013	2018		
Ms M. Snaterse MSc	School of Health Professions	2013	2018		
Mr I. Timmer	School of Social Work and Law	2013	2018		
Mr M.A. Hoijtink	School of Social Work and Law	2013	2018		
Ms T. Dadema	School of Health Professions	2014	2015		Ceased
Ms M. Rusthoven MSc	School of Economics and Management	2014	2017		
Ms E.E. Hammelburg	School of Digital Media and Creative Industries	2014	2018		Ceased temporarily
Mr J.H. van de Kop MSc	School of Sports and Nutrition	2014	2018		
Mr A.W. de Schipper BSc	School of Sports and Nutrition	2014	2018		
Ms A.M. Verreijen	School of Sports and Nutrition	2014	2018		
Mr S. Mehra	School of Sports and Nutrition	2014	2018		
Ms M. Smit	School of Economics and Management	2014	2018		
Ms J.E. de Vries MSc	School of Health Professions	2014	2018		
Ms L. Verweij MSc	School of Health Professions	2014	2018		
Ms M. van Iersel MSc	School of Health Professions	2014	2018		
Ms E.M. Dale	School of Education	2014	2018		
Mr H. Oattes	School of Education	2014	2018		
Mr K.P.H. Lange	School of Technology	2014	2019		
Mr J.R. Helmus	School of Technology	2014	2019		
Ms P. Jepma MSc	School of Health Professions	2015	2019		
Ms J.E.M. van den Helder MSc	School of Sports and Nutrition	2015	2019		
Mr J. Luitzen	School of Sports and Nutrition	2015	2019		
Ms L. Lopes De Leao Laguna	School of Economics and Management	2015	2019		
Ms H.A. van der Meer MSc	School of Health Professions	2015	2019		
Ms S.V. Verschueren MSc	School of Health Professions	2015	2019		
Ms L.B.J. Bosch MA	School of Digital Media and Creative Industries	2015	2019		
Ms Y. Wittenberg	School of Social Work and Law	2015	2019		
Ms A. Amagir MEd	School of Education	2015	2019		
Mr S.E. Kaspers MSc	School of Technology	2015	2019		
Mr A.T.C. Onstein MSc	School of Technology	2015	2019		

APPENDIX 2 ORGANISATION



KEY DATA

Reference date: 31 December 2015

The annual social report appendix figures relating to all staff members employed by Stichting Hogeschool van Amsterdam. The financial statements are consolidated and therefore also include the Holding Hogeschool van Amsterdam.

Distribution of employees broken down by men/women

Number of employees broken down by men and women. Percentages calculated based on the total number of employees.

	2011		2012		2013		2014		2015	
	NUMBER OF	%	NUMBER OF	%	NUMBER OF	%	NUMBER OF	%	NUMBER OF	%
Men	1521	46%	1590	45%	1612	45%	1635	44%	1722	44%
Women	1812	54%	1949	55%	1981	55%	2072	56%	2182	56%
Total	3333	100%	3539	100%	3593	100%	3707	100%	3904	100%

Distribution of employees and FTEs broken down by organisational unit

Number of employees and FTEs broken down by organisational unit

CATEGORY	COMPONENT	EMPLOYEES	FTE
Education	School of Sports and Nutrition	189	142.8
	School of Economics and Management	705	565.2
	School of Health Professions	256	198.9
	School of Social Work and Law	604	463.7
	School of Digital Media and Creative Industries	596	479.5
	School of Education	397	293.7
	School of Technology	500	391.4
Central service department	Administration Centre	90	81.1
	Campus Real Estate Development Office (BN)	12	11.6
	Facility Services	140	125.9
	AUAS Library	49	40.4
	ICT Services	106	101.1
Executive staff	Student Affairs	76	63.9
	General Affairs	27	24.2
	Communication	23	20.4
	Education and Research	24	20.3
	Personnel and Organisation	40	31.8
Central Office - Other	Planning and Control	16	14.8
	Strategic Information provision (SI)	10	9.7
	VOF Centrum voor Nascholing Amsterdam (VOF CNA)	44	33.0
Total		3904	3113.3

The number of AUAS employees grew by 5.3 per cent relative to 2014, while the total workforce grew by 5.2 per cent. This growth is largely attributable to the seven schools.

COMPOSITION OF WORKFORCE

Distribution of FTEs by OP / OBP

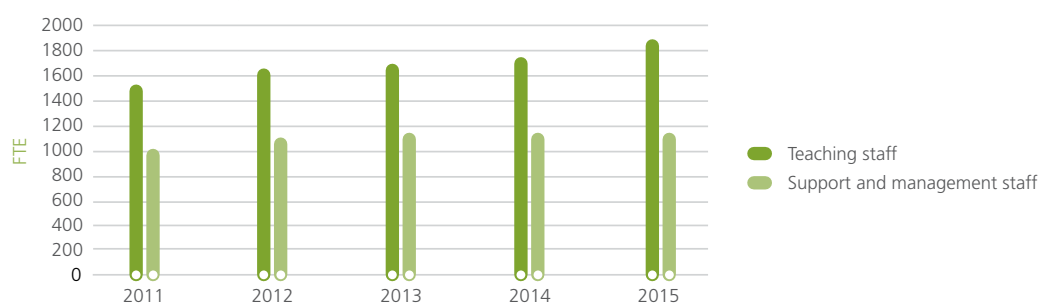
Reference date: 31 December 2015

Number of FTEs by teaching staff (OP) and support and management staff (OBP). Percentages calculated based on the total number of FTEs.

	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
OP (FTEs)	1563.8	59.8%	1668.0	59.8%	1706.7	59.7%	1786.3	60.4%	1942.6	62.4%
OBP (FTEs)	1050.8	40.2%	1122.2	40.2%	1152.8	40.3%	1171.9	39.6%	1170.7	37.6%
Differentiation support and management staff (OBP) / teaching support staff (OOP)	201.8	7.7%	238.4	8.5%	252.4	8.8%	274.8	9.3%	201.9	6.5%
Other OBP	849.0	32.5%	883.8	31.7%	900.3	31.5%	897.1	30.3%	968.8	31.1%
Total (FTE)	2614.6	100.0%	2790.2	100.0%	2859.4	100.0%	2958.1	100.0%	3113.3	100.0%

OP consists of the following Hay-system jobs: research network professor 1 and 2, senior lecturer-researcher, lecturer 1, 2 and 3, and practical training instructor 1, 2 and 3, education and research staff member 1, 2, 3 and 4 and researcher 1, 2, 3 and 4. The OBP comprises all other positions.

Distribution of FTEs by OP / OBP



Distribution of FTEs by job category

Reference date: 31 December 2015

	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Management	155.1	6%	150.9	5%	143.0	5%	143.7	5%	139.8	4%
Research network professor 1,2	18.7	1%	19.7	1%	25.3	1%	29.2	1%	34.1	1%
Senior lecturer-researcher	19.6	1%	21.3	1%	21.5	1%	25.2	1%	37.1	1%
Lecturer 1,2,3	1476.5	56%	1574.9	56%	1617.7	57%	1687.1	57%	1746.8	56%
Practical training instructor 1, 2, 3	49.1	2%	52.1	2%	42.2	1%	44.8	2%	45.4	1%
Researcher 1,2,3,4									24.1	1%
Education and research staff member 1,2,3,4									55.0	2%
Support staff*	895.7	34%	971.3	35%	1009.8	35%	1028.1	35%	1031.8	33%
Total	2614.6	100%	2790.2	100%	2859.4	100%	2958.1	100%	3113.3	100%

The categories researcher and education and research staff member only have figures for 2015 since these positions have only been part of the OP since 2015.

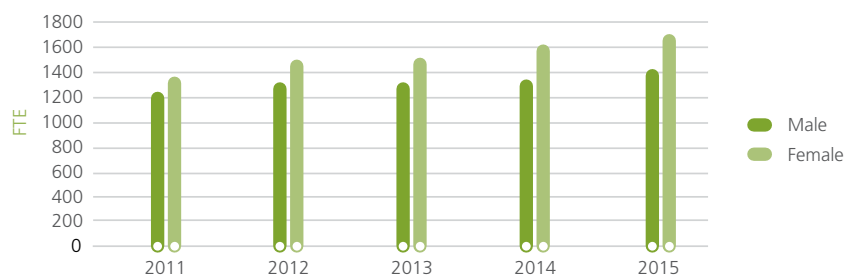
* excluding OBP from salary scale 13; this is included in the management category

Distribution of FTEs by man/woman

Reference date: 31 December 2015

	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Men	1231.4	47%	1290.1	46%	1325.2	46%	1345.9	45%	1415.2	45%
Women	1383.2	53%	1500.1	54%	1534.2	54%	1612.2	55%	1698.1	55%
Total	2614.6	100%	2790.2	100%	2859.4	100%	2958.1	100%	3113.3	100%

Distribution of FTEs by man/woman

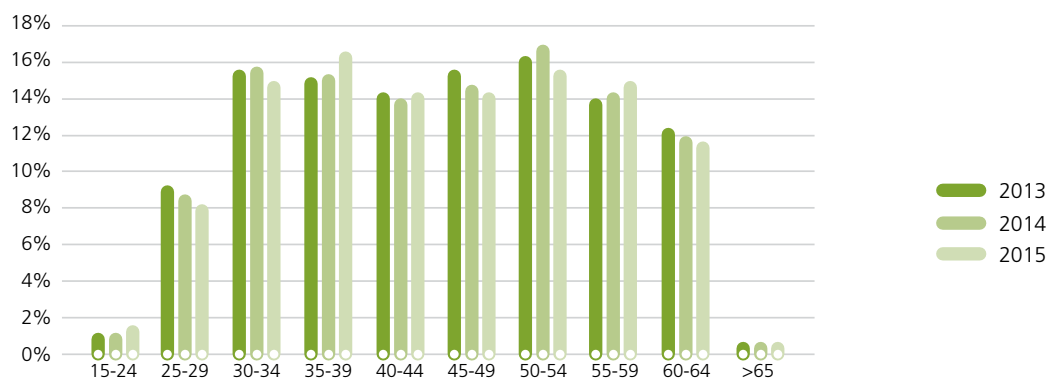


Distribution of FTEs by age structure and by teaching staff (OP) and support and management staff (OBP)

Reference date: 31 December 2015

AGE	OP			OBP			TOTAL	
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	FTE	%
15-24	10.2	16.1	26.3	9.0	8.7	17.7	44.0	1.4%
25-29	37.4	95.1	132.5	31.5	57.2	88.7	221.2	7.1%
30-34	104.0	147.4	251.4	64.9	99.8	164.7	416.1	13.4%
35-39	127.6	151.8	279.3	65.3	113.3	178.7	458.0	14.7%
40-44	105.0	129.0	233.9	67.4	100.6	168.1	402.0	12.9%
45-49	108.0	125.6	233.6	61.9	101.0	162.9	396.5	12.7%
50-54	138.2	139.9	278.1	57.0	101.2	158.3	436.4	14.0%
55-59	179.4	111.2	290.6	55.2	73.1	128.3	418.9	13.5%
60-65	134.2	71.1	205.3	51.4	52.1	103.5	308.7	9.9%
>65	7.6	3.9	11.5	0.0	0.0	0.0	11.5	0.4%
Total (FTE)	951.5	991.1	1942.6	463.6	707.1	1170.7	3113.3	100.0%
Total %	30.6%	31.8%	62.4%	14.9%	22.7%	37.6%		

Development of age structure



Distribution of FTEs broken down by permanent and temporary appointment and employment contract type

Number of FTEs broken down by permanent and temporary appointment and employment contract type. Percentages calculated based on the basis of the total number of FTEs.

Employees with a permanent appointment have a D2 or D3 contract

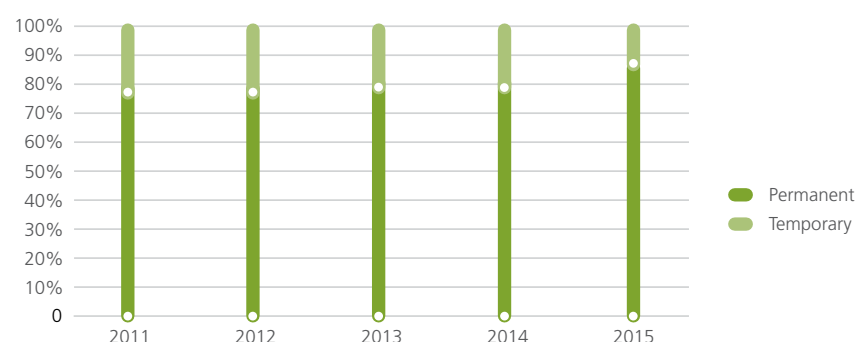
FTE total = appointments + expansions

	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Permanent	2040.3	78%	2189.9	78%	2280.3	80%	2393.4	81%	2638.9	85%
D2	2013.0	77%	2166.2	78%	2258.6	79%	2378.2	80%	2596.4	83.4%
D3	27.3	1%	23.7	1%	21.7	1%	15.2	1%	42.5	1.2%
Temporary (D4)	574.3	22%	600.3	22%	579.1	20%	564.7	19%	474.5	15%
Total	2614.6	100%	2790.2	100%	2859.4	100%	2958.1	100%	3113.3	100%

The percentage of permanent staff has increased. A large number of employees were granted permanent contracts in 2015; furthermore, D3 contracts are more often offered to new lecturers.

D2 is a permanent contract; D3 is a one-year contract which can be converted to a permanent contract and is therefore counted as a permanent appointment. A D4 contract is temporary.

Distribution by permanent and temporary appointments in terms of percentages



External hire

Reference date: 31 December 2015

Percentages calculated based on the basis of the total number of FTEs.

	TOTAL	
	FTE	%
Staff seconded by the UvA	21.4	9.0%
External staff from AUAS Jobservice	75.8	32.0%
External staff from staffing / employment agency	54.4	23.0%
Secondment	14.3	6.0%
Self-employed person with no staff	70.8	29.9%
Total	236.7	100.0%

The proportion of permanent and variable (temporary contracts plus external staff) staff is 78.8% and 21.2%, respectively. Also in this comparison, the proportion of permanent personnel has increased relative to 2014.

STAFF INTAKE AND OUTFLOW

Period 01/01/2015 - 31/12/2015

Intake per age category

The number of new employees per age category, broken down by teaching staff (OP) and support and management staff (OBP) and men and women. Percentages calculated based on the basis of the total number of new employees.

Appointment or reappointment within the year

AGE	OP			OBP			TOTAL	
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	NUMBER	%
15-24	16	17	33	20	16	36	69	11.6%
25-29	30	46	76	16	24	40	116	19.5%
30-34	30	34	64	19	22	41	105	17.7%
35-39	28	29	57	8	9	17	74	12.5%
40-44	25	27	52	8	13	21	73	12.3%
45-49	12	15	27	5	16	21	48	8.1%
50-54	26	16	42	3	3	6	48	8.1%
55-59	13	11	24	6	3	9	33	5.6%
60-65	12	1	13	3	3	6	19	3.2%
>65	6	3	9				9	15%
Total %	198	199	397				594	
Total %	33.3%	33.5%	66.8%	14.8%	18.4%	33.2%		100.0%

Outflow per age category

The number of staff departing per age category, broken down by teaching staff (OP) and support and management staff (OBP) and men and women. Percentages calculated based on the basis of the total number of staff departing.

Date of departure with the year

AGE	OP			OBP			TOTAL	
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	NUMBER	%
15-24	5	3	8	15	10	25	33	8.0%
25-29	22	16	38	14	11	25	63	15.3%
30-34	10	19	29	3	15	18	47	11.4%
35-39	6	11	17	2	7	9	26	6.3%
40-44	10	13	23	4	7	11	34	8.2%
45-49	9	16	25	6	8	14	39	9.4%
50-54	16	7	23	4	5	9	32	7.7%
55-59	6	6	12	2	3	5	17	4.1%
60-65	42	23	65	7	15	22	87	21.1%
>65	20	8	28	3	4	7	35	8.5%
Total %	146	122	268	60	85	145	413	
Total %	35.4%	29.5%	64.9%	14.5%	20.6%	35.1%		100.0%

Reasons for termination of employment contract in numbers

	2011	2012	2013	2014	2015
Termination of temporary employment	154	169	224	172	180
Voluntary termination of employment	103	88	80	106	118
Termination during trial period*				4	4
WIA (Work and Income according to Labour Capacity Act)	1	2	4	3	4
Death	6	1	0	4	3
Termination other than voluntary*	18	19	12	27	31
Settlement agreement		18	8	26	30
Other reasons		1	4	1	1
Flexible Pension and Retirement Scheme (FPU)/Pension	78	79	49	52	73
FPU	61	62	35	36	14
Pension	17	17	14	16	59
Total	360	358	369	368	413

* footnote 1: as of 2014, dismissal during the trial period is reported separately.

* footnote 2: as of 2012, the line 'termination other than voluntary' is specified in terms of a settlement contract or other reasons.

Staff turnover

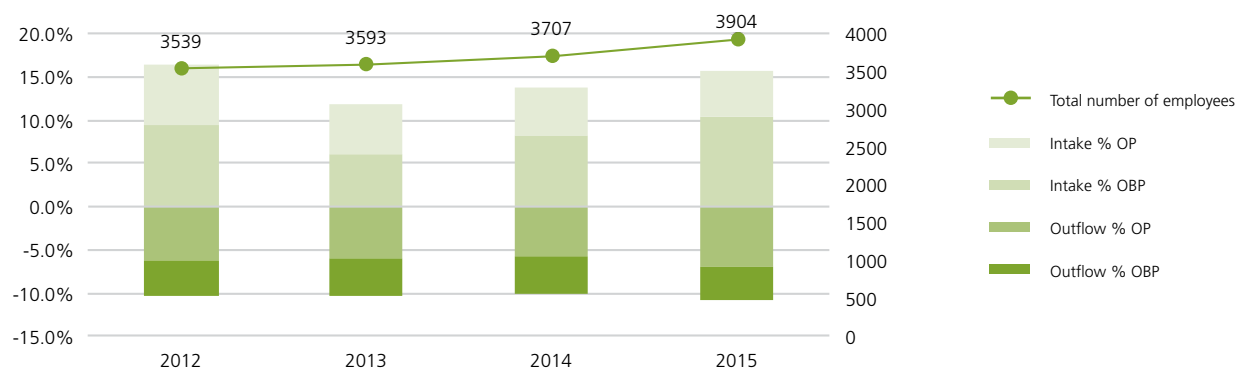
Staff turnover in percentages based on the average number of staff.

	2011	2012	2013	2014	2015
Average number of staff	3.273	3.434	3.566	3.623	3.306
Number of outgoing staff	360	358	369	368	413
Turnover percentage	11.0%	10.4%	10.3%	10.2%	10.9%

The turnover percentage increased relative to 2014; in 2015 more employees retired and more employees left the AUAS voluntarily.

Development of a number of employees in relation to intake and outflow

Staffing capacity (in numbers of employees as at year-end of each year) as the balance of staff outflow/intake (in % over each year).



INTERNAL MOBILITY

Internal staff mobility

Reference period 01/01/2015 - 31/12/2015

Number of employees with a D2 or D3 contract who have changed jobs

Percentages of total number of staff members with a D2 or D3 contract as at 31 December 2015

	2011		2012		2013		2014		2015	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Internal mobility	256	10.2%	224	8.3%	188	6.7%	175	6.0%	365	11.4%

Change in appointment

Period 01/01/2015 - 31/12/2015

Number of employees with a D2 contract who have been promoted to a higher teaching position (without salary guarantee)

Job title	D2
Senior lecturer-researcher	6
Lecturer 1	1
Lecturer 2	37
Lecturer 3	60
Total	104

Distribution of teaching staff FTEs

Reference date: 31 December 2015

Job matrix and salary mix

Distribution of OP positions in terms of percentages across scales 7 through to 16, based on FTEs.

SCALE	JOB TITLE	JOB MIX		SALARY MIX	
		FTE	%	FTE	%
Scale 7	Education/research officer 4	2.6	0.1%	2.6	0.1%
Scale 8	Education/research officer 3, practical training instructor 3	38.6	2.0%	38.6	2.0%
Scale 9	Education/research officer 2, practical training instructor 2	29.1	1.5%	29.1	1.5%
Scale 10	Education/research officer 1, practical training instructor 1, lecturer 3, researcher 4	219.5	11.3%	212.9	11.0%
Scale 11	Lecturer 2, researcher 3	951.6	49.0%	858.5	44.2%
Scale 12	Lecturer 1, researcher 2	629.1	32.4%	727.9	37.5%
Scale 13	Senior lecturer-researcher, researcher 1	37.9	1.9%	38.9	2.0%
Scale 14		0.0	0.0%	0.0	0.0%
Scale 15	Research network professor 2	15.7	0.8%	17.0	0.9%
Scale 16	Research network professor 1	18.4	0.9%	17.1	0.9%
Total		1942.6	100.0%	1942.6	100.0

TERMS OF EMPLOYMENT

Distribution of FTEs by salary scale

Reference date: 31 December 2015

Number of FTEs by salary scale, broken down by teaching staff (OP) and teaching support staff (OBP) and men and women. Percentages calculated based on total number of FTEs.

SCALE	OP			OBP			TOTAL	
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	FTE	%
Scale 02	0.0	0.0	0.0	0.0	0.0	0.0		0.1
Scale 03	0.0	0.0	0.0	1.4	0.8	2.2		0.2
Scale 04	0.0	0.0	0.0	3.8	2.1	5.9		0.8
Scale 05	0.0	0.0	0.0	19.8	4.0	23.8		3.3
Scale 06	0.0	0.0	0.0	41.1	62.1	103.2		4.3
Scale 07	2.4	0.2	2.6	23.1	109.4	132.4		7.5
Scale 08	13.9	24.7	38.6	59.0	135.5	194.5		4.3
Scale 09	17.0	12.1	21.9	48.7	79.4	128.1		5.0
Scale 10	74.0	138.9	212.9	60.9	103.3	164.2		12.1
Scale 11	400.6	457.9	858.5	59.5	83.9	143.4		32.2
Scale 12	398.5	329.4	727.9	65.9	67.7	133.6		27.7
Scale 13	20.2	18.7	38.9	43.6	35.2	78.8		3.8
Scale 14	0.0	0.0	0.0	24.0	16.6	40.6		1.3
Scale 15	8.6	8.4	17.0	5.0	1.0	6.0		0.7
Scale 16	16.3	0.8	17.1	6.0	5.0	11.0		0.9
Scale 17	0.0	0.0	0.0	0.0	1.0	1.0		0.0
Scale 18	0.0	0.0	0.0	2.0	0.0	2.0		0.1
	951.5	991.1	1942.6	463.6	707.1	1170.7		
Total	35%	32%	62%	15%	23%	38%	100%	100.0%

On average men were assigned to scale 10.9 and women to scale 10.32. For the second year in a row the average scale has increased and the difference in scale between men and women has diminished.

Number of employees with a salary increase in August

Reference date: 1 August 2015

	2011		2012		2013		2014		2015	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
With salary increase	1290	38.2%	1333	37.5%	1414	39.9%	1356	37.6%	1381	36.5%
Without salary increase	148	4.4%	201	5.6%	35	1.0%	281	7.8%	324	8.6%
Final scale	1823	54.0%	1912	53.7%	2012	56.8%	1860	51.5%	1963	51.8%
Entered into employment on 1 August	116	3.4%	113	3.2%	80	2.3%	114	3.2%	118	3.1%
total	3377	100.0%	3559	100.0%	3541	100.0%	3611	100.0%	3786	100.0%

Number of staff on their final salary scale

Reference date: 31 December 2015

	2011		2012		2013		2014		2015	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Final scale	1798	53.9%	1912	54.0%	1998	55.6%	2153	58.1%	2200	56.4%
Other	1535	46.1%	1627	46.0%	1595	44.4%	1554	41.9%	1704	43.6%
Total	3333	100.0%	3539	100.0%	3593	100.0%	3707	100.0%	3904	100.0%

Remuneration following introduction of job classification

Number of employees broken down by guarantee scale and job-appropriate salary

Percentages calculated based on total number of employees as at 31 December 2015.

	2011		2012		2013		2014		2015	
SCALE	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
With salary guarantee	350	10.5%	306	8.6%	269	7.5%	249	6.7%	239	6.1%
Job-appropriate salary	2983	89.5%	3233	91.4%	3324	92.5%	3458	93.3%	3665	93.9%
Total	3333	100.0%	3539	100.0%	3593	100.0%	3707	100.0%	3904	100.0%

Labour market allowance

Number of employees that received a labour market allowance in 2015 relative to the number of employees employed throughout 2015

	2011		2012		2013		2014		2015	
EMPLOYEES WITH A LABOUR MARKET ALLOWANCE	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
	142	3.8%	146	4.8%	127	4.0%	100	2.8%	69	1.6%

Rectification: the information regarding the labour market allowance has been adjusted retroactively. Reports for the years 2012, 2013 and 2014 included employees that had already left the organisation.

The procedure employed as of August 2014 to apply awarded labour market allowances in conformity with the CLA resulted in two employees receiving a labour market allowance on 31/12/2015 without an end date. On 31 December 2015 a total of 47 employees received a labour market allowance.

Allocation of decentralised terms of employment

period 01/01/2015 through to 31/12/2015

Allocation in euros per scheme

SCHEME	2015
Paid parental leave	€782,391
Commuting expenses scheme	€3,473,641
Employer's contribution to childcare costs	€855,111
Total	€4,256,032
Totalled annual income	€171,022,234
% DAM funds	2.5%

In line with chapter K of the CLA for the higher education sector, the AUAS has opted for decentralised terms of employment with regard to paid parental leave, the commuting expenses scheme and the employer's contribution to childcare costs.

TARGET GROUP POLICY

Parental leave

Period 01/01/2015 - 31/12/2015

Leave current in 2015

Percentages of number of employees employed during 2015

	2011		2012		2013		2014		2015	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Number of employees	138	3.7%	158	4.1%	203	5.1%	199	5.0%	203	4.8%

Senior Staff Scheme

Period 01/01/2015 - 31/12/2015

Percentages of number of employees employed during 2015

	2011		2012		2013		2014		2015	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Number of employees	254	6.9%	295	7.6%	282	7.1%	271	6.8%	243	5.7%

Management positions

Reference date: 31 December 2015

SCALE	JOB TITLE	2014			2015		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
10	Department head 4	2	1	3	2	6	8
11	Department head 3	1	8	9	1	7	8
	Project manager 4	12	8	20	14	15	29
12	Department head 2	5	11	16	8	11	19
	Programme manager 3	1	2	3		2	2
	Project manager 3	10	11	21	13	10	23
13	Department head 1	5	6	11	4	3	7
	Operational manager 2	1		1		1	1
	Programme manager 2	20	19	39	17	15	32
	Project manager 2	15	8	23	16	12	28
14	Policy director 3		1	1			0
	Service director 2	2		2	2		2
	Operational manager 1	3	2	5	4	2	6
	Programme manager 1	12	8	20	15	8	23
	Project manager 1	1	6	7	1	7	8
15	Policy director 2			0		1	1
	Service director 1	3		3	4		4
16	Policy director 1	2	3	5	2	2	4
	Dean	4	3	7	4	3	7
17	Policy director 1		1	1		1	1
18	Executive Board	2			2		2
	Total	101	98	199	109	106	215
	Percentage	50.8%	49.2%	100%	50.7%	49.3%	100%

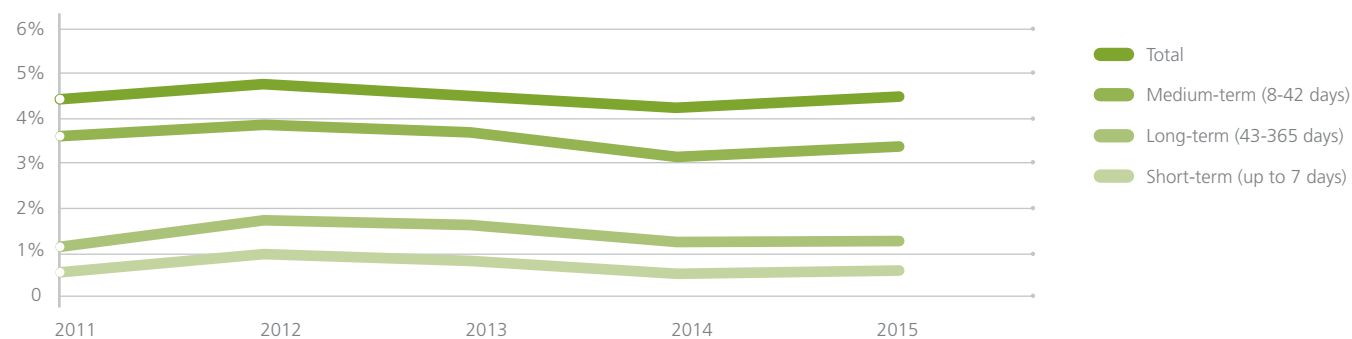
Higher teaching and research positions

Reference date: 31 December 2015

SCALE	JOB TITLE	2014			2015		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
13	Senior Lecturer-researcher	14	15	29	20	21	41
15	Research network professor 2	13	7	20	13	11	24
16	Research network professor 1	16	2	18	18	1	19
	Total	43	24	67	51	33	84
	percentage	64.2%	35.8%	100%	60.7%	39.3%	100%

Trends in absence due to illness

Average absence due to illness in percentages, broken down into short-term, medium-term and long-term absence and illness exceeding a period of 1 year. Percentages calculated on the basis of the total number of available days



APPENDIX 3

ADMINISTRATION



ADMINISTRATIVE AND MANAGERIAL STAFF

Supervisory Board

The following is an overview of the composition of the AUAS Supervisory Board at the time of the signing of the 2015 Annual Report (including an overview of other activities during the reporting year and to date).

Name	A. Nicolai (1960)
Position	Chair
Term commenced	1 July 2012
End of office	30 June 2016
Primary activity	President, DSM Nederland
Other activities	Member, Supervisory Board, Eneco
	Member, Supervisory Board, Chemelot Venture Fund
	Member, Supervisory Board, Brightlands Campus
	Vice-President, Executive Board, Association of the Dutch Chemical Industry
	Member, Executive Board, Confederation of Netherlands Industry and Employers
	Chair, Board, Vogelbescherming Nederland
	Member, Governing Board, Dutch Bach Society
	Member, Board, Stichting De Avond van Wetenschap & Maatschappij
	Member, Executive Board, Limburgse Werkgeversvereniging
	Member, Academie De Gouden Ganzenveer
	Member, Supervisory Board, Stichting Provinciaal Museum Limburg – het Bonnefantenmuseum

Name	R. de Jong RA (1948)
Position	Member
Term commenced	1 February 2015
End of office	31 January 2019
Primary activity	Owner-Director, Vijverhof Advies
Other activities	Member, Supervisory Board, Enexis Holding NV (also Audit Committee Chair)
	Member, Supervisory Board, USG People NV (also Audit Committee Chair)
	Member, Supervisory Board, Bakeplus Holding BV
	Chair, Supervisory Board, N.V. Nederlandse Gasunie
	Chair, Supervisory Board, Rabobank Arnhem en Omstreken
	Member, Supervisory Board, Stichting Toneelgroep Oostpool
	Member, Board, Stichting Toneelhuis Arnhem
	Member, Board, Stichting Aandelenbeheer BAM Groep
	Member, Board, Stichting tot het houden van preferente aandelen Wereldhave

Name	M.R. Milz MBA (1957)
Position	Member
Term commenced	1 October 2008
End of office	30 September 2016
Primary activity	Independent management adviser
Other activities	Chair, Board, Green Deal
	Member, Supervisory Board, SNS Reaal NV
	Member, Supervisory Board, Railway Museum, Utrecht
	Member, Supervisory Board, Handelsveem BV
	Member, Board, Stichting Administratiekantoor Parnassia Group
	Member, Board, Stichting Arbo Unie Nederland

Name	M.A.M Barth (1964)
Position	Member
Term commenced	26 April 2014
End of office	30 April 2017
Primary activity	Vice-Chair, Royal Dutch Society for the Advancement of Pharmacy
Other activities	Owner, Marleen Barth Advies
	Chair, Labour Party (PvdA) in the Upper House of the Dutch Parliament
	Chair, Supervisory Board De Jeugd- en Gezinsbeschermers Noord Holland
	Chair, Vereniging van Openbare Bibliotheken
	Member, Integrity Committee, (Dutch) Public Broadcasting System
	Member, Advisory Board, Frans Hals Museum, Haarlem
	Chair, Supervisory Board, IZER

Name	Prof. G.P.M.F. Mols (1951)
Position	Adviser
Term commenced	1 May 2013
End of office	30 April 2017
Primary activity	Scientific Director, The Maastricht Forensic Institute
Other activities	Professor, Criminal Law and Criminology, Maastricht University
	Deputy Justice, Court of Den Bosch
	Deputy Justice, Court of The Hague
	Chair, Supervisory Board, Zuyd University of Applied Sciences
	Member, Advisory Council, International Museum for Family History
	Guest Professor, Yogyakarta State University
	Secretary, Board, Parish Cluster of Heibloem, Neer en Roggel
	Chair, Examination Board, Legal Training Programme, Nederlandse Orde van Advocaten

Name	Prof. S.W.J. Lamberts (1944)
Position	Adviser
Term commenced	1 November 2012
End of office	31 October 2016
Primary activity	Director of International Relations, Erasmus Medical Center
Other activities	Chair, Board, Netherlands Diabetes Federation
	Member of the Supervisory Board of the Academic Medical Center (AMC-UvA)
	Member, Health Council of the Netherlands
	Member, Royal Netherlands Academy of Arts and Sciences

Name	L.M.T. van Velden (1964)
Position	Adviser
Term commenced	1 July 2012
End of office	30 June 2016
Primary activity	Chief Financial Officer, Nederlandse Waterschapsbank NV
Other activities	Member, Board, Stichting TPE digitaal (digital economics magazine)
	Member, Audit Committee, Dutch Ministry of Education, Culture and Science

Executive Board

The following is an overview of the composition of the Executive Board at the time of the signing of the 2015 Annual Report (including an overview of the ancillary activities and positions pursuant to Board positions at the UvA and AUAS during the reporting year and to date).

Name	Prof. D.C. van den Boom (1951)
Position	Acting president and Rector Magnificus of the UvA
Term commenced	1 October 2007
Background	Dean of the Faculty of Social and Behavioural Sciences (UvA)
Ancillary activities	None
Positions pursuant to Board positions at the UvA and AUAS	Chair, Board of Commissioners, Amsterdam University Press AUP BV
	Chair, Board, Allard Pierson Foundation
	Chair, Supervisory Board, Spinoza Centre
	Member, Board, Stichting Rudolf Lehmannfonds
	Member, Governing Board, OECD Institutional Management in Higher Education
	Member, University of Sheffield Council
	Member, Supervisory Board, The Hague Institute for Global Justice
	Member, Advisory Board, AIESEC (global platform for youth leadership development)
	Chair, Commissie Geschiedschrijving (Historiography Committee)
	Member, Curatorial Panel, Chair in Art and Society
	Chair, Advisory Council, Oefenweb
	Chair, Advisory Council, UvA Minds BV
	Member, Board, Stichting de Nationale DenkTank
	Chair, Board, Stichting Gastenverblijven
	Member, Advisory Council, VSBfonds (public service fund)
	Chair, Jury, Hélène de Montigny Prize
	Member, Jury, Excellente Scholen

Name	Prof. H.M. de Jong (1954)
Position	Member, AUAS Rector
Term commenced	1 March 2013
Background	Member of the Executive Board of the University of Twente; subsequently member of the Executive Board of HU University of Applied Sciences Utrecht
Ancillary activities	Chair, Complaints Committee, Code of Good Governance in Secondary Education
	Deputy member, National Committee for the Code of Good Governance for International Students in Higher Education
	Professor at the Faculty of Behavioural, Management and Social Sciences – University of Twente
	Member, Advisory Board, De Maatschappij
	Member, Board of Trustees, International School of Philosophy
Positions pursuant to Board positions at the UvA and AUAS	Member, Governing Committee on Research, Netherlands Association of Universities of Applied Sciences
	Vice-Chair, Nationaal Regieorgaan Praktijkgericht Onderzoek SIA
	Member, Supervisory Board, Verbinden van Duurzame Steden (VerDuS) – Nationaal Regieorgaan Praktijkgericht Onderzoek SIA
	Chair, Steering Committee, Human Capital Agenda, Amsterdam Economic Board
	Member, regional consultation for senior secondary vocational and higher professional education (MBO-HBO)
	Member, Steering Committee, Amsterdamse Onderwijs Opgaven
	Member, Steering Committee, International Affairs, Association of Universities in the Netherlands
	Member, Executive Board, Stichting Pica until October 2015

Name	Prof. H.M. Amman (1957)
Position	Vice-President
Term commenced	1 February 2014
Background	Member of the Executive Board of Eindhoven University of Technology; subsequently member of the Executive Board of Utrecht University
Ancillary activities	Professor of Computational Economics (UvA) Editor-in-chief, Computational Economics (academic journal)
Positions pursuant to Board positions at the UvA and AUAS	Chair, Supervisory Board, WTCW NV (Watergraafsmeer Science & Technology Centre)
	Member, Supervisory Board, UvA Holding BV
	Member, Supervisory Board, HvA Holding BV
	Member, Supervisory Board, AMC Ventures Holding BV
	Treasurer, Board, Stichting Pica
	Director, Tafelbergschool BV
	Director, HES Consultancy BV
	Chair, Board of Stichting Huisvesting Hogeschool van Amsterdam Wibautstraat 2-4
	Chair, Board, Stichting Huisvesting Hogeschool van Amsterdam Mauritskade 11
	Director of Hovamschool BV (since 20 April 2015)

Schools³⁴

The composition of the deans as at 31 December 2015.

Dr J. Ravensbergen	School of Sports and Nutrition
Dr G.R. Meijer	School of Digital Media and Creative Industries
W.W. Baumfalk	School of Economics and Management
Prof. W.J.M. Scholte op Reimer	School of Health Professions
Prof. J.N. Tillie	School of Social Work and Law
I.M.J. Veldman	School of Education
G.R.M. van Haarlem	School of Technology

Departments and services

The composition of directors of staff departments and services as at 31 December 2015.

G.M. van Velzen	Secretary General of the University and University of Applied Sciences
C. Schut	Administration Centre Director
R. Liefing	Audit Department Director
C. van der Wolf	Campus Real Estate Development Office Director
P.M. Helbing	Communications Director
G.H. Swartjes MBA	Facility Services Director
M.A.M. Heijne	AUAS Library Director
L.J.D.C. Voorbraak	ICT Services Director
L.J.D.C. Voorbraak	Strategic Information Provision (SI) Director
J.M.C. Krol	Head of the Legal Affairs department
E.S. Bringmann	Education and Research Director
E.S. Bringmann	Acting director of Personnel and Organisation
F.D. Boels	Planning and Control Director
G.G.M. de Valk MBA CFM	Student Affairs Director

Remuneration data for the Executive Board

REMUNERATION OF THE EXECUTIVE BOARD	DR L.J. GUNNING-SCHEPERS	PROF. MD.C. VAN DEN BOOM	PROF. H.M. DE JONG	PROF. H.M. AMMAN
Position	President	Rector Magnificus of the UvA; acting President since 19 April 2015	Member, AUAS Rector	Vice-President
Term commenced	1 April 2015	1 October 2007	1 March 2013	1 February 2014
Current term ends	18 April 2015	Not specified	28 February 2017	31 January 2018
Working hours	38 hpw	38 hpw	38 hpw	38 hpw
Gross salary	49,079	192,247	185,428	196,505
Taxable allowances	0	0	0	0
Pension contribution (employer's share)	5,250	17,166	17,083	17,408
Total relevant to WNT	54,329	209,413	202,511	213,913

FOR THE EXPENSE OF	UNIVERSITY OF AMSTERDAM	AMSTERDAM UNIVERSITY OF APPLIED SCIENCES	TOTAL
DR L.J. GUNNING-SCHEPERS	27,165	27,164	54,329
PROF. D.C. VAN DEN BOOM	104,707	104,706	209,413
PROF. H.M. DE JONG	101,255	101,256	202,511
PROF. H.M. AMMAN	106,956	106,957	213,913

EXECUTIVE BOARD EXPENSE CLAIMS	DR L.J. GUNNING-SCHEPERS		PROF. D.C. VAN DEN BOOM		PROF. H.M. DE JONG		PROF. H.M. AMMAN	
Charged to	UvA	AUAS	UvA	AUAS	UvA	AUAS	UvA	AUAS
Entertainment expenses	0	0	2,180	0	0	0	485	324
Domestic travel expenses	23,723	0	16,661	0	0	16,706	0	41,082
International travel expenses	0	0	1,813	0	0	948	0	0
Other costs	540	0	1,800	0	0	1,800	0	2,179
Total	24,263	0	22,454	0	0	19,454	485	43,585

The specification contains:

- reimbursements for expenses incurred and services performed by Board members;
- expenditures made using a personal credit card provided by the university or the university of applied sciences, if applicable;
- travel and accommodation expenses for business trips in the Netherlands and abroad on behalf of the university or university of applied sciences.

Of these expenses, the line 'domestic travel expenses' relates almost entirely to the use of hired cars.

A number of work visits within Europe are recognised under International travel expenses.

34 The AUAS implemented a name change on 1 February 2015 under which schools are henceforth known as faculties. This annual report applies the names used in the 2015 reporting year.

REMUNERATION DATA

Executive Board

Since 1 September 2003, the Executive Boards of University of Amsterdam and the Amsterdam University of Applied Sciences have shared the same four members. Consent for deviating from the statutory three-member board was granted by the Dutch Minister of Education, Culture and Science by way of letter dated 22 November 2002.

The president and Rector Magnificus are both employed by the UvA, while the vice-president and the fourth member, who is also the rector of the AUAS are employed by the AUAS.

In a letter dated 18 August 2013, pursuant to Section 2.7(3) of the WNT, the Minister classified the AUAS under the category of universities. The maximum remuneration permitted under the WNT in 2015 was €178,000 for both the UvA and the AUAS.

Executive Board member remuneration is determined in accordance with the Decision dated 6 August 1998 (now revoked) on the legal status of executive board members of public universities (Bulletin of Acts and Decrees 518).

Executive Board members are not entitled to bonuses, supplements, other performance-based remuneration or taxable expense allowances

The table below gives an overview of remunerations of the Executive Board members in 2015, as prescriptively defined in the WNT. A full overview in the form prescribed by Sections 4.1 and 4.2 of the WNT is provided on page 127.

Effective 19 April 2015, the President of the Executive Board, Dr L.J. Gunning-Schepers stepped down to allow a modernisation of the Executive Board, with the agreed ten-point plan as the starting point. Professor Gunning-Schepers returned to her post as University Professor at the UvA.

The Supervisory Board then appointed Rector Magnificus, Professor D.C. van den Boom, to act as interim president for an indefinite period of time to end when a newly appointed President and Rector Magnificus take up their posts, in respect to which appointment procedures were initiated in the second half of 2015.

The remuneration of Executive Board members is shared between the UvA and the AUAS on a 50:50 allocation basis.

Executive Board members were reimbursed for expenses in accordance with the Regulations on Expenses Reimbursement that apply to all staff members at the institution at which they are employed. In late 2015, the Supervisory Board adopted specific and austere Regulations on expenses, travel expenses and facilities for the members of the Executive Board of the UvA and AUAS, with more detailed standards and instructions. Over the year 2015, the Board members submitted the above expense claims to the UvA and the AUAS.

SUPERVISORY BOARD ALLOWANCES 2015

SUPERVISORY BOARD	START	TERM END	ALLOWANCE PAID BY THE UVA	ALLOWANCE PAID BY THE AUAS	UVA CONSULTANCY FEE ALLOWANCE	AUAS CONSULTANCY FEE ALLOWANCE
A. Nicolai, chair	July 2012	June 2016	15,000	7,500		
L.M.T. van Velden	June 2012	June 2016	10,000			3,500
Prof. S.W.J. Lamberts	Nov. 2012	Oct. 2016	10,000			3,500
M.A.M Barth ¹⁾	Apr. 2014	Apr. 2017		10,000	3,500	
R. de Jong RA	Feb. 2015	Jan. 2019		9,167	3,208	
M.R. Milz MBA	Oct. 2008	Sept. 2016		10,000	3,500	
Prof. G.P.M.F. Mols	May 2013	Apr. 2017	10,000			3,500

1 Consultant since May 2013

Supervisory Board

The Supervisory Boards of the UvA and the AUAS do not share the same members, but they do share the same chairperson and attend joint meetings.

The amounts of reimbursements for Supervisory Board members are determined in accordance with Section 14a of the Regulations on the Financing of Higher Education (repealed in 2013), and unchanged since then.

As both UvA and AUAS Supervisory Board members attend each other's meetings and consultations in the capacity of advisers they also receive a consultancy reimbursement from the other institution.

The table shows the allowances and consultancy fees paid over the Board year 2015 (excluding VAT, where applicable). A full specification of the remuneration laid down in Section 4.1 of the WNT is set out in the section below covering Specification pursuant to the WNT.

Specification pursuant to the Executives' Pay (Standards) Act

Specification of the remuneration received by current and former executive officers pursuant to Section 4.1 of the WNT.

All officers held their positions throughout 2014 and 2015, unless otherwise stated. There were no payments to current or former Board members in connection with terminations of employment.

EXECUTIVE OFFICER OF THE EXECUTIVE BOARD	2015					2014				
	STANDARD SCOPE OF EMPLOYMENT	REMUNERATION	PENSION CONTRIBUTION	TAXABLE ALLOWANCES	TOTAL	STANDARD SCOPE OF EMPLOYMENT	REMUNERATION	PENSION CONTRIBUTION	TAXABLE ALLOWANCES	TOTAL
Dr L.J. Gunning-Schepers, president until 18 April 2015, subsequently University Professor ³⁵	100%	160,447	17,130	-	177,607	100%	184,761	32,293	-	217,054
Prof. D.C. van den Boom, Rector Magnificus ³⁶	100%	192,247	17,166	-	209,413	100%	200,353	32,513	-	232,866
Prof. H.M. de Jong, member, AUAS rector	100%	185,428	17,083	-	202,511	100%	186,276	31,250	-	217,526
Prof. H.M. Amman (vice-president)	100%	196,505	17,408	-	213,913	100%	174,010	28,793	-	202,803
SUPERVISORY BOARD										
A. Nicolai, chair ³⁷	7.5%	7,500	-	-	7,500	7.5%	7,500	-	-	7,500
M.A.M. Barth, member ³⁸	5%	10,000	-	-	10,000	5%	7,123	-	-	7,123
R. de Jong RA, member ³⁹	5%	9,167	-	-	9,167	-	-	-	-	-
M.R. Milz MBA, member ⁴⁰	5%	10,000	-	-	10,000	5%	10,000	-	-	10,000

There are no employees, pursuant to the specification set out in Section 4.2(1) of the WNT, at the AUAS whose remuneration exceeded the standardised remuneration (stated on an annual basis) set out in Section 2.3 of the Act (€178,000 excluding social security contributions).

35 Paid by the UvA

36 Paid by the UvA

37 From 1 July 2012

38 Since April 2014, adviser since May 2013

39 From February 2015

40 From October 2008

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Amsterdam University of Applied Sciences

POSTAL ADDRESS:

P.O. Box 1025
1000 BA Amsterdam

VISTING ADDRESS:

Spui 21
1012 WX Amsterdam

+31 (0)20 595 3200

hva.nl

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