

Appendices

Contents

1.	Strategic goals Erasmus University	4
1.1.	Fostering societal impact	5
	Strategic ambitions	5
	Goals on impact identity	5
1.2.	Future-proof education.....	6
	Strategic ambitions	6
	1.2.2 Goals on education	6
1.3.	Excellent Academic Research.....	7
	Strategic ambitions	7
	Goals on research	7
1.4.	Professional services	8
	Strategic ambitions	8
	Goals on professional services	8
1.5.	Investing in our people & ‘being an Erasmian’	9
	Strategic ambitions	9
	Goals on investing in our people & ‘being an Erasmian’	9
1.6.	Sustainability	11
	Strategic ambitions	11
	Goals on sustainability	11
2.	First money stream	12
2.1.	Overview income	12

2.2.	Government Grant – Adjustments.....	13
2.3.	Tuition fees	14
2.4.	Enrolments	15
2.5.	Diplomas	16
2.6.	Dissertations	17
3.	Internal allocation.....	18
3.1.	Total allocation of funds (k€)	18
3.2.	Changes since Budget Plan 2023	19
3.3.	Outcome of allocation across boxes	21
3.4.	Performance Allocation Model - Overview.....	22
3.4.1.	Performance Allocation Model - Adjustments	22
3.4.2.	Performance Allocation Model - Financed first-year students.....	24
3.4.3.	Performance Allocation Model – Diplomas	25
3.4.4.	Performance Allocation Model – Dissertations	26

1. Strategic goals Erasmus University

Due to the recommendations adopted in midterm review and translation into ambitions and goals, the strategy will be refined. This will have consequences for the current structure of the strategy and positioning of strategic initiatives. This will be further developed during the rest of this strategic period.

Strategy 2024 is complex and comprises of many initiatives, pillars, and programs stemming from a fusion of old and new ambitions. There is a need for focus and, where possible, simplification of the strategy. More focus is needed on the central theme of societal impact, with sustainability and culture/leadership as key components.

More synergy and cross-collaboration is needed to realize our shared ambition of creating positive societal impact. Initiatives with overlapping goals and activities will form collaborations. In addition, some activities that currently run centrally will be embedded in the departments, faculties, or services. As a result, activities will need to be unbundled to identify shared goals so that projects can be repositioned effectively to stimulate collaborations.

As redefining our strategy has not yet been fulfilled, we incorporate the current pillars in these appendices.

1.1. Fostering societal impact

Strategic ambitions

We redefined our mission in response to the multifaceted and complex challenges of today's society. We strive to understand and make progress towards solving complex societal challenges, in alignment with our core activities of education and research and in close cooperation with our partners locally and globally.

To enable societal impact at EUR, we will improve the conditions for creating positive societal impact: how we define impact, how we communicate about our impact-oriented activities, how we enable our staff to work on impact, how we measure our impact in meaningful and responsible ways. All our activities regarding education, research and engagement are more relevant to society if our overall mind-set is more impact oriented. To advance this impact, we will therefore provide a stronger focus on creative problem-solving in our engaged education and more emphasis on relevant and engaged research.

Impact at EUR will be accelerated through intelligent connections between different areas of expertise and build networks, both within EUR and with societal stakeholders and partners. We need to significantly increase our efforts to create positive impact on society, above and beyond current efforts to excel in research and to provide excellent education. Therefore, we need to increase interdisciplinarity in our research and education, while maintaining our solid foundation of monodisciplinary expertise.

Goals on impact identity

1. **Accommodating impact:** We will improve the conditions for creating positive societal impact: how we communicate about our impact-oriented activities, how we enable our staff to work on impact, how we recognize, appreciate and reward our staff for their impact activities, how we measure our impact in meaningful and responsible ways, and how we ensure sufficient support for the strategy.
2. **Advancing impact:** We will provide a stronger focus on creative problem-solving in our education, more emphasis on relevant, inclusive and engaged research, and a dedicated Public Engagement Strategy for the university as a whole.
3. **Accelerating impact:** We make intelligent connections between different areas of expertise and build networks. Knowledge co-creation and entrepreneurship are key concepts.

1.2. Future-proof education

Strategic ambitions

A midterm evaluation was carried out for education. The strong value-driven approach to education within EUR is seen as very positive. Students and alumni are in contact with the outside world and try to understand the societal challenges. Lecturers guide students in their competence development, among other things by offering an impact-driven learning environment in which students deal with complex problems that cannot always be solved monodisciplinary. Important social developments are increasingly embedded in the educational curriculum. The main recommendation was to elaborate the definition of impact-driven education more specifically and to link it to the value development by students in the context of their personal and academic professional development.

1.2.2 Goals on education

1. **Engaged and challenged by societal changes:** We are creating an environment where students feel engaged and challenged by societal challenges from the Rotterdam region as well as international contexts during their studies.
2. **Personal learnership, personal leadership:** We will train students to become critical, creative problem-solvers, enabling students to deal with undetermined or vague problems.
3. **Becoming an Erasmian:** Building (academic) careers will remain the primary task of any university, but we also need to share the importance of freedom of mind, critical thinking and the ability to understand different standpoints.
4. **Erasmian education:** We develop Erasmian educators into educational leaders: inspiring team players, surrounded by interdisciplinary learning teams consisting of educational professionals, learning technicians and content specialists and supported by advanced tools.
5. **Personal and personalised learning:** We will make room for personal and personalised learning by investing in technology.
6. **The inestimable value of alumni:** We ensure that alumni are part of our academic community, engaged as stakeholders and co-creators.
7. **The importance of lifelong learning:** In creating a learning society, lifelong learning is fundamental to meet the challenges of economic and societal change and sustainable development that we face today.

1.3. Excellent Academic Research

Strategic ambitions

The EUR is a research-intensive academic institution that develops and shares a broad spectrum of scientific knowledge and skills. Driven by the curiosity of our academic staff, we are able to work across faculties, across departments, across generations, and to build bridges between our external networks. With an interdisciplinary way of working, EUR covers the full continuum from fundamental to more applied research. The Erasmus Initiatives are four ambitious focal areas for research that streamline our academic activities to increase the societal and economic impact of our work.

Research is not a secure objective; we need to continue making substantial investments and maintain this as a major priority. A strong commitment to academic excellence is needed for the EUR to build its position as a premier research university in Europe. Strategy 2024 focuses on fundamental drivers of research excellence and academic reputation. These include human capital and excellent research support, grant performance, and guidance for PhDs in moving to interesting scientific and non-scientific positions in the world. Therefore, activities are implemented to attract top researchers worldwide, improve services for researchers and embracing the goals of open and responsible science. That means sharing and using knowledge at an early stage in the research process, allowing others to collaborate and contribute, and maintaining a commitment to free availability of our data and, where possible, our notes and research processes.

The incoming means like those of the sectorplans, talent- and stimulance means provide the opportunity to invest in research and research talent. They will likely have a major impact on the future of our research performance and the composition of our population of research talent.

Goals on research

1. **Attracting top researchers worldwide:** We will invest in superior research groups and disciplines, and in collaboration in the intersection between medical care, technology and social sciences.
2. **Superior support for researchers:** Our focus will be on the very best facilities for our researchers, supplementing the good facilities already in place, such as Erasmus Research Services (ERS).
3. **Open and responsible science:** We will embrace the goals and approaches of open and responsible science. Our researchers are guided by the principles of research integrity and the ensuing guidelines for good research practices (including the Code of Conduct for Research Integrity).
4. **SSB:** strengthen EUR's research position and untied research by using starter and incentive grants

1.4. Professional services

Strategic ambitions

Connecting, embracing a shared way of thinking, and acting based on shared values: these are core to our strategy, and with good reason. It is about true connection and collaboration, both outside the university and within our own context. We are one community, consisting of academic faculty members as well as professional services staff. Professional services such as IT, HR, Real Estate & Facilities, Education & Students Affairs, Marketing & Communications and Finance are an essential part of our ambitions.

We ensure effective alignment between professional services and our core processes, facilitating smooth interaction between professional services at various levels in the university. We focus on end-to-end business processes and customer processes. This requires good cooperation between the various services and between professional services and the faculties. In addition to this, we will develop our professional services in alignment with student and staff expectations for the digital society. All professional services staff will consider and incorporate digitalisation as the major enabler.

Over the past period progress was made in development of a vision for Professional Services at EUR: "Positive societal impact: we make it possible." The central PS departments are in the process of reflecting on the individual strategies and setting a joint agenda to deal with shared ambitions. The focus is guaranteeing a strong operational backbone. To make the strategic pillar a joint responsibility, yearly calls for projects have been launched in which employees are invited to come forward with proposals to improve operations. Over the course of the last several months, all departments have taken steps in aligning their basic service delivery with the standards needed to meet the goals in Strategy 2024.

Goals on professional services

1. **Smooth interaction between services and processes:** We ensure effective alignment between professional services and our core processes, facilitating smooth interaction between professional services at various levels in the university.
2. **Alignment with digital society:** We will develop our professional services in alignment with student and staff expectations for the digital society. All professional services staff will consider and incorporate digitalisation as the major enabler – not by falling into the trap of automating an existing process, but by redesigning the end-to-end process very deliberately, based on a digital vision.
3. **Customer-driven:** We ensure that we are pro-active and adaptable by making a shift from profession-driven to customer-driven, in accordance with international standards. We will focus on innovation, optimising and digitising in order to create room for improvement, thus serving our clients within the university more effectively.
4. **Prepare for supporting strategy:** As a professional and pro-active service organisation, we are already translating Strategy 2024 into concrete actions and roadmaps for the longer term for each professional services pillar.

1.5. Investing in our people & 'being an Erasmian'

Strategic ambitions

Underlying all our strategic ambitions are our shared Erasmian Values. Our mission serves as a compass, guiding our decisions. Similarly, our way of thinking and working will be guided – and recognised by our community and beyond – by the values that we express and embody. Our values are in our very DNA, embedded in our research and handed down in our education. As students, alumni, researchers, tutors, lecturers, professional service staff, and leadership, we can identify with these values and carry them with us, now and in the future. Inspired by the legacy of the philosopher whose name we bear, we shape our identity and define our way of thinking and acting, summarising it as the core concept: 'Being an Erasmian'.

It is vitally important to explore, encourage and unlock the diverse potential of all our talented staff. In doing so, we position people within our own organisation to embark on the next challenge in their career. Employees need room to develop (in terms of time, budget and facilities), and they need our support, trust and back-up during development. Erasmian talent management aims to bring out the best in all employees, allowing our people to realise their full potential at work, within the context of an ever-changing world.

Goals on investing in our people & 'being an Erasmian'

1. **Employee wellbeing:** We see a healthy and safe working environment as an essential condition for professional and personal development. That is why we are committed to providing a healthy and safe working environment in which employees can function and develop optimally and sustainably.
2. **Leadership:** We support leaders in their effectiveness in developing high-performing, inclusive teams and fostering a healthy and positive working environment.
3. **Career and Talent development:** It is vitally important to explore, encourage and unlock the diverse potential of all our talented staff. Employees need room to develop (in terms of time, budget and facilities), and they need our support, trust and back-up during development. We focus on Strategic Personnel Planning for both Academic and Professional Services Staff.
4. **Employer appeal & Social Safety:** We are committed to providing a healthy, safe and challenging positive working environment for everyone, based on a clearly communicated brand identity: a working environment that provides an open and transparent culture. Moreover, we are committed to being an inclusive, healthy, safe and equal-opportunity employer.
5. **Erasmian values in curriculum:** We develop Erasmian educators into educational leaders: inspiring team players, surrounded by interdisciplinary learning teams. We will also make use of our diverse community of highly motivated students as co-creators: we will engage them in designing our education. We will give room to research in education and focus on creating impact, which will make education more fun (and more curiosity-driven).

6. **Being an Erasmian:** Building (academic) careers will remain the primary task of any university, but we also need to share the importance of freedom of mind, critical thinking and the ability to understand different standpoints. The challenges we face require an interdisciplinary, inclusive, critical, entrepreneurial and pioneering mind-set.
7. **Diversity & Inclusion:** With diversity & inclusion as a priority, we strive towards a diverse workforce in the broadest sense of the word, with the aim of achieving an inspiring and motivating work culture.

1.6. Sustainability

Strategic ambitions

The world is knocking at our door. Society demands expertise, knowledge and collaboration to support the transformation towards a sustainable society. The leaders of the future are being trained here, and we can boost their growth and intensify our societal impact by setting clear objectives obtained from society, and by supporting individual and project-based sustainability initiatives. Aiming for societal impact implies making real choices. We can achieve societal impact by studying and influencing the economic and environmental consequences of those choices. We embrace the concept of sustainable development as expressed in the SDGs as a global guideline for dignity, peace and prosperity for people and the planet, now and in the future. We want to contribute to a sustainable society by critical and dedicated thinking, teaching, and action in research, education and operations, as well as in our partnerships.

Goals on sustainability

1. **Contribution to Sustainable Development Goals:** We want to contribute to addressing and solving the major challenges society is facing, as defined in the 17 Sustainable Development Goals (SDGs).
2. **Education for sustainability:** We believe it is important that we support our students, faculty and communities in taking action for sustainability, based on values we identify ourselves with. We aim to create awareness on sustainability issues and knowledge, and to challenge our students in critical thinking: the Erasmian way.
3. **Sustainability as a prerequisite:** Sustainability is a fundamental cornerstone and an important precondition for the development of the campus and its facilities: our buildings on campus, the food sold and served at the university, the design of the working environment and the outdoor areas.

2. First money stream

2.1. Overview income

The university's first money stream equals M€ 688 in 2024 and is expected to increase to M€ 720 in 2027. In these numbers, 10.3% indexation is taken into account. This percentage consists of three components: 1% extra indexation for 2022, 6% expected indexation for 2023 and 3% indexation for 2024. The expectation is that the Ministry of Education, Culture and Science will not fully compensate higher education institutions for indexation in 2023 due to pressure on the overall government budget. The indexation is the main cause of the growth in the first money stream when compared to the Budget Plan 2023-2026. The adjustments in the government grants are explained in paragraph 2.2.

Available	2024	2025	2026	2027
Government Grant				
OCW Allocation Model	470.841	480.017	487.038	489.463
ISS	10.859	10.859	10.859	10.859
IHS	3.011	3.011	3.011	3.011
Subtotal Government Grant	484.710	493.886	500.907	503.333
Academic Hospital funds	111.961	111.961	111.961	111.961
Other income				
Tuition fees	86.146	92.077	96.858	99.661
Income from partnerships	3.463	3.482	3.527	3.527
Interest/Tax refund	1.500	1.500	1.500	1.500
Subtotal other income	91.109	97.059	101.886	104.688
TOTAL AVAILABLE	687.781	702.906	714.754	719.982
1st money stream Budget Plan 2023-2026	644.257	657.495	667.190	
Difference Erasmus Perspectives 2024-2027 vs Budget Plan 2023-2026	43.524	45.411	47.564	

2.2. Government Grant – Adjustments

As part of the new coalition agreement, additional budget for sector plans is expected for higher education. In addition, compensation for rising wages, pension premiums and prices are expected.

Government Grant (in M€)	2024	2025	2026	2027
Budget Plan 2023-2026 excl. Academic Hospital Fund	451,9	461,3	467,6	469,7
Additional price and wage compensation 2022	4,2	4,2	4,2	4,2
Estimated price and wage compensation 2023	16,4	16,3	16,2	16,2
Estimated price and wage compensation 2024	13,6	13,6	13,6	13,6
Adjustment dissertations	-0,1	0,1	1,2	1,6
Lower share student related financing 2024	-0,8	-1,0	-1,3	-1,4
Erasmus Perspective 2024-2027 excl. Academic Hospital Fund	485,3	494,4	501,5	503,9
Nexus institute	-0,6	-0,6	-0,6	-0,6
Erasmus Perspective 2024-2027 excl. Academic Hospital Fund and Nexus	484,7	493,9	500,9	503,3
Academic Hospital Fund	112,0	112,0	112,0	112,0
Total Erasmus Perspective 2024-2027	596,7	605,8	612,9	615,3

The budget in the Erasmus Perspective is expected to be higher than estimated in the Budget Plan 2023-2026. This is a result of the following (expected) adjustments:

- As part of the new coalition agreement, additional budget for sector plans in higher education will be made available multi-annually. An estimate is already included in Budget Plan 2023-2026.
- Additional price and wage compensation of 1% in 2022 is expected.
- Since the total adjustment is not announced yet, an estimate of 6% compensation for prices and wages in 2023 is included in the budget, which is applied to the personnel-related share (67%) and material-related share (33%) of the available government grant, excl. academic hospital fund.
- An estimate of 3% compensation for prices and wages in 2024 is applied to the personnel-related share (67%) and material-related share (33%) of the available government grant, excl. academic hospital fund.
- The forecasts of the dissertations have been adjusted.
- A lower share in student-related funding.
- As of 2022, the foundation Nexus Institute has been affiliated with the EUR. The EUR will annually transfer the earmarked contribution to the foundation.

2.3. Tuition fees

The estimated income from tuition fees has been adjusted upwards due to higher number of students and higher tuition fees.

Changes between Budget Plan 2023-2026 and Erasmus Perspectives 2024-2027

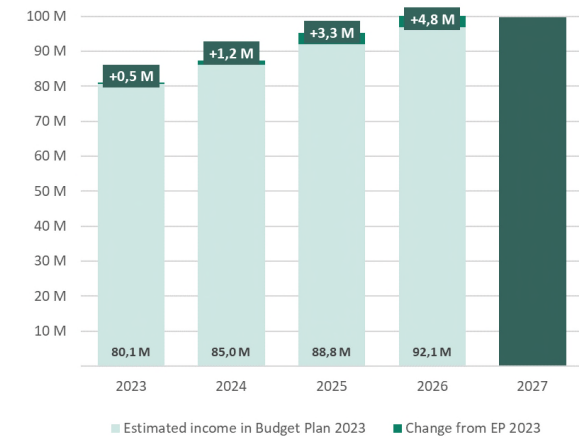
Compared to the Budget Plan 2023-2026 the total amount of tuition fees is expected to be higher in 2024 and onwards. This is related to both higher tuition fees and higher number of students than anticipated in the Budget Plan.

The higher number of students is because of a higher expected influx. Possible impact of the N=N policy is not yet known and therefore not considered in the Erasmus Perspectives. The same goes for the current moratorium on recruitment and the consequent policies aimed at curbing internationalization

Estimated tuition fees	2022	2023	2024	2025	2026	2027
In Budget Plan 2023	76.820	80.126	84.994	88.820	92.083	0
In Erasmus Perspective 2024	77.512	80.652	86.146	92.077	96.858	99.661

Paying students	22/23	23/24	24/25	25/26	26/27	27/28
	31.393	32.294	33.107	33.818	34.483	35.193

Estimated income from tuition fees (in M€)



2.4. Enrolments

The number and share of financed enrolments relative to the national level is expected to increase at EUR.

- OCW unfinanced enrolments include:
 - Students already in the possession of a HO-diploma;
 - Students which have exceeded the nominal study duration;
 - Non-European students.
- The relative amount of OCW financed enrolments of an institution partially determines the lagged share of the institution in the education budget. Financed enrolments in the year 2022–2023 influence the budget for 2024.
- OCW financed enrolments relative to the total enrolments remains fairly stable.
- The share of financed enrolments at EUR in the total enrolments dropped significantly in the period 2018–2020, which is the result of the incorporation of Wageningen University in the Ministry of Education, Culture and Science and the expected higher share of non-European students at EUR.
- The number of financed enrolments is expected to increase in the period 2024–2027. This can be contributed to multiple factors:
 - The student population in the Netherlands is growing in general. The EUR is expected to receive a share of this growth.
 - There are relatively new studies that are expected to grow faster than the rest of the regular studies.
 - We expect more international (mostly master) students to start at EUR.

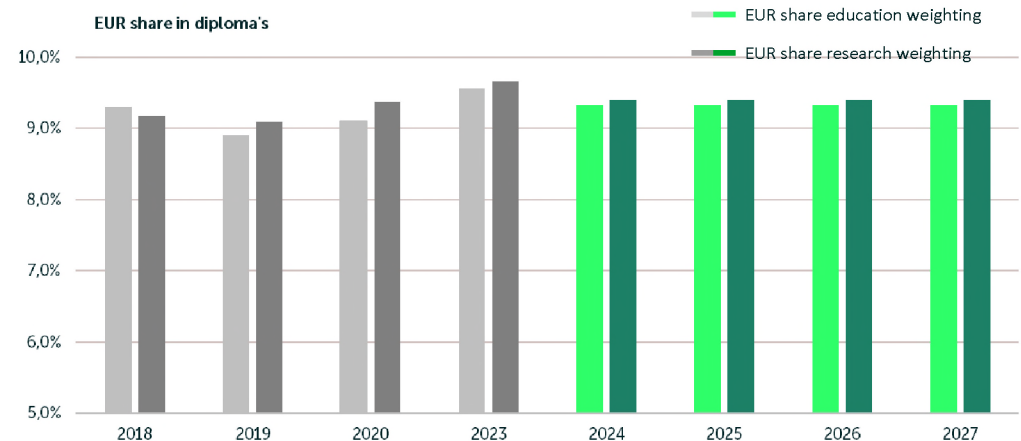
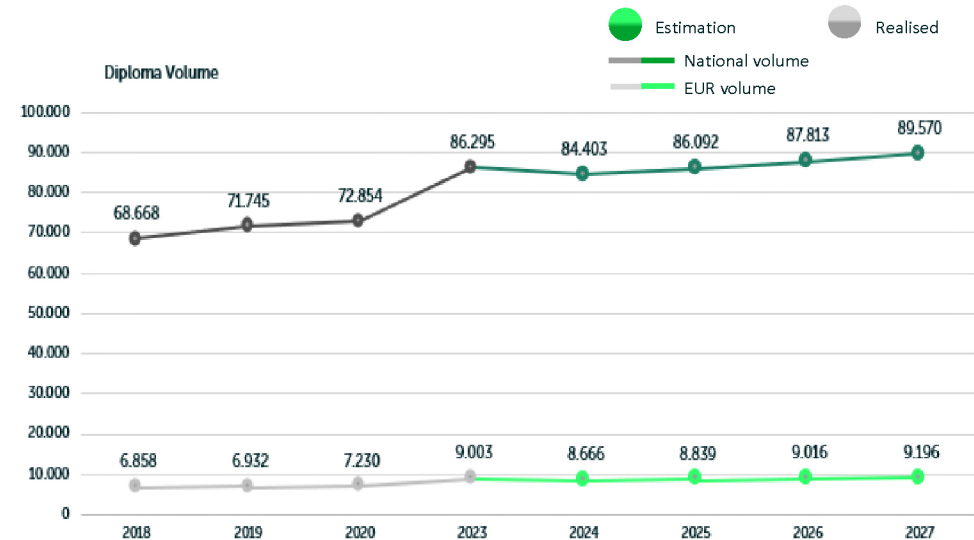
The EUR's share of financed enrolments is expected to be smaller compared to the past year.



2.5. Diplomas

The EUR's share in diplomas is expected to decrease in 2024 and gradually increase in the following years.

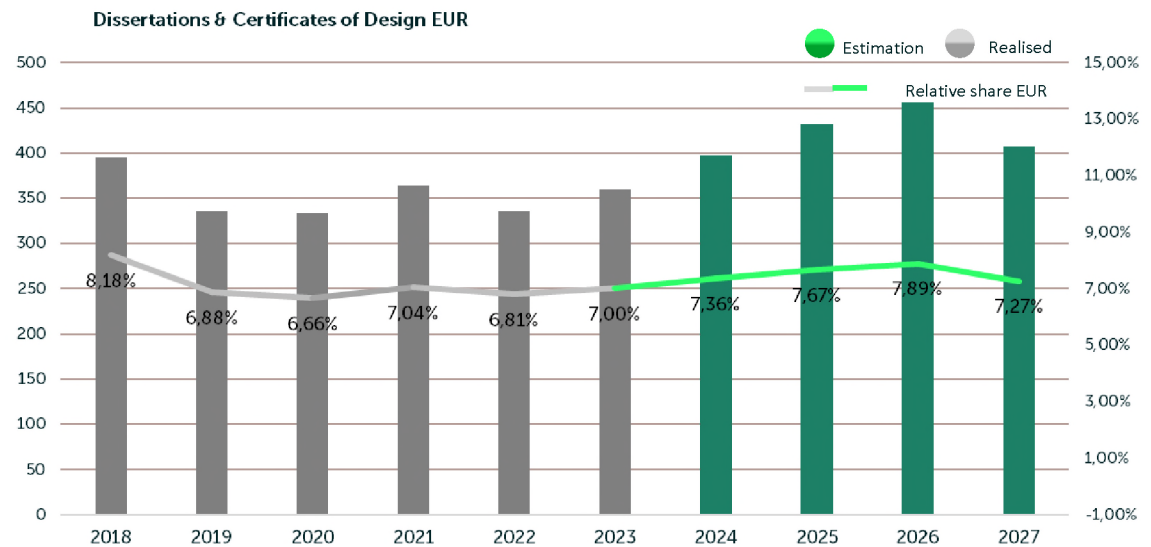
- The diploma volume shows the unweighted number of diplomas per year. The number of diplomas is expected to increase both nationally and at the EUR until 2026.
- As of 2017, OCW announced the use of three-year averages for research degrees, which will be applied within 2017 with retroaction. The use of three-year averages positively influenced the share research weighting in 2017 and 2018 compared to not using a three-year average.
- In 2019, the EUR's share in education and research dropped due to the incorporation of Wageningen University in the Ministry of Education, Culture and Science.
- It is expected that the EUR's share will decrease in 2024 and gradually start increasing in the following years.
- In the EUR share in diplomas, the relative shares per year are used, so not three-year averages. This is to show the annual trend rather than the averaged/lagged movement.
- The EUR shares in the total education and in the total research budget differ because they are weighted differently. The diplomas for masters are multiplied by a factor of 2.



2.6. Dissertations

The number of dissertations at EUR experienced a significant increase in 2022 (B2024) after the pandemic.

- Dissertations and certificates of design are determinants of the OCW research budget. The EUR only has dissertations and no certificates of design.
- Up to 2018, the number of dissertations has been increasing. However, in 2019 and 2020, the number of dissertations decreased. The cause of this decline can be found in the loss of FES-funding (funding from natural gas), which implies that approximately 2.500 dissertation positions are expected to disappear in the Netherlands. In addition, Covid-19 has caused for a delay in research.
- The decline in the share is bigger due to the incorporation of Wageningen University into the Ministry of Education, Culture and Science.
- In calendar year 2022 (B2024), the number of dissertations has increased significantly compared to 2021 (B2023). The forecast for the upcoming years is showing a further significant increase until 2024 (B2026).
- Three-year averages have been applied for dissertations and certificates of design since last year. The use of these three-year averages has a positive effect for EUR, since their share will decrease at a slower pace in the upcoming years.



3. Internal allocation

3.1. Total allocation of funds (k€)

All means from the first money stream are allocated within the current allocation model. In the Erasmus Perspectives 2024, a new box is introduced: the box for non-discretionary costs. This box consists of depreciation, interest and taxes, and legal charges. Hence, the allocation model consists of seven instead of six boxes. The table below shows the highlights of the allocation for the forthcoming period.

In the table below the budget for 2023 is shown, as well as the allocation for 2024-2027. Please note that the allocation methodology differs between the Budget Plan 2023 the Erasmus Perspectives 2024-2027. As mentioned in the main text of the Erasmus Perspectives, in the 2023 Perspectives the increase of the government grant was handled as a lumpsum addition and the remainder in the Budget Plan was processed centrally (Direct Purposes Fund). In the Perspectives 2024 the starter and incentive grants are reported centrally and the sector plans from the new coalition agreement are allocated to the faculties, based on their plans. This means that comparing the allocation of the 2023 Budget Plan to the 2024 allocation is comparing apples to oranges.

Allocation	Budget 2023	2024	2025	2026	2027
Performance Allocation Model, including pay-out	301.364	302.858	315.663	327.669	335.513
PAM, non-model education programmes	3.652	4.041	4.359	4.637	4.750
Subtotal Performance Allocation Model	305.016	306.899	320.022	332.306	340.262
Academic Hospital funds	101.473	111.961	111.961	111.961	111.961
Institute for Housing and Urban Development Studies	2.730	3.011	3.011	3.011	3.011
International Institute of Social Studies	9.847	10.859	10.859	10.859	10.859
Starter and incentive grants	15.171	39.003	39.003	39.003	39.003
Sector plans coalition agreements	15.000	16.540	16.540	16.540	16.540
HEQA	17.764	22.048	22.048	22.048	22.048
Additional provisions EUC	1.656	1.527	1.533	1.533	1.533
Tuition fees	16.244	16.978	17.962	18.612	18.927
Housing, including maintenance & depreciation (including EMC)	54.720	56.292	60.799	59.798	59.796
Additional costs IT /AV/Basis IT	10.620	10.620	10.620	10.620	10.620
HRM policy (central/decentral)	8.798	9.067	9.196	9.295	9.329
Strategic budgets	17.002	17.002	17.000	17.000	17.000
M2/student influx/other parameters	24.077	19.789	19.789	19.789	17.877
Specific allocations	34.429	37.139	34.946	34.635	34.321
Other, including budget cuts	-3.775	9.047	7.618	7.744	6.895
Total allocated	630.772	687.781	702.906	714.754	719.983

3.2. Changes since Budget Plan 2023

The table below displays the major adjustments in the allocation, starting from the allocation in the 2023-2026 Budget Plan.

Allocation	2024	2025	2026
Total allocated according to Budget Plan 2023-2026	644.257	657.495	667.190
Alloced in excess in BP23-26	12.959	9.685	8.359
Major adjustments:			
Changes in Performance Allocation Model	3.099	10.396	12.998
Change in sector plans coalition agreement	1.540	1.540	1.540
Change in starter and incentive grants	3.633	3.633	3.633
HEQA budgets	1.998	1.998	1.998
Change in housing budgets, including Hoboken	2.778	2.887	1.764
Increase of Academic Hospital Fund	10.489	10.489	10.489
Increase in allocation to ISS/IHS	1.229	1.353	1.345
Higher budgets "Zwaartekracht" and SEO	491	499	523
Mutation in specific allocations, including:	2.891	837	916
- transition compensation ESSB from PAM to DPF	949	949	949
- change in LDE minor budget based on most recent settlement	400	400	400
- correction sectorplans SSH	257	-2.501	-2.501
- sustainable financing ERS	495	495	495
- leadership development	-	587	598
- miscellaneous specific allocations	790	907	976
Other	2.418	2.094	3.999
Total allocated	687.781	702.906	714.754

As mentioned in the previous paragraph the way the new means from the coalition agreement are handled differs between the EP/BP 2023-2026 and the EP 2024-2027. The table above attempts to stay away from these presentation differences. That is, the mutations are

presented, where relevant, based on the comparison of the government grant that is the basis for (a) the Budget Plan 2023-2026 and (b) the Erasmus Perspectives 2024-2027. So, the mutation of starter and incentive grants is, in effect, the change based on the government grant and is not influenced by the presentation differences.

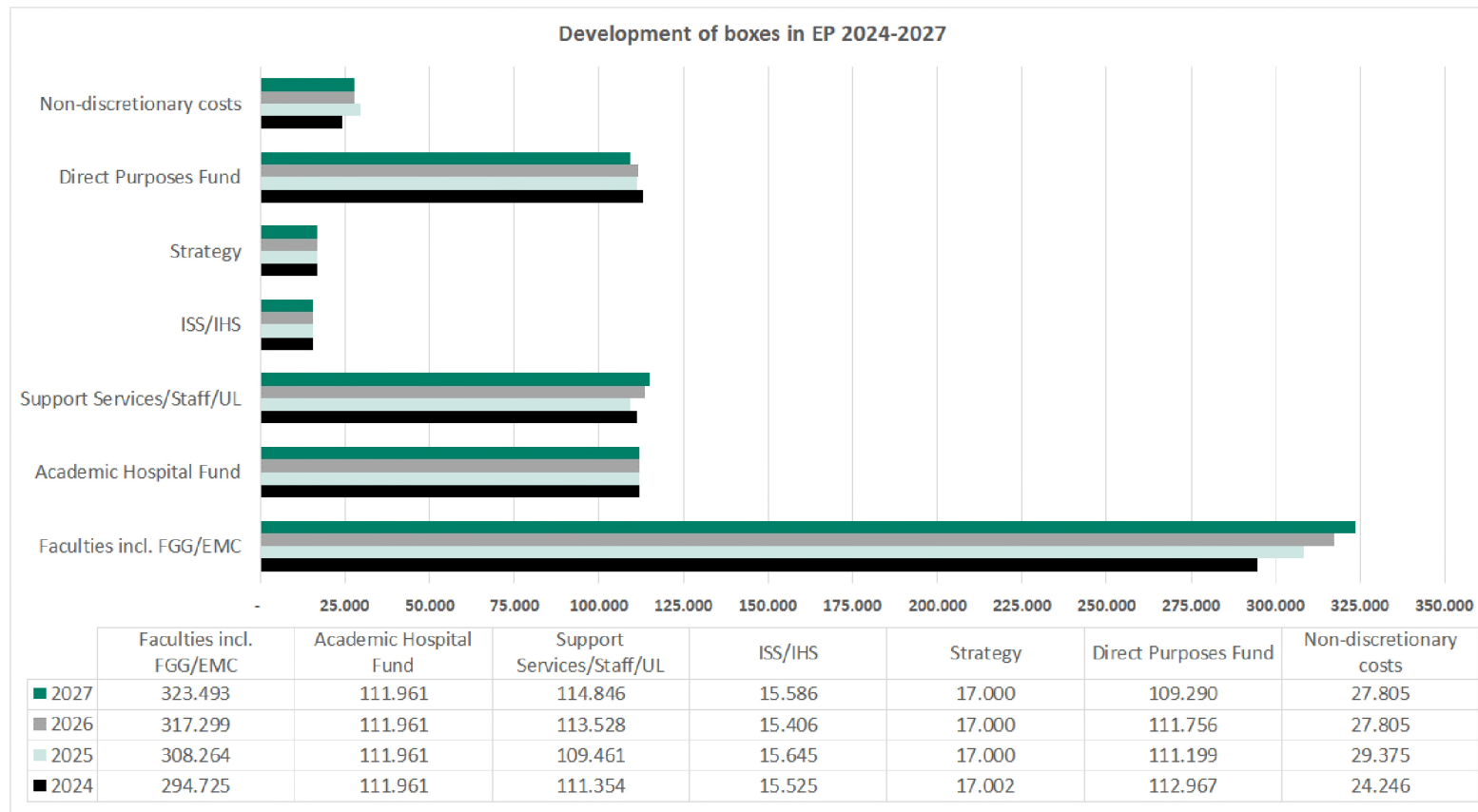
The negative difference in the budgets for SSH sector plans (note: these are not part of the new coalition agreement) is a correction. This specific budget ends in 2024. In the Budget Plan 2023-2026 this budget was expected to exist in later years as well.

The specific allocations within the model (mostly part of the Direct Purposes Fund) increase with M€ 2.9 in 2024 and with M€ 0.8 and M€ 0.9 in 2025 and 2026, respectively. The major adjustments are shown in the table (lines "transition compensation" until "leadership development", with the remainder under "miscellaneous").

The transition for ESSB budgets is a consequence of a small adjustment of the allocation model, more specific regarding the fixed fee and research provision Psychology, following an Executive Board decision on this matter.

3.3. Outcome of allocation across boxes

The graph below shows the sizes of the seven boxes of the allocation model (k€). The box for non-discretionary costs is new, in the previous Erasmus Perspectives and Budget Plan it was part of the Shared Services Fund. Overall, the share of the Support Services/UL/Staff (including the new box) is lower than in the EP 2023 → because the starter/incentive grants and sector plans from the new coalition agreements are not provided as lumpsum budgets, they are deducted from the basis on which the 21.53% share of the Support Services is calculated. Effectively, this means that their share is 19.7% in 2024 of the overall first money stream.



3.4. Performance Allocation Model - Overview

3.4.1. Performance Allocation Model - Adjustments

The total allocation to faculties in 2024 via the allocation model is lower than estimated in the Budget Plan 2023, which is mainly caused by significantly lower educational achievements and the correction for the starter and incentive grants (reallocated to central in Erasmus Perspective 2024 as opposed to Erasmus Perspective 2023 which is explained in the main text).

Allocation faculties from Budget Plan 2023 to Erasmus Perspective 2024 (in k€)

	Er.MC	ESHPM	ESE	RSM EU	ESL	ESSB	ESHCC	ESPHIL	Woudestein	Faculties
Budget Plan 2023-2026: B2024	81.824	15.379	33.402	49.716	24.829	35.830	13.431	3.874	176.461	258.284
Formatting	-24	2	4	7	3	66	1	0	85	60
First-year faculty students	22 21	332	-294	135	-211	-351	-81	-91	-561	-540
Diplomas		-24	443	-84	-95	-89	61	112	324	-498
Dissertations	1.010	-263	-89	-60	6	-209	-71	-147	-832	178
Premaster students	7	-3	-11	30	-10	-28	14	-	-7	-
Revenue second money stream	407	73	48	27	16	90	-14	26	266	673
Forecasts first-year faculty students	131	249	122	35	-214	-365	-44	12	-205	-74
Update Nanobiology	73	0	0	0	0	0	0	0	0	73
Update Clinical Technology/Technical Medicine	53	0	0	0	0	0	0	0	0	54
Update EMPO	-	-	-	-	-	-127	-	-	-127	-127
Forecasts diplomas	-	-	-	-	-	-	-	-	-	-
Correction research EMPO	-	-	-	-	-	-	-	-	-	-
Adjustment flat fee	-379	7	-247	-215	-102	-1.219	53	-1	-1.725	-2.103
Freeze amounts research visitations	-	-	-	-	-	-	-	-	-	-
Wage and price indexation	2.643	462	1.020	1.520	768	1.065	400	99	5.334	7.977
Correction starter and incentive grants	-4.235	-849	-1.800	-2.675	-1.308	-1.810	-720	-203	-9.365	-13.600
Pay-out	-827	-166	-351	-522	-255	-353	-140	-40	-1.828	-2.655
Total changes	-1.941	-178	-1.173	-1.801	-1.401	-3.330	-541	-233	-8.656	-10.595
Erasmus Perspective 2024-2027: B2024	79.884	15.201	32.230	47.915	23.427	32.500	12.890	3.642	167.806	247.690
Of which non-model allocation B2024	4.037					76				

- The total allocation to faculties for 2024 via the allocation model is k€ 10,595 lower than in the Budget Plan 2023, because of the following adjustments:
 - The positive research achievements (+ k€ 852) are more than offset by the negative education achievements due to lower numbers of first-year faculty students and degrees realised (- k€ 3,229);

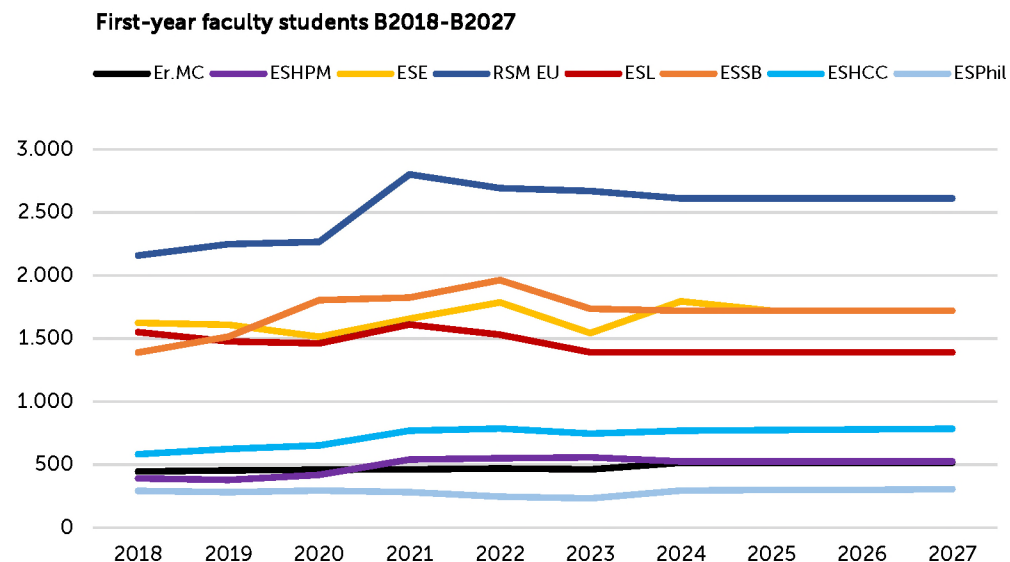
- The addition of wage and price indexation (k€ 7,977);
- The correction for the starter and incentive grants. These grants are reallocated to central in Erasmus Perspective 2024 as opposed to Erasmus Perspective 2023 as explained in the main text. (- k€ 13,600);
- The pay-out is negative (- k€ 2,655).

3.4.2. Performance Allocation Model - Financed first-year students

Most faculties expect a fairly constant development in the number of financed first-year students.

Influx along with the corresponding growth in diplomas, are the most important determinants of a faculty budget.

- All first-time EER enrolments at a faculty for a bachelor or master programme are financed. Students transferring from an HBO or a pre-master programme are not included in the bachelor influx count.
- The right graph shows the development of the financed influx into both bachelor and master programmes. The graph shows an increase in influx in varying degrees for most faculties.
- ESSB shows a large increase in B2020 due to significantly higher influx into the bachelor programme Psychology, the gradual incorporation of EUC into the allocation model and a new study programme (EMPO).
- RSM shows a significant increase in the bachelor and master due to higher influx and the incorporation of part-time master Business Administration into the allocation model.

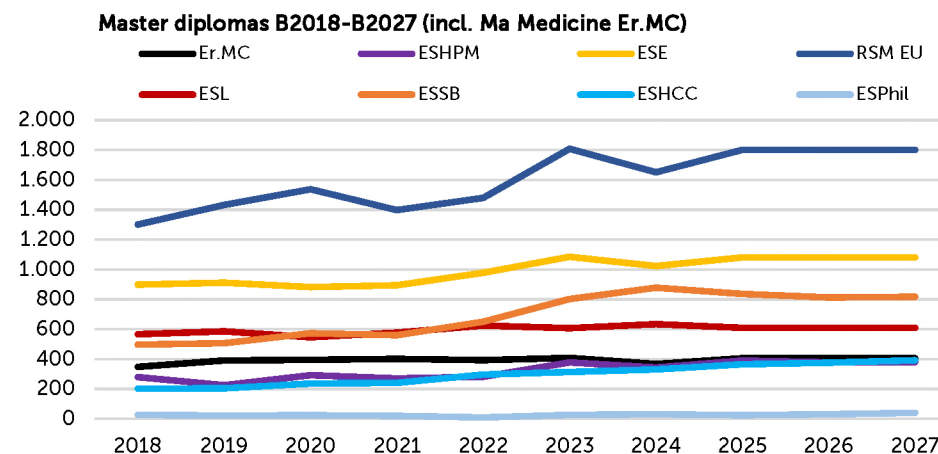
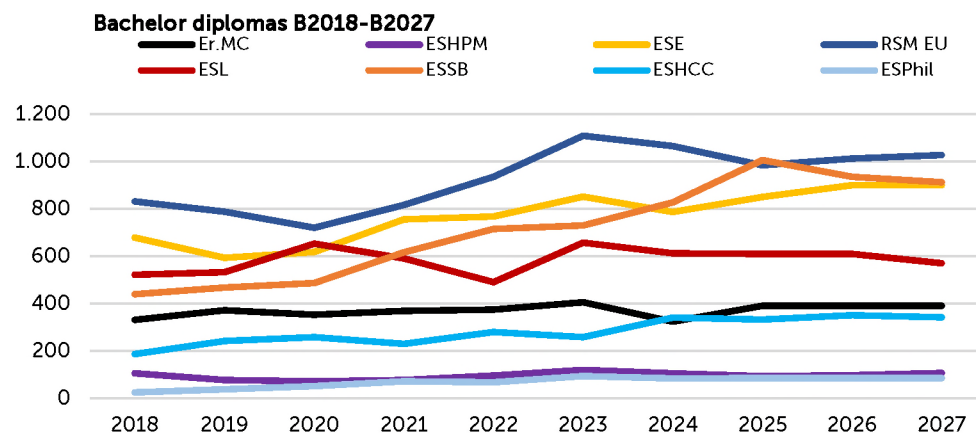


3.4.3. Performance Allocation Model – Diplomas

In B2023, the total number of bachelor and master diplomas significantly increased compared to previous year. The increase is expected to continue.

The higher study success rate is attributable to the project N=N (nominal=normal) and the commitment made in the Performance Agreements (in Dutch: “prestatieafspraken”) with OCW.

- The bachelor diploma numbers are expected to gradually increase due to:
 - An increase in bachelor influx;
 - New programmes;
 - A higher study success rate.
- The peak in the RSM master diplomas is a result of an extra effort directed at students exceeding the nominal study duration.
- ESSB shows a significant increase due to the incorporation of EUC into the allocation model and a new study programme (EMPO).



3.4.4. Performance Allocation Model – Dissertations

The number of realised dissertations in B2024 is back at the pre-pandemic level of B2021 and is expected to grow in the future.

- The number of dissertations shows strong fluctuations from year to year.
- The number of realised dissertations in B2024 is back at the pre-pandemic level in B2021.
- The forecasts are based on input from the faculties. They show an increasing trend from B2023 onwards.
- The number of dissertations at Erasmus MC dropped by 12.0% between 2018 and 2020 due to difficulties in acquiring second and third money stream.

