



INTERUNIVERSITY CENTRE
FOR EDUCATIONAL RESEARCH

Annual report 2025

COLOFON

Utrecht University
Caroline Vonk, Executive Secretary ICO
www.ico-education.nl

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1. Introduction

This annual report provides an overview of the activities and developments of the Interuniversity Centre for Educational Sciences¹(ICO) in 2025. As an interuniversity graduate school and research network, ICO brings together educational researchers from universities in the Netherlands and Belgium, thereby strengthening collaboration and knowledge exchange across the field.

In 2025, ICO continued to support doctoral researchers through its training programme, research guidance and opportunities for academic and professional exchange. The organisation also facilitated thematic collaboration, workshops and meetings between PhD candidates, senior researchers and international scholars. Particular attention was given to the quality and visibility of ICO's educational and research activities, including preparations for the research review, the Open Graduate Spring School and discussions on open science.

The report outlines ICO's organisation, membership, educational activities and governance, and concludes with relevant financial information and appendices. Together, these sections illustrate ICO's ongoing commitment to high-quality educational research, the development of early-career researchers and a strong, collaborative academic community.

Prof. Dr. Jeroen Janssen
Scientific Director



Jeroen Janssen

Prof. Dr. Tim Mainhard
Educational Director



Drs. Caroline Vonk
Executive Secretary



2. Organization

In 2025 research units of fourteen universities contributed to ICO. The main participating research units of these universities were:

University	Department
Eindhoven University of Technology	• Eindhoven School of Education (ESoE)
Erasmus University Rotterdam	• Erasmus School of Social and Behavioural Sciences
Leiden University	• ICLON: Interfacultair Centrum voor Lerarenopleiding, Onderwijsontwikkeling en Nascholing
	• Department of Education and Child Studies
Maastricht University	• Faculty of Health, Medicine and Life sciences
	• School of Business and Economics
Open Universiteit	• Faculty of Educational Sciences
	• Faculty of Management
Radboud University Nijmegen	• Radboud Docenten Academie
	• Department of Educational Sciences
TU Delft	• Teaching Academy
	• Science & Engineering Education
Université Catholique de Louvain	• Education and Training School (EDEF)
University of Amsterdam	• Faculty of Social and Behavioural Sciences (FMG)
	• Afdeling Pedagogische en Onderwijswetenschappen
University of Antwerp	• Faculty of Social Sciences
University of Groningen	• Faculty of Behavioural and Social Sciences
	• Nieuwenhuis Institute for Educational Research
University of Twente	• Faculty of Behavioural, Management and Social Sciences
Utrecht University	• Faculty of Social Sciences
	• Freudenthal Institute
	• Utrecht Center for Research and Development of Health Professions Education UMCU
	• Utrecht Institute of Linguistics (OTS)
Vrije Universiteit Amsterdam	• Faculty of Behavioural and Human Movement Sciences
	• The Institute for Education and Training, VUmc School of Medical Sciences
Wageningen University	• Departement of Social Sciences
	• Leerstoelgroep Education and Learning Sciences

The ICO office

The ICO office includes the scientific and educational management of ICO. The scientific director and educational director are primarily responsible for the daily management of ICO. They are assisted by the executive secretary at the ICO office.

ICO scientific and educational management

Starting of 2025, Prof. Dr. Liesbeth Kester and Prof. Dr. Tim Mainhard constituted the directorate of ICO. Professor Kester as scientific director, and Professor Mainhard in the role of educational director. Early 2025 Liesbeth Kester, made the move from Utrecht University to Maastricht University where she joined the School of Health Professions Education as Professor of Instructional Design. As a result, ICO has welcomed a new Scientific Director, appointed by our host institution, Utrecht University: Jeroen Janssen, who officially started at 1 September 2025.

Scientific management

Director	Prof. Dr. Jeroen Janssen Utrecht University Afdeling Educatie Martinus J. Langeveldgebouw Heidelberglaan 1 3584 CS UTRECHT
Executive secretary	Drs. C. Vonk Utrecht University, Afdeling Educatie Martinus J. Langeveldgebouw Heidelberglaan 1 3584 CS UTRECHT

Educational management

Director	Prof. Dr. Tim Mainhard Leiden University Afdeling Onderwijswetenschappen Wassenaarseweg 52 2333 AK Leiden
Executive Secretary	Drs. C. Vonk Utrecht University Afdeling Educatie Martinus J. Langeveldgebouw Heidelberglaan 1 3584 CS UTRECHT

ICO governing board

ICO's governing board has 16 members: 15 representatives (Fellows) from each participating university and the chair of the educational committee to represent ICO's PhD members. Most board members have a permanent stand-in, to be present at board meetings if the first board member is not able to join a meeting. Generally, the governing board meets once every two or three months online with the scientific director, the educational director and the executive secretary to discuss ICO's scientific and educational policy. In 2025 there were three meetings.

University	Governing board member 1	Governing board member 2
Eindhoven University of Technology	Nienke Nieveen	Marieke Thurlings
Erasmus University Rotterdam	Björn de Koning	Kim Ouwehand
Leiden University	Roeland van der Rijst	Kim Stroet
Maastricht University	Pascal van Gerven	Boukje Compen
Open Universiteit	Lisette Wijnia	
Radboud Universiteit	Harmen Schaap	Ard Lazonder
TU Delft	Hanno van Keulen	Suzanne Schut
Université Catholique de Louvain	Isabel Raemdonck	Liesje Coertjens
University of Amsterdam	Monique Volman	Jaap Schuitema
University of Antwerp	David Gijbels	Vincent Donche
University of Groningen	Jan-Willem Strijbos	Anneke Timmermans
University of Twente	Kim Schildkamp	Cindy Poortman
Utrecht University	Tamara van Gog	
VU University Amsterdam	Martijn Meeter*	Menno van der Schoot
Wageningen University	Renate Wesselink	Perry den Brok
Educational Committee	Christine van Nooijen	

*Chair

At the start of the year the ICO board prepared for the upcoming research accreditation visit and carried out a trial evaluation. This highlighted the first actions for the coming year, chiefly the need to resolve workload issues both within the ICO and across its partner organisations. To manage the internal workload, ICO decided to track Fellows' expertise more systematically so that duties can be allocated more efficiently.

After the research review, the board focused on several other initiatives:

- Teaching load for PhD candidates – Resulting in the recommendation of a maximum teaching load of 15 % to reduce pressures on candidates.
- PhD project duration – Considering advising a minimum baseline of three years for all PhD projects to the responsible parties.
- Scientific committee expansion – Adding two extra members to the committee to distribute the workload more evenly and, in future, considering introducing a review-based structure that will enable more Fellows to contribute to ICO activities.
- Guidelines for Fellows – Updating the guidelines, introducing proceedings as a new book-chapter category while continuing to exclude government reports.
- Affiliate Fellows – Approving the admission of external Fellows under a distinct title, following discussion on whether HBO lecturers could join as ICO Fellows. This resulted in the application first new Affiliate fellows at the end of the year.
- External collaborations and international visibility – Considering developing new partnerships and raising ICO's profile abroad.

The board also discussed the change in daily management, which resulted in the appointment of Jeroen Janssen as the new ICO director as successor of Liesbeth Kester.

Financial concerns were raised after expenditures exceeded expectations due to high inflation. In response, the board agreed to expand teaching activities within partner universities, a plan already endorsed by the educational committee. Because suitable venues are scarce at Utrecht University, the board members were asked to help identify appropriate facilities at the other universities.

Finally, an initial proposal to restructure the thematic groups was presented. This will be debated with the educational committee and the groups themselves in 2026.

ICO scientific and examinations committee

The scientific and examinations committee is responsible for the evaluation of PhD research proposals, the monitoring of the progress of the projects, the admittance of ICO members, the evaluation of exemption requests, and the shorter educational activity (SEA) applications. In 2025, there were three meetings of the scientific and examinations committee. Following the discussion within the ICO Board, the committee was expanded with additional committee members in the summer of 2025.

Scientific and examination committee		Until 31-7-2025
Prof. Dr. Liesbeth Kester (chair)	Utrecht University	
Prof. Dr. Tim Mainhard	Leiden University	
Dr. Harm Biemans	Wageningen University	
Prof. Dr. Liesje Coertjens	Université Catholique de Louvain	
		From 01-09-2025
Prof. Dr. Jeroen Janssen (chair)	Utrecht University	
Prof. Dr. Tim Mainhard	Leiden University	
Prof. Dr. Liesje Coertjens	Université Catholique de Louvain	

Dr. Katrien Cuyvers
Dr. Maryam Asoodar
Dr. Jorrick Beckers

University of Antwerp
Maastricht University
Open University

Project proposals, exemption requests and SEA's

In 2025, there were three meetings of the committee in which a total of 52 new (2024: 64) and 8 (2024: 14) revised proposals were discussed. Five exemption requests (2024: 5) and two "Shorter Educational Activities"-requests have been processed. It should be noted that, this time, the December meeting could not be scheduled until January 2026. As a result, the figures for 2025 are somewhat lower. On average there are around 18 proposals per meeting on the agenda, which is higher than in the previous year (2024: 16), which provides a more realistic picture of the continuation of the growth in the number of new PhDs in 2025.

ICO Educational committee

The PhD candidates of ICO are represented in the educational committee. The educational committee is concerned with the quality of the education program. It discusses evaluations of the courses and master classes and makes suggestions for improvements. Furthermore, it has an advisory function with regard to the aims and components of the educational program. Each university in ICO is represented by one or two PhD candidates.

In 2025, there were four meetings of the educational committee. Most meetings were hybrid, with the majority of the attendants physically present.

Educational committee

31-12-2025

University	Member 1	Member 2
University of Groningen	Nynke Douma	Chris Witteveen
University of Amsterdam	Emma Oudheusden	Benthe van Wanrooij
Open Universiteit	JC Serfontein	Andrienne Kerckhoffs
University of Twente	Sara de Bruin	Myrthe Lübbers
Wageningen University	Christos Palidis	
Maastricht University	Aisha Iqbal Ruiz	Anna Isahakyan
Leiden University	Els Goedschalckx	
VU University Amsterdam	Tisja Korthals Altes	Iris Bogaers
Utrecht University	Robert-Jan Korteland; Teuntje van Heese	Jonne Bloem
Radboud Universiteit	Jorn ten Brink	
Eindhoven University of Technology	Ilse Maessen	
Erasmus University Rotterdam	Christine van Nooijen*	
TU Delft	Wenyi Chu	

**Chair*

Just like the ICO board, the educational committee 2025 started with preparations for the interviews for the research review. This resulted in a positive interview between the PhD's and the review committee, with the benefits of ICO for the PhD candidates highlighted in the final report. As a follow-up for the research review, the educational committee explored ways of increasing ICO's visibility at academic conferences and discussed the importance of giving greater attention to open science.

The Educational Committee also contributed to the preparations for the organisation of Open Graduate Spring School 2025 (OGSS 2025). In particular, the committee assisted in identifying keynote

speakers and workshop leaders and provided input on the organisation of a low-budget social event for participants. Following OGSS, the committee carried out an evaluation and formulated recommendations for future editions. These included providing clearer information about handouts for round-table sessions, ensuring that more staff members are available to support the presentation sessions, and creating a less intensive programme with more opportunities for breaks and informal interaction.

The committee also discussed the possibility to use university venues outside Utrecht for the courses, as an alternative to the commercial venues in Utrecht, to help contain ICO's expenses. After considering the advantages and disadvantages, it was agreed that workshops may take place at other locations, taking into account a maximum travel time for people coming from outlying areas.

Also, the need for a welcome document for new PhD candidates was considered, but the committee concluded that such a document was not necessary. Instead, it was agreed to organise informal coffee meetings to introduce new PhD candidates to ICO and to provide them with an opportunity to ask questions. Following the first coffee meeting, several possible follow-up actions were identified, including adding a frequently asked questions section for new PhD candidates to the ICO website and making local committee members more visible by displaying their photographs on local noticeboards. The committee also agreed that the course manual for the introductory course should be updated.

Finally, the committee expressed concern about a number of proposed or implemented budget cuts, including the discontinuation of financial support for dissertation printing. This concern was forwarded to the ICO board members.

ICO counsellor

ICO PhD candidates who encounter difficulties during their research project or with an ICO course can call the ICO counsellor for advice. Also ICO post doc members and ICO staff members can contact the ICO counsellor for advice on ICO related matters.

Counsellor

Prof. Dr. J.D.H.M. Vermunt (Jan)

Eindhoven University of Technology

The ICO Counsellor was consulted once in 2025.

ICO scientific advisory board

The ICO scientific advisory board advises the ICO governing board and the ICO directors on ICOs long term plans, which include research goals, quality management for research, and quality management for the educational program. In 2025 the scientific advisory board has met once to discuss the research review.

Scientific Advisory Board of ICO

31-12-2025

Prof. Dr. D. Beijaard (Douwe) - Chair

Dr. J. Kaldewaij (Jelle)

Prof. Dr. H.P.A. Boshuizen (Els)

Prof. dr. M. van der Klink (Marcel)

Dr. R. Wouters (Ruth)

Thematic groups

ICO's themes are affiliated with the divisions of the VOR, the Dutch Association for Educational Research, and reflect the current scope of the educational research in the Netherlands and Flanders. Each theme group is chaired by one or two staff members, and a PhD member: the theme group

coordinators. They are responsible for the organisation of the thematic courses and for the workshops and theme group-related events during the Spring Schools.

The theme group coordinators meet once a year, to exchange experiences, and share information.

<i>Thematic groups</i>		Coordinators 31-12-2025
T1	Learning and Instruction	Michelle Helms-Lorenz (RUG) Maryam Asoodar (UM) Anne de Bruijn (VU)
T2	ICT and Education	Omid Noroozi (WUR) Pantelis Papadopoulos (UT) Reza Farrokhnia (UU)
T3	Workplace Learning	Renate Wesselink (WUR) Maaïke Endedijk (UT) Elly de Bruijn (OU) Christine van Nooijen (EUR, PhD)
T4	Teaching and Teacher Education	Helma Oolbekkink (RUN) Dineke Tigelaar (LU) Simone Polderdijk (UU, PhD)
T5	Domain Specific Instruction	Björn Wansink (UU) Michiel Veldhuis (UU)
T6	Educational Design and Curriculum development	Susan McKenney (UT) Ruben Vanderlinde (UG)
T7	Schools and the societal context of education	Eddie Denessen (RUN) Hanke Korpershoek (RUG) Anne van Leest (UU) Nynke Douma (RUG, PhD)
T8	Assessment, evaluation and examination	Judith Gulikers (WUR) Liesbeth Baartman (UM)
T9	Higher Education	Yvette Baggen (WUR) Renske de Kleijn (UMCU) Pieter van Lamoën (PhD, EUR)
T10	Neuroscience and Education	

3. Educational program

Structure and organization

A distinction is made between two classes of research competences: thematical (domain-oriented), and methodological. The thematically oriented master classes are initiated by the thematic groups in a two or three-year scheme, taking into account the need of students. The master classes are complemented by an introductory course and the biennial ICO Graduate and Open Graduate Spring Schools.

The ICO educational program includes both compulsory and elective activities. For the part-time PhD members the compulsory activities consist of the Introductory course (5 ECTS) and attending one Spring School (either the Graduate Spring School or the Open Graduate Spring School); Compulsory activities for regular PhD candidates are the Introductory course (5 ECTS), the Graduate Spring School (1 ECTS), the Open Graduate Spring School (3 ECTS); and a variety of thematical or methodological ICO courses, amounting to 9 ECTS combined. PhD members can ask for exemption of the compulsory thematic and methodological courses by handing in proof of attendance of substitute courses according to the ICO exemption regulations.

ICO Courses 2025

This year some courses were added upon request of the Educational committee, like a course on the basics of qualitative research methods in addition to the advanced course, and the course critical perspectives in educational and pedagogical research. Due to the strong growth in new PhD members a second parallel Introductory course had to be organised in Spring of 2025. Both parallel courses were as good as fully booked. The other ICO courses were also mostly completely full, some with a waiting list. Most people on the waiting lists could be admitted before the courses started, when others dropped out because participants had to drop out due to other work commitments taking priority.

All courses were rewarded with 3 ECTS, unless otherwise stated. Most courses were organised in Utrecht, and some at other universities. A few courses were blended courses, with also online meetings or online assignments.

Course code (year-theme)	Course name	Course coordinators	Course dates
25-T6	Conducting Educational Design Research	Susan McKenney (UT) Ruben Vanderlinden (UG)	2-3 October 11-12 December Online: 9 November
25-T7	Critical Perspectives in Educational and Pedagogical Research	Sanne Akkerman (UU) Zehra Çolak (UU) Nina Hosseini (UvA) Monique Volman (UvA)	31 October 7 November (2 ECTS)
General or methodological Courses			
Course code	Course name	Course coordinators	Course dates
25-SLR	Systematic Literature Reviews	Omid Noroozi (WUR) & Mohammedreza Farrokhnia (UT)	4 April 11 April 16 May 23 May location: WUR
25-ICS (1)	ICO Introductory course Spring 2025	Tim Mainhard (UL) & Perry den Brok (WUR) Renate Wesselink (WUR)	16 April 26 May (5 ECTS)

<u>25-ICS (2)</u>	<u>ICO Introductory Course Spring 2025 (2)</u>	Liesbeth Kester (UM) Jeroen Janssen (UU)	15 April 3 June (5 ECTS)
<u>25-ICF</u>	<u>ICO Introductory course Fall 2025</u>	Jeroen Janssen (UU) Boukje Compen (UM) Liesbeth Kester (UM)	9 October 13 November (5 ECTS)
<u>25-MQL</u>	<u>Qualitative research methodology (Advanced)</u>	Jasperina Brouwer (RUG) Mayra Mascareño (RUG)	10-11 March 31 March 1 April
<u>25-MQL-B</u>	<u>Introduction to Qualitative Research – Basics course</u>	Michiel Dam (UL) Lysanne Post (UL)	12 November 28 November Location: UL
<u>25-T1-I Basics</u>	<u>Learning and Instruction: Basics and Beyond (part I – Basics)</u>	Michelle Helms-Lorenz (RUG) Maryam Asoodar (UM) Anne de Bruijn (VU) with assistance of Anna Isahakyan (PhD, UM)	blended course, with three short f-2-f meetings: 10 October 19 December 2025 6 March 2026
Event			
<u>25-OGSS</u>	<u>ICO Open Graduate Spring School</u>		17-21 March Blankenberge, Belgium

Quality assurance

ICO is responsible for the quality assurance and the on-going evaluation and monitoring of the educational program. All master classes were evaluated by the PhD candidates, who filled out a questionnaire (5 point Likert Scale; 1=disagree - 5= agree) at the end of the master classes . Based on the collected data for each master class an evaluation report was prepared. The teachers of a course are required to respond to the evaluation report, and to give their opinion on the course about issues that need improvement. The report and the teachers comments were discussed during the ICO education committee meetings and were presented to the ICO management. The reports and all comments on the reports are send to the coordinators to improve future courses.

Course evaluations 2025

	1. The course matched the information that was provided beforehand	2. The content of the course matched the objectives of the course	3. The educational activities (e.g., panel discussion, individual work, and group work) were suitable for this course.	4. Active participation of the participants was encouraged	5. The assignments were useful and engaging	6. The course was well time-scheduled	7. The course was well organized	8. This course was useful for expanding my professional network	9. I found the content of the course relevant for my research	10. I found the content of the course useful for my professional development	11. I found the content of this course interesting	12. I learnt a lot from this course	13. I learnt a lot from the preparation and assignment(s)	14. I learnt a lot from the teachers	15. I learnt a lot from the discussions in the meeting	16. I learnt a lot from the feedback I obtained from my tutors	Average score
25-T6	4.42	4.38	4.25	4.50	4.13	4.38	4.39	4.54	4.38	4.50	4.54	4.08	3.71	4.42	4.13	4.13	4.31
25-T7	4.72	4.67	4.78	4.94	4.72	4.78	4.78	4.67	4.50	4.83	4.83	4.83	4.67	4.83	4.78	4.33	4.73
25-SLR	4.89	4.89	4.78	4.88	4.44	4.44	4.33	4.33	4.89	4.89	4.78	4.78	4.44	5.00	4.33	4.11	4.64
25-ICS (1)	4.67	4.71	4.42	4.63	4.04	4.50	4.54	4.58	3.92	4.25	4.04	3.96	4.04	3.96	4.38	3.50	4.26
25-ICS (2)	3.71	3.71	4.00	4.29	3.29	3.65	3.82	4.06	2.88	3.53	3.53	3.41	3.06	3.65	4.00	3.29	3.62
25-ICF	4.47	4.47	4.16	4.47	4.00	4.05	4.21	4.28	3.68	4.00	4.00	3.74	3.68	3.79	4.21	3.58	4.05
25-MQL	4.06	4.12	3.65	4.12	3.65	3.12	3.65	4.29	4.47	4.29	4.35	3.88	3.47	4.12	4.18	3.41	3.93
25-MQL-B	4.00	4.19	4.38	4.63	3.75	4.06	4.56	3.88	4.19	4.31	4.06	3.88	4.00	4.00	4.13	3.19	4.08
25-T1	4.50	4.50	3.75	4.25	4.13	4.25	4.38	3.75	3.88	4.00	4.25	4.25	3.88	4.25	4.13	4.38	4.16
Average	4.38	4.40	4.24	4.52	4.02	4.14	4.30	4.26	4.09	4.29	4.26	4.09	3.88	4.22	4.25	3.77	

4. ICO Monitor

In order to get insight into the progress of the individual PhD candidates, all ICO PhD candidates had to fill out a short questionnaire at the end of the year – the ICO PhD monitor. The results serve to follow the progress of the PhDs and to identify ways in which ICO can help prevent delays in thesis research projects. Based on the ICO monitor, the scientific director or the ICO counsellor will be in contact with PhD students who experience a major delay or other issues, to guide them through the difficulties they have experienced in their progress.

In December 2025, 212 - sometimes former - PhD members received the invitation to fill in the ICO monitor, of which 135 people responded (64%). A part of the non-respondents had sufficient reason for not responding: they had recently started their PhD and had nothing to report over the past year, or they had already or almost obtained their doctorate. Others were not working due to prolonged illness, maternity, or care leave, or could no longer be reached at their university-email address as their official contract had expired. ICO does keep track of this last group of PhDs with the PhD membership check every year but does not actively contact them if they do not fill out the monitor. For about half of the non-respondents it is not clear why they did not complete the monitor.

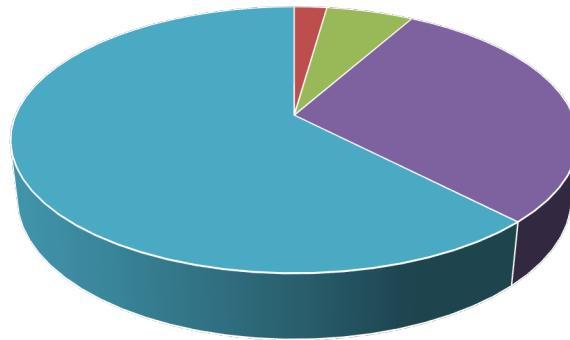
		2022		2023		2024		2025				
		Part-time	Full Time	Part-time	Full Time	Part-time	Full Time	Part-time	Full time			
Responded to invitation (% of addressees)	121 (66%)	63	58	101 (53%)	53	48	84 (40%)	36	48	135 (64%)	60	75
Minor delay (% of total respondents) (% within group)	31 (26%)	15	16	19 (19%)	8	11	18 (21%)	8	10	26 (19%)	13	13
		(24%)	(28%)		(15%)	(23%)		(22%)	(21%)		(10%)	(10%)
Major delay (> 6 months) (% of total respondents) (%within group)	27 (22%)	22	5	15 (15%)	11	4	7 (8%)	4	3	13 (10%)	8	5
		(35%)	(9%)		(21%)	(8%)		(11%)	(6%)		(6%)	(4%)

Research projects: balance, supervision, and embedding within the departments

It is good to see that the majority of the PhDs that responded to the monitor are doing quite well. Overall progress is on track for most PhD candidates, but around one-fifth are experiencing at least a small delay. Balance with other duties is perceived as good by the large majority, though a small minority ($\approx 4\%$) feel the opposite. The fit to the original research plan and supervision quality are generally high (most scores ≥ 4), yet a non-trivial minority ($\approx 16\%$) report lower satisfaction with supervision. Embedding within the department is also rated positively, although sometimes there is a mismatches between departmental focus and the research topic.

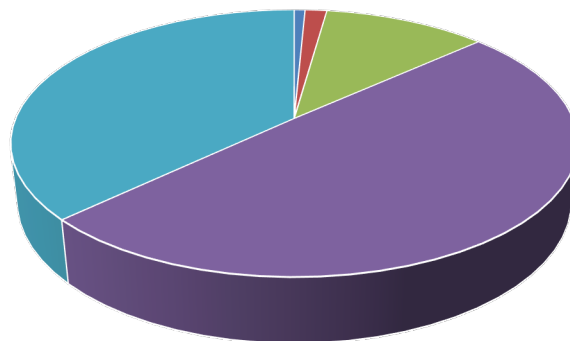
The three PhD's that indicated problems with the availability or quality of the supervision team, did so due to a variety of reasons (illness within the supervision team, departure of the supervisor without an immediate replacement, and insufficient expertise of PhD-supervision or on the research subject), which do lead to - sometimes serious - delays in their project. The PhDs were asked if they needed support, but this was not necessary – steps had already been taken.

I am very satisfied with the amount and quality of supervision



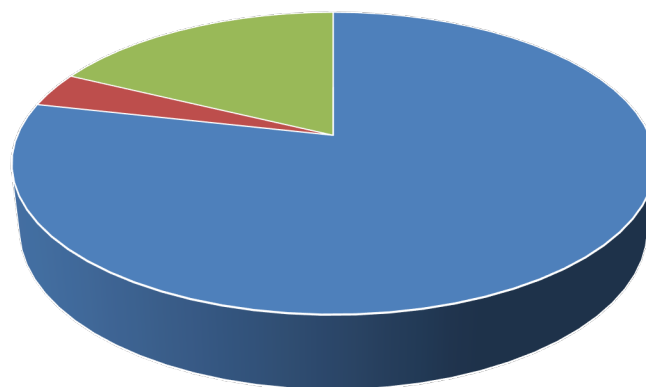
■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

There is a good fit between the original research plan and the actual research activities

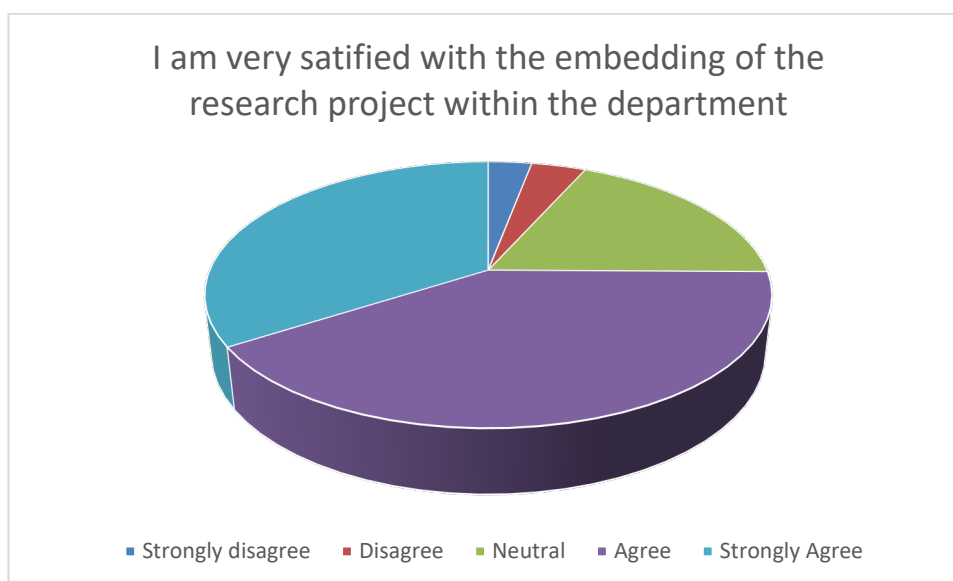


■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

How is the balance with other tasks?



■ Good balance ■ No balance ■ N/A



Causes for delay

There seems to be a decline in delays compared to previous years. PhD's reported the following reasons for delays in their progress:

- The most mentioned obstacle has to do with “balance”; balance between the research project and other projects or teaching tasks. Or the balance between work and personal life. Although this was mostly reported by parttime PhDs, also several full time PhD candidates experienced a lack of balance in their day to day work. As a result of this imbalance, some chose to spend less time on their research, while others experienced illness due to the high workload, both leading to delays.
- In addition, problems within the research project itself were cited as the main cause of delay: data collection did not proceed as expected, or the results made it necessary to change the course of the study. The long processing time for applications submitted to the ethics committee was also mentioned, in addition to writing, which turned out to be more time consuming than expected.

Finally, a very small number of PhD students cited the following reasons for their delays:

- Personal sick leave or pregnancy leave.
- Two parttime (external) PhD's mentioned the lack of support from their employer.
- A conflict within the supervision team was reported by two PhD's – which was resolved in both cases, but by that time it had already caused serious delay.
- Others mentioned absence of supervision due to illness or to a reorganization at the department.
- One PhD mentioned the lack of suitable training for parttime PhD candidates.

Requests for contact with ICO

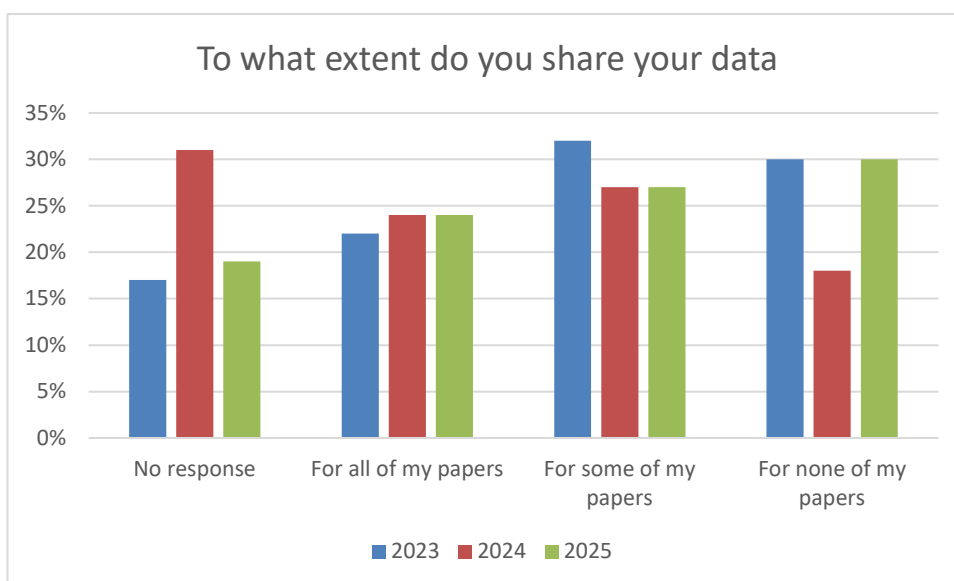
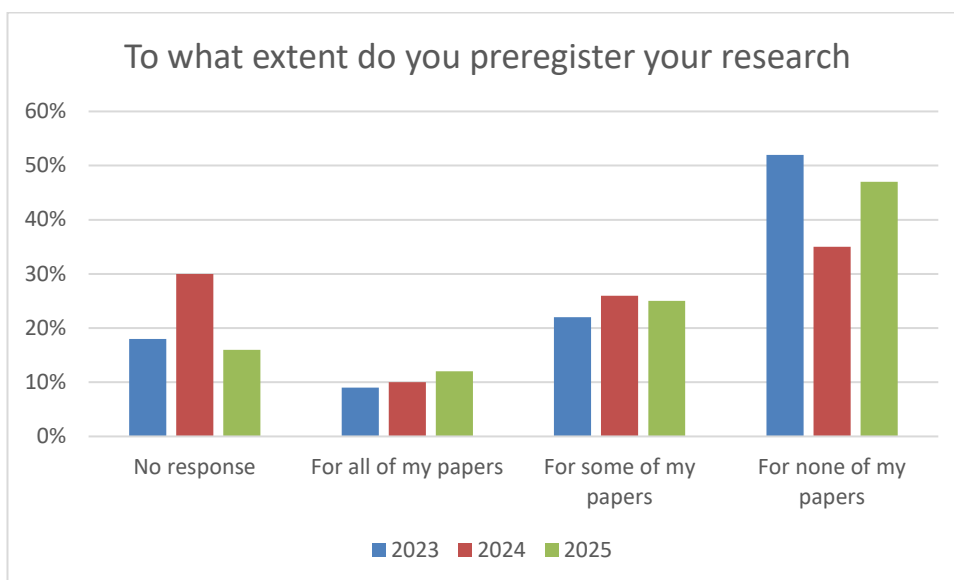
We have asked the respondents if they would like to be contacted by ICO about their progress. Although four PhDs initially indicated they wanted to talk to someone, when asked who they wanted to speak to, they all indicated they already had taken steps, and did not feel the need to talk anymore.

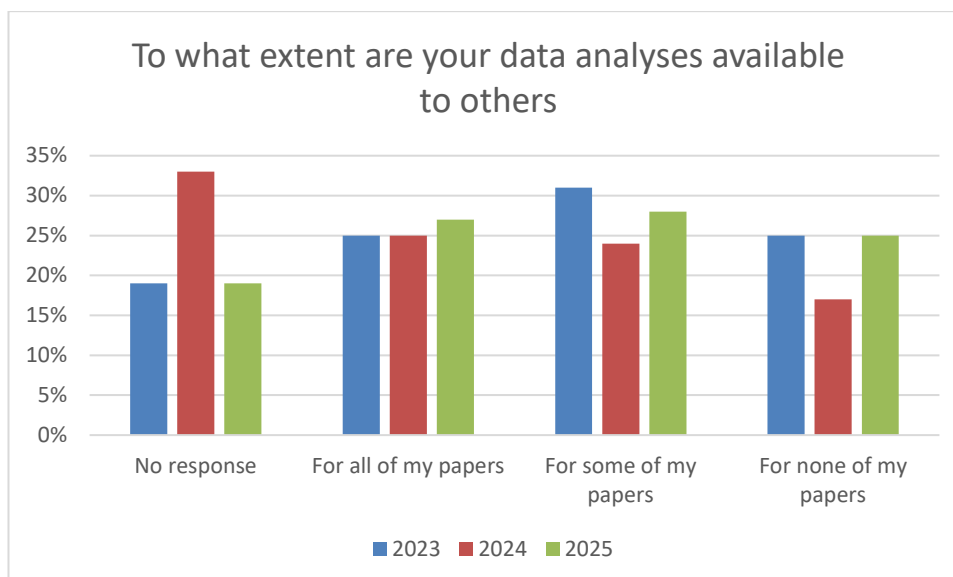
Publications

At the end of the PhD projects, an average of three to four publications are planned. Based on the data, the publication output of the PhD candidates shows considerable variation, with several having no published papers yet but instead focusing on works in preparation or under submission. A small number of candidates, who are further into their project, already report multiple publications, with a few reaching up to four papers. In many cases the papers are still under preparation. Monographs are rare, with only one marked as such.

Open science and preregistration

Across the three years, there is evidence of gradual adoption of Open-science practices: the share of “all-papers” responses has risen slightly in each category, while the “none” responses show a dip in 2024 before rebounding in 2025. The fluctuations suggest that progress is not linear and may be influenced by cohort turnover, as newly started PhDs might not be familiar yet with Open science and preregistration, leading to an increase in the “none” responses. This indicates it will be good to keep encouraging Open science practices within the ICO courses, to make new PhD-candidates - and their supervisors - aware of the benefits of Open science and preregistration.





5. PhD Graduations 2025

1. Van Zeijts, B.E.J. (23-01-2025). *Different Medium, Same Processes? Reading comprehension instruction in primary school incorporating audio and video*. Rotterdam: Erasmus University Rotterdam.
2. Van Dijk, M. (21-02-2025). *Unraveling children's creativity: a perception-action approach*. Utrecht: Utrecht University.
3. Brands, S. (03-03-2025). *Through Different Lenses - A Video-Based Approach to Support Students' Reflection on Workplace Experiences*. Enschede: University of Twente.
4. De Vries, A.N. (15-05-2025). *Navigating educational choices: Supporting students' person-environment fit and identity development in relation to academic success in higher education*. Amsterdam: Vrije Universiteit Amsterdam.
5. Wijbenga, M.H. (19-05-2025). *Challenges, Pitfalls and Opportunities: workplace learning during healthcare placement abroad*. Maastricht: Maastricht University.
6. Zhu, Y. (28-05-2025). *Driven to learn: Understanding and supporting students' autonomous motivation and well-being in health professions education*. Maastricht: Maastricht University.
7. Gao, X. (18-06-2025). *Understanding Peer Feedback Uptake in Online Settings: Behaviors, Patterns, and Predictors*. Wageningen: Wageningen University.
8. Ming, X. (25-06-2025). *Constructing Interdisciplinarity, in Engineering Education and Beyond*. Enschede: University of Twente.
9. Wang, L. (01-07-2025). *Design for Engagement in Blended Learning: Insights, Practices, and Challenges*. Leiden: Leiden University.
10. Kusters, M.C.J. (03-07-2025). *Why and how lecturers shape and navigate university teaching practices*. Leiden: Leiden University.
11. Van Dulmen, T.H.H. (08-07-2025). *Teaching and Learning Chemical Bonding in a Cutting-edge Research Context*. Enschede: University of Twente.
12. Liu, X. (Leiden). (03-09-2025). *Maintaining self while adapting: Chinese foreign language teachers' identity development in an intercultural context*. Leiden: Leiden University.
13. Yu, H. (11-09-2025). *The influence of open-ended tasks, study peers, and cognitive feedback on intrinsic motivation in whole-task learning environments*. Maastricht: Maastricht University.
14. Wei, H. (16-09-2025). *Hands-on: A digital-embodied path to functional thinking*. Utrecht: Utrecht University.
15. Ebbes, R. (17-09-2025). *Nurturing Self-Regulated Learning: Development, Measurement, and Support in Elementary Education*. Amsterdam: University of Amsterdam.
16. Brouhier, Q.N.Y. (22-09-2025). *Late-career teachers in early childhood education: Thriving at work through professional learning and resources enhancement*. Louvain: Université Catholique de Louvain.
17. Nguyen, T.H. (25-09-2025). *Moving forward. Supporting university teachers in technology integration into teaching*. Groningen: University of Groningen.

18. Yang, C. (01-10-2025). *Chinese Students' Intercultural Communication in Higher Education: Affordances, Challenges, and Contexts*. Wageningen: Wageningen University.
19. Ruitenburt, S.K. (03-10-2025). *Practice Made Perfect: Effectiveness of Retrieval Practice, Distributed Practice, and Interleaved Practice for Mathematics Education in Authentic School Classrooms*. Heerlen: Open Universiteit.
20. Gerretsen, E.C.F. (06-10-2025). *Learning to navigate the bronchial tree: considerations for simulation-based bronchoscopy training*. Maastricht: Maastricht University.
21. Zweeris, K. (15-10-2025). *Teaching, curriculum and purposes of education: Connecting theory and practice*. Leiden: Leiden University.
22. Wurth, J.G.R. (05-11-2025). *Towards better L1-oral language education. Perspectives on good quality oral language teaching and the role of feedback*. Leiden: Leiden University.
23. Smits-van der Nat, M.C. (10-11-2025). *From imagination to reality. Understanding the relation between pretend play and social competence in early childhood*. Amsterdam: Vrije Universiteit Amsterdam.
24. Mesch, A. (12-11-2025). *Youth & Food in Transition – Exploring adolescents' dietary behaviours for a healthy and sustainable future* Wageningen: Wageningen University
25. Li, J. (04-12-2025). *Crafting Maker Education Through Lesson Study: A Collaborative Journey*. Amsterdam: Vrije Universiteit Amsterdam.
26. Wynberg, E. (10-12-2025). *Object-Oriented Play*. Amsterdam: Vrije Universiteit Amsterdam.
27. Luteijn, P.J. (10-12-2025). *PHIT2Learn: the impact of light-intensity physical activity on executive function and creativity in vocational education and training students*. Heerlen: Open Universiteit.
28. Schijf, J.E. (11-12-2025). *Interdisciplinary understanding in higher education* Groningen: University of Groningen.
29. Hassane, S. (12-12-2025). *Exploring socio-emotional regulation in online group learning*. Heerlen: Open Universiteit.
30. Van Lamoén, P.M. (18-12-2025). *Belonging and becoming. Supporting diverse student populations in the transition to higher education*. Rotterdam: Erasmus University Rotterdam.

6. ICO members

ICO members 2025

ICO members 2025											dated 31-12-2025	
	2020		2021		2022		2023		2024		2025	
	n	FTE	n	FTE	n	FTE	n	FTE	n	FTE	n	FTE
Staff member ²⁾	259	102.7	253	100.6	257	103.4	244	102	214	79.3	227	84.90
Postdoc member/ Associate Fellows ²⁾	36	25.4	48	16.9	39	25.2	45	27.2	82	35.45	82	38.65
PhD member ¹⁾ (FT)	119	112.4	110	103.6	94	88.8	104	98.6	110	103.54	113	105.3
PhD member ¹⁾ (PT)	77	39.3	80	38.7	84	40.3	79	39.1	87	42.7	93	46.3
(% of ICO PhD)	(39.3%)		(42%)		(47%)		(43.2%)		(44.2%)		(45.1%)	
Total	491		491		474		472		493		515	

1) Based on the year of admission as ICO member, *after approval of the project proposal* by ICOs Scientific Committee.

2) In 2023 ICO introduced new membership classifications. All ICO postdoc-members have become associate fellows. And all ICO staff-members ICO fellows. Further implementation of the new classifications were taken up in 2024 in the context of the membership check for the research visit. Staff members are the combination of Fellows, Senior fellows and Emeritus fellows. The number of Associate fellows has risen sharply in 2024, as ICO Fellows who failed to pass or present the membership requirements for ICO Fellows where shifted towards ICO Associate fellow. In previous years these Fellows would have lost their ICO membership. Now, they can stay connected to ICO as Associate fellow.

Staff member / Fellows 2025:

	n	FTE
Fellow	98	42.7
Senior Fellow	110	42.2
Emeritus Fellow	19	n.a.
Total	227	

Gender ratio ICO Members

dated 31-12-2025

Category	Total	Men	Women	Other
ICO Fellows (ICO Staff member)	227	98 (43%)	130 (57%)	0
Associate Fellows (Postdoc member)	82	28 (34%)	54 (66%)	0
PhD member	206	42 (20%)	164 (80%)	0
Total	515	168 (33%)	348 (67%)	0

PhD candidates – Graduation rates full-time PhD members (≥ 0.8 FTE)^{1), 2)}

- 1) This table only consists of the success rates of the regular (full-time) PhD members who started their PhD project with an appointment of at least 0.8 FTE. 'Graduated' is defined here as the moment a PhD student defends his or her thesis; this makes the table highly conservative
- 2) This table is based on the date of the start of the PhD trajectory. This may differ from the year of ICO admission

Year	Male** male %	Female** female %	Total	Graduated after ≤ 4 years	Graduated after ≤ 5 years	Graduated after ≤ 6 years	Graduated after ≤ 7 years	Median	Range	Graduated	not finished yet	discontinued	educational programme finished
2016	3 13%	20 87%	23	5	7	8	1	4.92	3.00-6.33	21	0	2	16
2017	7 21%	27 79%	34	12	14	3	1	4.74	3.25-7.67	30	1	3	23
2018	8 47%	9 53%	17	4	2	4	1	5.17	3.75-5.83	11	4	2	7
2019	6 35%	11 65%	17	7	8	0	0	4.46	3.50-5.20	15	2	0	10
2020	4 21%	15 79%	19	3	8	0	0	4.33	4.00-5.17	11	6	2	12
2021	4 18%	18 82%	22	4	3	0	0	4.25	3.75-5.08	7	15	0	12
2022	7 30%	16 70%	23	1	0	0	0	3.67	0.00	1	20	2	9
2023	5 21%	19 79%	24	0	0	0	0	0.00	0.00	0	25	1	1
2024	10 28%	26 72%	36	0	0	0	0	0.00	0.00	0	36	0	0
2025	3 13%	20 87%	23	0	0	0	0	0.00	0.00	0	23	0	0

** With regard to gender, we ask whether members identify as male, female or other. To date, there are no ICO members who identify as other than male or female.

The table presents cohorts of full-time students from 2016 to 2025, showing that female students consistently form the majority each year, typically between about 65% and 87% of the cohort. Cohort size varies from 17 to 36 students, with a tendency towards larger intakes in recent years. For the earlier cohorts (2016–2021), most students graduate within four to five years, with median completion times generally between about 4.2 and 5.2 years. Only a small number of students discontinue the programme, and in the most recent cohorts (2022–2025) most students are still enrolled, so graduation figures and median study duration are not yet available.

PhD candidates – Graduation rates part-time PhD members (<0.8FTE)^{2),3)}

- 2) This table is based on the date of the start of the PhD trajectory. This may differ from the year of ICO admission
- 3) This table consists of the success rates of all part-time PhD members who started their PhD project with an appointment of less than 0.8 FTE.
 'Graduated' is defined here as the moment a PhD student defends his or her thesis; this makes the table highly conservative

Year	Male**		Female**		Total	Graduated after ≤ 4 years*	Graduated after ≤ 5 years*	Graduated after ≤ 6 years*	Graduated after ≤ 7 years*	Graduated within contract period	Median*	Range*	Real time range	Graduated	not finished yet	discontinued	full educational programme finished
2016	3	17.65%	14	82.35%	17	12	2	0	0	5 (42%)	2.97	0.42-4.30	2-8	14	2	1	2
2017	4	25.00%	12	75.00%	16	10	0	0	0	3 (19%)	2.70	1.87-3.30	3-8	10	6	0	8
2018	6	33.33%	12	66.67%	18	9	1	1	0	3 (17%)	0.41	0.82-6.20	4-7	11	2	5	3
2019	3	30.00%	7	70.00%	10	1	0	0	0	0	4.05	0	6.5	1	9	0	4
2020	2	22.22%	7	77.78%	9	2	0	0	0	1 (11%)	3.03	2.07-4	4.5-5	2	6	1	0
2021	3	20.00%	12	80.00%	15	0	0	0	0	0	0	0	0	0	12	3	1
2022	5	26.32%	14	73.68%	19	0	0	0	0	0	0	0	0	0	19	0	1
2023	4	21.05%	15	78.95%	19	0	0	0	0	0	0	0	0	0	19	0	0
2024	5	27.78%	13	72.22%	18	0	0	0	0	0	0	0	0	0	18	0	0
2025	3	25.00%	9	75.00%	12	0	0	0	0	0	0	0	0	0	12	0	0

* on a pro rata basis

** With regard to gender, we ask whether members identify as male, female or other. To date, there are no ICO members who identify as other than male or female.

The table summarises yearly cohorts of part-time PhD candidates from 2016–2025, with women consistently making up the majority of each cohort (around two thirds to over four fifths). For the mature cohorts (2016–2018), between roughly 60% and 80% of candidates have graduated, with median completion times of about 2.7–3.0 years for those who finish. For later cohorts (2019 onwards), most candidates are still in progress and only a few have graduated so far, so their current success rates are not yet representative of their eventual outcomes. Across the period, only a minority of candidates discontinue, suggesting generally high eventual completion among those who remain in the programme.

7. Finances

Financial track record

	2020	2021	2022	2023	2024	2025
Contribution universities ¹	€ 92,599	€ 86,077	€ 98,603	€ 119,543	€ 140,323	€ 126,539
Revenues	€ 5,000	€ 9,700	€ 7,000	€ 11,000	€ 9,250	€ 10,650
Total funding	€ 97,599	€ 95,777	€ 105,603	€ 130,543	€ 149,573	€ 137,189

- 1) The total costs for ICO education (i.e., total costs for both educational management and training minus the revenues for training activities) are distributed among the participating universities on the basis of subsequent calculation of costs. The contribution is based on the number of PhD candidates at a given moment in time. For 2025 this date was set on October 1, 2025.

Due to the Corona pandemic, in 2020, 2021 and in the start of 2022 the costs for ICO were lower as many courses were organized online, using the available software from the universities. After the end of the pandemic in 2022 inflation has been rising in the EU, which led to a sharp increase in the costs of organizing ICO education and as a consequence, a rise in contribution from the partaking universities.

To prevent costs from rising further in 2025, it was decided—in consultation with the ICO Board and the Educational Committee—to organize classes within the universities themselves as much as possible, in order to avoid room rental costs, as was mentioned in chapter 2. This approach has clearly paid off, with the contribution per fulltime PhD for 2025 dropping within the pre-corona range.

Contribution participating universities 2025

University	VU	WU	OUNL	RUG	UL	EUR	UM	UCL
PhD (full time)	4	4	4	17	13	6	17	1
PhD (part time)	5	12	17	11	15	3	6	1
Contribution	€ 5,210.44	€ 8,336.70	€ 10,569.74	€ 17,566.61	€ 16,375.65	€ 5,805.91	€ 15,333.57	€ 1,190.96

University	UT	UU	UvA	TUE	UvA-B	RUN	TUD
PhD (full time)	4	18	16	4	0	4	1
PhD (part time)	4	8	6	3	0	4	0
Contribution	€ 4,763.83	€ 16,971.13	€ 14,589.22	€ 4,317.22	€ 0.00	€ 4,763.83	€ 744.35

Contribution per PhD	2020	2021	2022	2023	2024	2025
Full-time PhD	€ 592.07	€ 579.25	€ 679.09	€ 759.43	€ 867.26	€ 744.35
Part-time PhD	€ 355.24	€ 347.55	€ 407.45	€ 455.66	€ 520.36	€ 446.61

ICO financial account 2025

Expenses

Governance and management

Remuneration Scientific Director	€ 15,400.00
Remuneration Secretary	€ 79,038.45
Remuneration Educational Director	€ 15,400.00
Meeting costs miscellaneous	€ 245.35
Overig (diversen)	€ 639.91

Subtotal governance and management

€ 110,723.71

Trainingsprogramma

ICS Introductory course Spring I	€ 3,072.00
ICS Introductory course Spring II (extra)	€ 1,883.40
ICF Introductory course Fall	€ 2,307.30
ICO Course 24-T9	€ 1,085.50
ICO Course 25- MQL	€ 3,681.76
ICO Course 25- SLR	€ 381.03
ICO Course 25-T6	€ 4,180.74
ICO Course 25-T7	€ 418.00
ICO Course 25-T1	€ 488.50
(Inter)national Spring School	€ 8,967.21

Subtotal teaching activities

€ 26,465.44

Grand total

€ 137,189.15

Income

Non-ICO participants	€ 10,650.00
Contribution of participating universities	€ 126,539.15
Grand total	€ 137,189.15

Appendix 1: List of ICO members

ICO Fellows dated 31-12-2025

Eindhoven University of Technology

Dury		Bayram	Fellow
Antoine	van den	Beemt	Senior fellow
Karolina Ioanna		Doulougeri	Associate Fellow
Ayse		Kilic	Associate Fellow
Christa		Krijgsman	Associate Fellow
Nienke		Nieveen	Senior fellow
Birgit		Pepin	Emeritus Fellow
Gonny		Schellings	Senior fellow
Alexander		Schüler-Meyer	Associate Fellow
Tim		Stevens	Associate Fellow
Ruurd		Taconis	Fellow
Marieke		Thurlings	Fellow
Jan		Vermunt	Emeritus Fellow

Erasmus University

Lesya		Ganushchak	Fellow
Bjorn	de	Koning	Senior fellow
Pieter	van	Lamoen	Associate Fellow
Silvia		Mamede Studart Soares	Associate Fellow
Marieke		Meeuwisse	Senior fellow
Marloes		Nederhand	Associate Fellow
Joyce		Neroni	Associate Fellow
Kim		Ouwehand	Fellow
Fred		Paas	Senior Fellow
Sabine		Severiens	Fellow
Huib		Tabbers	Senior fellow
Peter		Verkoeijen	Senior fellow

Leiden University

Maryam		Alqassab	Fellow
Sophia		Braumann	Associate Fellow
Michiel		Dam	Fellow
Indira		Day	Fellow
Marian		Hickendorff	Fellow
Fred		Janssen	Senior Fellow
Dietsje		Jolles	Associate Fellow
Berber	de	Jong	Associate Fellow

Nivja	de	Jong	Senior fellow
Mario	de	Jonge	Fellow
Arnout		Koornneef	Associate Fellow
Linda	van	Leijenhorst	Fellow
Albert		Logtenberg	Fellow
Tim		Mainhard	Fellow
Tessa		Mearns	Fellow
Lysanne		Post	Associate Fellow
Roeland	van der	Rijst	Senior Fellow
Nadira		Saab	Senior fellow
Esther		Schat	Associate Fellow
Kim		Stroet	Fellow
Dineke		Tigelaar	Senior Fellow
Arjen	de	Vetten	Fellow

Maastricht University

Maryam		Asoodar	Fellow
Niels	van der	Baan	Associate Fellow
Liesbeth		Baartman	Senior Fellow
Seyyed Kazem		Banihashem	Fellow
Simon		Beausaert	Senior Fellow
Juliët		Beuken	Associate Fellow
Felicitas		Biwer	Associate Fellow
Anique	de	Bruin	Senior Fellow
Jamui		Busari	Senior Fellow
Boukje		Compen	Fellow
Laurie		Delnoij	Fellow
Diana		Dolmans	Senior Fellow
Jeroen		Donkers	Senior fellow
Erik		Driessen	Senior Fellow
Pascal	van	Gerven	Senior fellow
Willem	de	Grave	Associate Fellow
Sylvia		Heeneman	Senior fellow
Shahab		Jolani	Fellow
Desirée		Joosten-Ten Brinke	Senior Fellow
Liesbeth		Kester	Senior Fellow
Eleonore		Koehler	Fellow
Karen		Könings	Senior Fellow
May		Lee	Associate Fellow
Walther	van	Mook	Associate Fellow

Mirjam		oude Egbrink	Senior Fellow
Jan-Joost		Rethans	Associate Fellow
Hans		Savelberg	Senior fellow
Sanne		Schreurs	Fellow
Mien		Segers	Senior Fellow
Dominique		Sluijsmans	Senior fellow
Renee		Stalmeijer	Senior fellow
Dirk		Tempelaar	Fellow
Pim		Teunissen	Senior Fellow
Danielle		Verstegen	Senior fellow
Cees	van der	Vleuten	Emeritus Fellow

Open University

Jorrick		Beckers	Associate Fellow
Elly	de	Bruijn	Senior fellow
Gino		Camp	Fellow
Marjolein		Caniëls	Senior Fellow
Leen		Catrysse	Associate Fellow
Dorothy		Duchatelet	Associate Fellow
Arnoud		Evers	Fellow
Renate	de	Groot	Senior fellow
Maartje		Henderikx	Fellow
Hans		Hummel	Senior Fellow
Halszka		Jarodzka	Senior fellow
Marco		Kalz	Senior Fellow
Roland		Klemke	Associate Fellow
Maaïke		Koopman	Senior Fellow
Karel		Kreijns	Emeritus Fellow
Marinka		Kuijpers	Senior Fellow
Rob		Martens	Fellow
Celeste		Meijs	Fellow
Ellen		Rusman	Associate Fellow
Tamara		Schleepen	Associate Fellow
Peter		Sloep	Emeritus Fellow
Slavi		Stoyanov	Fellow
Marjan		Vermeulen	Senior fellow
Emmy		Vrieling-Teunter	Fellow
Lisette		Wijnia	Senior Fellow

Radboud University

Anouke		Bakx	Senior fellow
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Erik		Barendsen	Senior Fellow
Eddie		Denessen	Senior fellow
Mienke		Droop	Senior Fellow
Lia		Fluit	Emeritus Fellow
Joep	van der	Graaf	Associate Fellow
Marianne	van den	Hurk	Fellow
Noortje		Janssen	Fellow
Mariska		Kleemans	Fellow
Ard		Lazonder	Senior fellow
Paulien		Meijer	Senior fellow
Inge		Molenaar	Fellow
Harmen		Schaap	Fellow
Erika		Schlatter	Associate Fellow
Gerhard		Stoel	Fellow
Amber		Walraven	Associate Fellow
Tamara	van	Woezik	Associate Fellow
Petrie	van der	Zanden	Associate Fellow

TU Delft

Annoesjka		Cabo	Associate Fellow
Xiaoqi		Feng	Associate Fellow
Olga		Ioannou	Associate Fellow
Hanno	van	Keulen	Senior Fellow
James		Lomas	Fellow
Gillian		Saunders-Smiths	Fellow
Suzanne		Schut	Fellow
Jeroen		Spandaw	Fellow
Marcus		Specht	Senior Fellow

Université Catholique de Louvain

Liesje		Coertjens	Senior fellow
Virginie		März	Associate Fellow
Isabel		Raemdonck	Fellow

University of Amsterdam

Thijmen	van	Alphen	Associate Fellow
Andries	van der	Ark	Associate Fellow
Arthur		Bakker	Fellow
Carla	van	Boxtel	Senior Fellow
Frank		Cornelissen	Fellow
Geert	ten	Dam	Fellow

Jannet	van	Drie	Senior fellow
Veerle		Eggens	Associate Fellow
Ruben		Fukkink	Fellow
Lisa		Gaikhorst	Fellow
Daury		Jansen	Associate Fellow
Joost		Jansen in de Wal	Fellow
Peter	de	Jong	Fellow
Michael		Merry	Associate Fellow
Frans		Oort	Associate Fellow
Ron		Oostdam	Senior fellow
Thea		Peetsma	Emeritus Fellow
Janneke	van de	Pol	Associate Fellow
Maartje		Raijmakers	Associate Fellow
Gert		Rijlaarsdam	Emeritus Fellow
Geerte		Savenije	Fellow
Tessa	van	Schijndel	Fellow
Jaap	J.A.	Schuitema	Fellow
Niels		Smits	Fellow
Ineke	van der	Veen	Fellow
Monique		Volman	Senior fellow
Joke		Voogt	Emeritus Fellow
Daphne	van	Weijen	Senior fellow

University of Antwerp

Piet	Van den	Bossche	Senior Fellow
Katrien		Cuyvers	Fellow
Sven		De Maeyer	Fellow
Vincent		Donche	Fellow
David		Gijbels	Senior fellow
Peter	van	Petegem	Fellow
Jan		Vanhoof	Senior Fellow

University of Groningen

Lucy		Avraamidou	Senior Fellow
Anke	de	Boer	Senior Fellow
Hester	de	Boer	Fellow
Roel		Bosker	Emeritus Fellow
Jasperina		Brouwer	Senior fellow
Marjolein		Deunk	Senior fellow
Marjon		Fokkens-Bruinsma	Fellow
Martin		Goedhart	Emeritus Fellow

Michelle		Helms-Lorenz	Senior Fellow
Mariëtte		Hingstman	Associate Fellow
Rink		Hoekstra	Associate Fellow
Adriaan		Hofman	Associate Fellow
Tim		Huijgen	Fellow
Ellen		Jansen	Emeritus Fellow
Hanke		Korpershoek	Senior Fellow
Danny		Kostons	Fellow
Elisa		Kupers	Senior fellow
Max		Kusters	Associate Fellow
Mayra		Mascareño Lara	Senior Fellow
Ridwan		Maulana	Senior Fellow
Alexander		Minnaert	Senior fellow
Jolien		Mouw	Fellow
Marie-Christine		Opdenakker	Senior Fellow
Jelle		Sijtsema	Senior Fellow
Jan-Willem		Strijbos	Senior fellow
Cor		Suhre	Associate Fellow
Anneke		Timmermans	Senior Fellow
Klaas	van	Veen	Senior Fellow
Marij		Veldman	Associate Fellow
Siebrich	de	Vries	Senior fellow
Matthijs		Warrens	Senior fellow

University of Twente

Maaïke		Endedijk	Senior fellow
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