
How Does the University Work

?

Where the power is

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REMARK: FOCUS IS ON CHAPTER 6 BECAUSE THAT CONTAINS MY MAIN CONCLUSIONS AFTER THREE MONTHS OF RESEARCH AND REFLEXION. The document needs restructuring and refining but I think my main line of reasoning and the conclusions are now pretty much fixed.

TWO PREZIS:

<http://prezi.com/a4gv3kazcapm/the-audit-and-the-ants/>

<http://prezi.com/j2fn3izunntz/how-does-the-university-works/>

Table of Contents

1 INTRODUCTION.....	4
1.1 PLANNING OF MY RESEARCH.....	4
1.2 FIRST IMPRESSION.....	4
1.3 LISTING OF SUBJECTS IN THE LAW.....	5
1.4 PROPOSITIONS.....	5
2 WET UNIVERSITAIRE BESTUURSHERVORMING (WUB), 19707	
2.1 PRE-WUB, BEFORE 1970.....	7
2.2 WET UNIVERSITAIRE BESTUURSHERVORMING 1970.....	7
2.3 THE SIXTIES.....	7
2.4 THE LAW.....	7
2.4.1 The memorie van toelichting (MvT, explanation by the minister).....	8
2.4.2 Summary of the text of the MvT (not opinion).....	8
2.4.2.1 University Council.....	10
2.4.2.2 University Board.....	10
2.4.2.3 Faculty Council.....	10
2.4.2.4 Deacon.....	10
2.4.2.5 Faculty Board.....	11
2.4.3 discussion.....	11
2.4.3.1 Comparison with some other European Countries.....	11
2.5 THE PERIOD 1970-1996.....	11
3 WET OP HET HOGER ONDERWIJS EN WETENSCHAPPELIJK ONDERZOEK, 1997 (MUB).....	12
3.1 MODERNISERING UNIVERSITAIRE BESTUURSORGANISATIE, 1996	12
3.1.1 memorie van toelichting.....	12
3.1.2 references.....	12
3.2 WET OP HET HOGER ONDERWIJS EN WETENSCHAPPELIJK ONDERZOEK, WHWO, 1997.....	12
3.2.1 The Facts on current law.....	12
3.2.2 discussion.....	13
3.3 CURRENT DEVELOPMENTS.....	13
4 INSTITUTIONS.....	14
4.1 MINISTERIE OF EDUCATION AND SCIENCE (MINISTERIE VAN ONDERWIJS EN WETENSCHAPPEN).....	14
4.2 UNIVERSITIES.....	14
4.3 KNAW.....	14
4.4 ACCREDITATIE ORGAAN.....	14
4.5 NWO.....	15
5 MANAGEMENT.....	16
6 WHERE DOES THE MONEY COME FROM?.....	17
6.1 LIFE SCIENCES.....	18
6.1.1 The danone university.....	19
6.1.1.1 Life sciences.....	19
6.1.1.2 Climate research.....	20
6.2 AGRICULTURE.....	20

6.2.1 Bees20	
6.2.2 sustainable agriculture.....	21
7 THE DANONE UNIVERSITY.....	22
7.1 UTRECHT UNIVERSITY.....	22
7.2 ANNUAL REPORT 2009.....	22
7.2.1 THE VALUE AND MEANING OF ANNUAL REPORTS, ACCOUNTING FIRMS AND AUDITS.....	22
7.2.2 ANNUAL REPORT 2009.....	23
7.2.2.1 Board.....	23
7.2.2.2 Mission.....	24
7.2.2.3 FINANCE KEY FIGURES.....	24
7.2.2.4 FIGURES ON RESULTS.....	24
7.2.2.5 employees.....	24
7.2.2.6 FIGURES ON STUDENTS.....	24
7.2.2.7 Education.....	25
7.2.2.8 Operational management.....	25
7.2.2.9 FIGURES ON SCIENCE.....	26
7.2.2.9.1 faculties.....	27
7.2.2.9.2 FOCUSING.....	27
7.2.2.10 INTERNATIONAL CONTACTS.....	28
7.2.2.12 GETTING MONEY.....	28
7.2.2.13 COMMERCIAL ACTIVITIES.....	28
7.2.2.14 DANONE.....	28
7.2.2.16 WHAT IS NOT IN THE REPORT.....	29
7.3 STRATEGIC PLAN.....	30
7.4 CODE OF CONDUCT.....	30
7.5 RULES FOR RAAD VAN TOEZICHT.....	30
7.6 REFERENCES.....	30
8 CURRENT PROPOSALS.....	31
9 REFERENCES.....	32
9.1 WEB SITES AND PAGES.....	33
9.1.1 Sites.....	33
9.1.2 pages.....	33

1 INTRODUCTION

Een leraar zei ooit tegen mijn ouders: “uw zoon heeft een levendige fantasie, maar maakt u zich geen zorgen, dat krijgen we er nog wel uit” (Herman Finkers, Na de Pauze).

This is still a draft, trying to structure thoughts. Structuring the subject and filling in.

1.1 PLANNING OF MY RESEARCH

The governing law in The Netherlands on universities is *Wet op het hoger onderwijs en wetenschappelijk onderzoek*. If printed it covers some 100 pages on A4. This law applies to universities (with academic hospitals), the KNAW, Koninklijke Bibliotheek, Accreditatie Orgaan, as well as theological studies and mid-level education. I will concentrate on the part that applies to universities, excluding special parts on academic hospitals.

I will concentrate on the search of:

- Where is the power?
- What are the implications for education and research?

More detailed questions:

- Who decides?
- What freedom is there in research?
- What freedom is there in education?
- How many people are there that do just “management”?
- What do these managers do and why?
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The way I think to do this:

- Read current laws and rules, analyse;
- Have a look at the at the law from 1970;
- Have a look at current propositions for changes in the law;
- List organisations and see what they do;
- Interview at least one person inside University who is in a position to comment on the matter of management.

There are so many laws, rules etc. as there are institutions that it will be like only scratching the surface, but I will try to scan the surface to get a general impression on the matter.

1.2 FIRST IMPRESSION

My first impression is that the law gives rules but also mentions some other rules in other documents which point to other etc. So even to get a picture of what institutions, bodies and rules there are which combined influence the universities is pretty complicated. To just read them all would take an amount of time more than available now, let alone understand the meaning in practice of all these rules together, which raises the question:

Is there anybody out there who really knows how the university works?

Could the existence of this jumble of laws and rules and institutions etc. possibly be the reason that there seems to be so much management now in the universities? Just trying to understand, apply and control all these rules? Are all these rules of any use?

1.3 LISTING OF SUBJECTS IN THE LAW

- Universities
- Acreditatie Orgaan
- Koninklijke Nederlandse Academie van Wetenschappen
- Koninklijke bibliotheek
- Theologische studies
- Academic hospitals
- Rules for labor
- Rules for participation/say/voice (*medezeggenschap*) on different levels

1.4 PROPOSITIONS

It always happens, researching raises more questions than answers. But it also brings ideas that might or might not be true, but might lead to a conviction that probably could be debated.

To give myself some course in the searching and thinking I write down some tentative ideas as they come up:

- *Knowledge economy* (kenniseconomie) is the buzzword but it suggests the wrong direction. The word economy seems to stress too much growing, production, high GDP etc. The buzzword should be *knowledge society*.
- It is impossible, under the current system, to make a motivated choice for a university study when you finish high school. You don't know anything about how the world functions outside and not even what studies are possible. Your mindset is within the things you learned, which are probably far away from the real world outside. It is not taught that there could, let alone should, be a different world, with different ways of living, production and politics. Most people will never know, some escape by studying material mostly outside the university curriculum.
- It seems to be very difficult even to get an overview of what is being taught at universities.
- There are too much laws and rules applying to universities.
- Getting rid of some or more of the rules can save work that can then be directed towards what universities should do.
- Because of the top down hierarchy there is too little room for differentiation, developing of and experimenting with different ways of teaching and research.
- There are many rules on the structure of things, organisation and lines of power. However, little or none is mentioned on what we really expect from universities. It seems this way the minister has about all the power

to decide as he wishes, on some vague grounds of “maatschappelijk belang” (concern for society).

- Accreditation is an impossible, thus useless system.

The most important proposition is about commercialization:

- Research at universities is being commercialized, directed towards the development of products that can produce profit. This has infected almost all development of trends in changing universities. It is the overall greatest threat for sound science and the future of the planet and humanity.

2 WET UNIVERSITAIRE BESTUURSHERVORMING (WUB), 1970

2.1 PRE-WUB, BEFORE 1970

Senaat, hoogleraren
Curatoren

2.2 WET UNIVERSITAIRE BESTUURSHERVORMING 1970

This law was valid from 1970-1997.

Interesting law, it mentions autonomous universities governed by the *Universiteitsraad*, the university council. The university council is being elected on equal terms by scientific staff, students and supporting personnel. Each part elects 1/3 of the council.

2.3 THE SIXTIES

The sixties was a rather special decade, at least in my perception. The Beatles came up, underwent an incredible development, grew their hair and dissolved again before the decade was even over. An explosion of other groups developed simultaneously of which many came together at the famous Woodstock festival in 1969. In 1970 in Holland, there was the (less) famous but rather similar Holland Pop Festival in Kralingen. Here originated the Dutch approach to soft drugs, the famous *gedoogbeleid*. Radio Veronica started emissions from a ship before the coast as a pirate in 1960. In Amsterdam the Provo movement was an anarchistic and comic action organization. The anti war movement against the Vietnam war started. In 1968 there were large street protests around Europe. Flower Power came from California. It was hippie time.



Lets not romanticize, it was also the time of the Vietnam war, dictatorial regimes in Latin America, and other atrocities around the world (which did not stop until now). But there was some hope for a better future, proven to be far too optimistic by coming events.



Picture: Vietnam, 1972.

So this is the context in which I see the Wet Universitaire Bestuurshervorming which was proposed and adopted in 1970.

2.4 THE LAW

The proposal for the new law followed the cries for more democratic structures in general and from students especially. It breathes the feelings of taking decisions at lower levels in a democratic way in which should be involved the scientist, the students as well as the non-scientific staff/workers. The law was proposed to the

parlement on 27 April 1970 by the minister Veringa. Strange enough, Veringa was member of the KVP, the catholic party, which can be considered as rather conservative. Nevertheless, the explanation presented with the law (*memorie van toelichting*) breathes a sincere wish for democratic change.

It is a bit difficult when someone has not studied law to find one's way. However, just reading the proposal does give a good idea.

The proposal is one piece consisting of two parts that is send from the minister to the parliament, in fact de *Tweede kamer*. (In this case it is two ministers, as the minister of agriculture is also responsible for university of agriculture in Wageningen). As I understand it is always good to read the accompanying memo of explanation (*memorie van toelichting*), as it describes in readable text the background and details of the proposed law.

To research more, one should read the written reports of the discussions in parlement, as well research all the changes that occurred over the years. In the context of this small project that is not done.

The whole piece consists of pages 1-7, the text of the law, and pages 8-33, the explanation.

2.4.1 THE MEMORIE VAN TOELICHTING (MVT, EXPLANATION BY THE MINISTER).

The explanation seems to breathe a real sense of conviction that the process of democratization will cause a much better functioning of the universities in all senses. It does not seem in any way to be a change that is proposed reluctantly as a response to overwhelming not to stop student actions. In fact it seems the actions were not that big that it became impossible to control. So the text at least seems to be honestly underwriting the importance of democracy inside and autonomy of the universities.

Remark: There is mention of *hogescholen* which at that time were the Technische Hogescholen (TH) like Delft, Eindhoven and Twente and Landbouw Hogeschool in Wageningen (as far as I remember). These were institutions at university level, but I suspect (by memory) they were not called universities by then because these high level technical educations were not considered scientific.

2.4.2 SUMMARY OF THE TEXT OF THE MVT (NOT OPINION)

Striking is that the MvT starts at the base, describing the democratic structure bottom up. From the science groups to subfaculty to faculty it ends at the Board of Directors (*College van Bestuur, CvB*). It states that democracy is now the best way to run the universities. The people inside are supposed the best to understand the needs, working structures, science etc.

The one man one vote system that was suggested sometimes before is rejected. It is more the division of power over groups, inside the groups it is one man one vote, active and passive voting right. This will also be reflected in some of the councils voting.

The division in groups is:

- Scientific staff
- Students
- Non scientific personnel
- Society

The organisation of the university:

- University

-
- Faculty
 - Possible sub faculty
 - Department (vakgroep)
 - Institution and laboratory (part of university but not within faculty)

The vakgroep was new. Before that the chair, *leerstool*, was the building block. A chair consisted of a professor with his assistants. The department can consist of 1 or more professors working on a closely related subject. The division however is quite free and to be decided upon by the faculty. Departments, even from different faculties, could form together a working group (*werkgroep*).

Besides, all kinds of alliances were possible on all levels which could be agreed upon by the groups themselves.

The institution and laboratory are managed by the CvB and work for different faculties.

The strong division in power in the science and education members is rejected. It is supposed knowledge and experience is growing on a sliding scale from student to scientists, lectors and professors. This should be reflected in the structure. Students can participate after being inscribed for 6 months.

The then current situation, in which the *senaat*, professors (*hoogleraren*), have all the power in science and education, but the *curatoren* have the power over the money, has to come to an end. Education, research and management can not be separated. The groups have to run their part, organisation as well as finance in one hand. All divisions in the university have to get their share in decision making. Differences in positions do have to be taken into account. In science e.g. the scientists get a bigger share than non scientific personell. It is expected that universities will function better if decision making will be more democratic. The discussion on other urgent matters will benefit from this new structure.

A more democratic structure will elevate efficient functioning. Participation and openness will give better possibilities of control and getting confidence.

Universities can not function well without strong autonomy.

The community of the university consists of the scientists, the students and the non scientific personnel. The non scientific personnel is all the personal together that are not in the other two groups, administrative, maintenance, cleaning etc. The three groups are not considered to be equal in the sense that they have different knowledge and different areas of interest.

Besides that the society has an interest as the university is important for that society.

There has to be a structure that has to be flexible so that different kind of structures can be implemented.

It is obvious that in a dynamic organization as the university the members of the university community are the ones most probably to be expected to find solutions for the problems they encounter.

Because of lack of empirical research on the matter only limited use can be made of scientific results. This is a serious problem. That can be the cause that completely different opinions exist on base of the same facts.

There is not yet sufficient knowledge on the possible effects of getting rid of faculties as organizational units.

With the help of a new structure other aspects of the process can be better handled.

It is of great importance that all members of university participate as much as possible in the governing process.

Decisions from the universiteitsraad that are of cardinal importance have to be presented to the minister. If the minister does reject the decision the university can complain at the crown (*de kroon*).

The CvB can have 3 or 5 members. The rector magnificus is always part of the CvB. From the other 2 or 4, half is being assigned by the universiteitsraad, half is being assigned by the minister in consultation with the universiteitsraad. There has to be somebody from outside university as representative from society.

The law was designed as temporarily for six years. These six years should be used to rethink and refine, it is seen as a transition period.

The law gives the basic structures. It describes the governing rules and structures. It is designed to be as flexible as possible in the sense that a lot is left to the organs themselves to decide on how to structure themselves. The universities need a lot of freedom because of the differences between them.

Every level has its own democratic structure:

- Board of Directors (*College van Bestuur*) (not completely democratic)
- University council (*universiteitsraad*)
- Deacon (*dekaan*)
- Faculty Board (*faculteitsbestuur*)
- Faculty council (*faculteitsraad*)
- Sub faculty council
- Department council

2.4.2.1 UNIVERSITY COUNCIL

The university council has large power. They are considered as the law making structure. They consist in principle of four representations: from scientific staff, from students, from non-scientific staff and from outside university. There is a maximum of 40 members. The rules for composition and election are rather free, to be defined by the council itself. However, 1/6 is minimum for members from outside, of the remaining part at least 1/3 is reserved for scientific personnel. In principle the three parts are equal but there can, again, be differences.

2.4.2.2 UNIVERSITY BOARD

The board is supposed to be the daily administration, but they have to carry out the decisions from the university council.

2.4.2.3 FACULTY COUNCIL

The faculty council defines the education program, the research program and the requirements for the doctorate exam, the colloquium doctum. It is obligatory, in order to have some same level of requirements on a national level, to have consultation on a national level.

The faculty council prepares recommendation for professors. These are send to the CvB. The CvB then sends this to the Crown. The Crown is a strange term, but it seems to mean the government. The Crown assigns the professors.

2.4.2.4 DEACON

The deacon is elected by the faculty council as chairman of the faculty board, not necessarily a member of the council. It has to be a professor or lector.

2.4.2.5 FACULTY BOARD

The faculty board is the daily management, however, the faculty council decides. The board reports to the council.

2.4.3 DISCUSSION

The rules, as always, obviously struggle a bit with choices. No theoretical perfect democratic system seems to exist, so choices have to be made (ref. Hoffman).

The control by the minister still exists but is cautiously described. It seems logical some control will remain from government as it is still tax money that pays the universities. If the university would unexpectedly become a mess, there you could argue the government should step in. Now that is a delicate matter because the question would be what circumstances could that be?

The text of the law

The complete law consists of only 7 pages.

Why did it end?

The first question now is, why did it come to an end? Why was there a complete change in 1986 that turned around everything? Did something go so terribly wrong universities had to be saved by a complete turnover? Something to look at.

2.4.3.1 COMPARISON WITH SOME OTHER EUROPEAN COUNTRIES

Polak in 1974 compares the law with developments in some European countries. He finds that there are (very) similar developments in the countries around, specifically in West Germany and France.

2.5 THE PERIOD 1970-1996

References :

Zitting 1969-1970 - 10636, Tijdelijke voorzieningen met betrekking tot de bestuurshervorming van de Nederlandse universiteiten en hogescholen. (Wet universitaire bestuurshervorming 1970), ontwerp van wet en memorie van toelichting.

Polak, 1974, Rechtsvergelijkende opmerkingen rond de Wet Universitaire Bestuurshervorming 1970, (Nederlandse Vereniging voor Rechtsvergelijking, No. 17)

Paul Hoffman, 1989, De Wraak van Archimedes, hoofdstuk IV.

3 WET OP HET HOGER ONDERWIJS EN WETENSCHAPPELIJK ONDERZOEK, 1997 (MUB)

3.1 MODERNISERING UNIVERSITAIRE BESTUURSORGANISATIE, 1996

There was discontent with the way the democratic process functioned since 1970. Hermans wrote a book in which the subject played a role (although most was about a personal fight).

The subject was studied by a.o. the WRR, VSNU, LSVb, Onderwijsraad and ISO.

There was critic about long and cumbersome meetings and discussions about unimportant subjects like paperclips.

I studied the *Memorie van Toelichting* of the so called MUB from 1996.

3.1.1 MEMORIE VAN TOELICHTING

The general tone of the 45 page document is very formal and not inspiring in any sense.

It is full of phrases like the very first paragraph:

Verhoging van de kwaliteit van de primaire processen wetenschappelijk onderwijs en onderzoek – binnen de universiteiten, versterking van de bestuurskracht van de universiteit als maatschappelijke organisatie en vergroting van haar zelfstandigheid zijn de belangrijkste redenen voor wijziging van de bestuursstructuur van de universiteiten. De verbetering van de kwaliteit en studeerbaarheid van onderwijsprogramma's en de discussie over de stelselontwikkeling hoger onderwijs zullen de komende jaren veel vergen van de universitaire organisatie. De in dit wetsvoorstel voorgestelde maatregelen zijn bedoeld om deze ontwikkelingen te faciliteren.

It doesn't get any better then this.

3.1.2 REFERENCES

Frederik Hermans Onder Professoren

WRR, Rapport van de Wetenschappelijke Raad voor het Regeringsbeleid: Hoger Onderwijs in fasen, Den Haag, 1995.

LSVb, De Mythe van de Piramide, naar een volwassen democratische universiteit.

Onderwijsraad, mei 1995.

ISO, Een pleit voor een herverdeling van de onderwijstaken.

Tweede kamer, Vergaderjaar 1995-1996, kamerstuk 24646, Wijziging van de Wet op het hoger onderwijs en wetenschappelijk onderzoek in verband met de bestuursorganisatie van en medezeggenschap in universiteiten (modernisering universitaire bestuursorganisatie). Memorie van Toelichting.

3.2 WET OP HET HOGER ONDERWIJS EN WETENSCHAPPELIJK ONDERZOEK, WHWO, 1997

3.2.1 THE FACTS ON CURRENT LAW

Government is completely top-down, the minister is the Big Boss. He appoints the *Raad van Toezicht* (RvT), the governing council. The RvT appoints the

College van Bestuur (CvB), the Board of Governors. The CvB appoints the deans who govern the faculties.

There is some *medezeggenschap* (participation) with very little if any influence. They have the right to give opinions on certain matters, which one can do anyway because we at least have the freedom of speech (with some limitations!).

3.2.2 DISCUSSION

3.3 CURRENT DEVELOPMENTS

4 INSTITUTIONS

4.1 MINISTERIE OF EDUCATION AND SCIENCE (MINISTERIE VAN ONDERWIJS EN WETENSCHAPPEN)

4.2 UNIVERSITIES

4.3 KNAW

4.4 ACCREDITATIE ORGAAN

Trust is Good. Hoffmann is better. Go to www.fraude.nl.

This Dutch radio commercial advertizes for a sort of security company. It gives the image of the world we are living in: We live in constant danger so: Control, check, take measures, defend yourself and your family, kill the enemy, repress!

There are people who think another way of doing business is possible.

Power states that there has been an explosion of auditing, but that auditing gives generally a false image of security. There have been lots of efforts to enhance quality of auditing by educating, certifying, and auditing the auditors. But with no vain. Processes are too complex to audit and there may be different opinions on matters which make auditing a subjective ad hoc process. In general he states that the old way of peer reviewing, formally or informally and trust has always been the base of working and it was not that bad. At least, all the auditing efforts did not make things better. There however are negative effects. Audited entities tend to start adapting their way of working towards the rules of the auditors. The auditors can only set up rules for checking the reasonably measurable, so good work that is difficult to measure will diminish.

This Accreditatie Orgaan (AO) is the official institution for The Netherlands and Flanders that are authorized to accredit educations. It exists since 2000(?).

In the central office in The Hague there are some 40 fte. The bulk of the work, the accreditation process itself, is being done by certified companies.

The process is rather complex and can cost a couple of hundred of thousand Euro's for an education to get accreditation. (*source*).

Because of the complexity in 2011 a simplified system is implemented in the law. It is now possible to accredit the institution and then do simpler accreditation process for the educations.

The rules cover many pages but in fact are phrased in vague terms like:

De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.

The interpretation and qualification seems to be left to the personal opinion of the ones doing the review. That way the whole process lacks any concrete and reliable ground and is completely useless. But that is a common problem with audits in general (*source*).

Anyway, I am not aware of any better system to judge education. But if it is so that there is no better, then we might as well come to the conclusion that trying to have external judgements/audits on education is utterly impossible.

Critical Reflexion

Programmes are not assessed. The quality procedures are.

Michael Power, The Audit Explosion. Pdf on www.demos.co.uk

4.5 NWO

5 MANAGEMENT

6 WHERE DOES THE MONEY COME FROM?

This will be the focus point of my arguments and results about what is happening to universities. It will be the main focus for my presentation at June 30. I will produce a prezi to try to make a nice presentation. As I think about it, I cover pretty much the conclusions of Klukhuhn but probably with a slightly different, additional reasoning and arguments.

IT IS ALL ABOUT PRODUCTS. PRODUCTS THAT CAN BE SOLD FOR MONEY, REAL MONEY, AS MUCH AS POSSIBLE. THIS IS WHAT UNIVERSITIES ARE TENDING TOWARDS RAPIDLY NOWADAYS. TURNING SCIENCE INTO MONEY, NOT FOR THE BENEFIT OF THE WORLD BUT FOR THE BENEFIT OF A FEW MULTINATIONAL CORPORATIONS.

Money is power, so to understand where the power is we have to look also where the money comes from. In fact I am now completely convinced that this is the most important question. The power structures written in the law are important but you could have the most wonderful democratic structure, if you don't have money it serves nothing. The few months of research and reflexion brought me to the conclusion that the greatest threat in science is now exactly the question of money. It could be argued ofcourse on good reasons that if the law of 1970 would have persisted the commercialization as is now unfolding would never have taken place. We cannot separate things, it is all connected. It could be argued also that the change of the law in 1997 from WUB to MUB was a deliberate start of the trend in commercialization. Again some subjects that would be interesting for further research.

I will argue that commercialization is the greatest threat to science in general. We look at the situation in The Netherlands, and especially at the University of Utrecht, but the general trend is clear. It has infected universities all over and Utrecht is a fine example. In fact, other Dutch universities are taking Utrecht as an example because they are doing so well on the matter.

I will argue it is especially the development of products that can be patented and sold with profit that is now the main focus of new research. Ofcourse there are still remnants of old sound science and responsible hard working scientists on important "non profitable" subjects for the good of humanity and the planet, but I suspect they are being tolerated so far but no new research on non profitable matters will emerge.

It has to be very clear that the word *profitable* has different meanings depending on who uses the word. The government, economists and private company see it as profit for products and implicitly assume this is good and it should not be different. The question is not raised if it could or should be different. In the broad sense however it is known this definition is too narrow and very dangerous. The field of ecological economics however is very concerned about profitability in the broad sense. (Robert Costanza). It is explained the economic space is a subset of ecological space. The economy takes goods out of the ecology and puts its waste back into the ecology. As long as the economy was small compared to the ecology this was no problem, but now it is the most threatening. In Wageningen there is a research group headed by Dolf de Groot on the topic of Value of Nature. It is researched and proven that profit from nature, which is not calculated in the economy, is far greater than any value calculated in the

economy. Profit from forests for their provision of clean water, fruits etc. and the profit from the seas with fishery need attention. At the end it is simple, if we destroy the ecological space humanity and the planet are doomed. On a smaller human level there is a lot of profit from things that have no value in the economy. We profit from company, from helping each other or just being with someone. Elder people put away in institutions profit from something as simple as a cat or a dog. It makes them feel happier and probably even serves their health. This is all of no value in the classic economy but is of imminent importance. It is thus very dangerous to direct all research towards profit in the meaning of making money. It will lead to false solutions. However, of course not all profitable products are useless. But it is known that probably all are based on results from free research, not directed towards profit (Klukhuh).

Besides that, as second “best”, universities produce workers that can keep the economy (as we know it!) going and growing like accountants, medical doctors, economists, engineers etc. And obviously it is understood teachers are needed to keep on educating children to follow the same (unsustainable) path towards ever growing GDP and wealthiness in the future.

The question if we can, or want, or should, going business as usual is not raised. Well, this is not entirely true, depending on the definition of business as usual. Everybody now is aware that at some point we have to quit fossil fuel, also the oil companies. The difference is that the oil companies do not want to quit until it is all burned to the last drop while climate science tells us we have to reduce starting now in a straight line down to zero in 30 years. So even SHELL knows they have to prepare for a time without fossil fuel. So also the multinationals know they have to prepare for some change, but if you take a more distant look it is still business as usual in the sense that the world will be ruled by the same multinationals but with, in their vision, sustainable products. I have always learned that to solve a problem you should not start with a too narrow question. For consultants in consulting firms it is always the trick to interpret the problem of a customer in a broad sense. A company might ask for advice on the database structure of the new system which is not performing well. A good consultant will take a step back to get an overview and might come to the conclusion the whole design is flawed and advises to scrap the whole system and redesign. If you write requirements you have to start broadly, not like “I need a faster car to get to work” but “how can I reduce the travelling time between home and work”. Even broader you can raise the question “how can I get enough money to have a nice life” or even broader “how can I arrange my life so I will be happy”. All these arguments might seem out of context, but they point to the fundamental flaw in the discussion about the future of science and education. The basic questions are not asked.

With the risk of being accused of having a narrow, one focus, distorted view, I would like to put the tentative proposition that all the structures, the Bologna Process, Dutch Law, hierarchical structure, auditing, cutting budgets, cutting scholarships, etc. etc., all with their problems, are put in place to direct universities towards generating products and people that can make money.

I will argue the case with some examples from life sciences, climate research, agriculture and

6.1 LIFE SCIENCES

A real eye opener was the following. As I sometimes have a bit of a back problem I once asked a medical student the question if hanging could help. As back problems are often caused by compression I thought it possible that hanging, just hanging on your hands, might be helpful. (In fact I do have a place at home where I do hang regularly for a minute or so because I feel it helps a bit). This

student was just doing her internship at a neurological department in a hospital. She asked around the specialists and came back with the answer that there was no knowledge on the matter. The explanation was that there would not be any money to earn with this kind of knowledge so nobody would be interested to find out.

It is understandable that private companies only do research and development on matters that can could turn out to make money. The whole pharmaceutical industry spends billions of dollars yearly in search of medicines they can sell. It is an inevitable result of the structure. But this way they are not doing research for the benefit of patients, although they will argue they do. And once in a while something good might come out. But at least the research is inevitably too narrow because it is per definition not directed towards solutions that might be very profitable for patients, or even prevent people to become patients. In fact it would not serve the industry at all to prevent people becoming patients because that is where they earn their money. So even if we are not going to argue here that the pharmaceutical industry is a mafia, it will never ever bring solutions that are very good and free.

Thus let us assume here for sake of reasoning that the pharmaceutical industry is free to research, develop and sell everything they want. It is clear this leaves a lot to research, maybe far more and broad then the industrial research. Dr. David Servan-Schreiber is one of the (too few) medical scientists who looks beyond money. He has written a number of books and publications on the matter. He is a traditionally/classic "normal" trained clinical psychiatrist but could not believe what he learned (prescribing drugs) was everything. Maybe it was because he did a phd before specialising. His phd was on neurological networks under supervision of a Nobel prize winner. His research led to a publication in Science. So he was a "real" scientist before he started training in psychiatry and questioned a lot of the simple classical methods he learned. He combines traditional with non-traditional methods like Tibetan medicine. One example is his description of how running for 20 minutes 3 times a week can take people out of depression. But nobody earns any money from patients running, you don't even need physiotherapy, just a pair of running shoes.

6.1.1 THE DANONE UNIVERSITY

Utrecht University is creating a science park. This science park will have two focal points: Life sciences and climate Research.

6.1.1.1 LIFE SCIENCES

Among the main initiators of the life sciences at the science park are Danone, Genmab BV, GlaxoSmithKline, Immuno Valley. Immuno Valley represents a number of mostly private companies.

Danone is mentioned in the annual report of Utrecht University of 2009 as a very important, maybe the most important, main partner. It would be interesting to delve deeper in the role of Danone in the world, but a quick look at the website shows not much of any importance. It is mostly about dairy products. From agricultural science we know that it would be completely impossible and useless to provide the whole world with dairy products, let alone expensive small cups with industrial yoghurt. Danone serves only one purpose, keeping shareholders happy by selling as much as possible dairy products in the rich part of the world.

Besides Danone there is a number of pharmaceutical and related companies. Not even necessary to state these are companies going for the big profits. The problem of e.g. resistance of bacteria caused in large part by the large amounts of antibiotics used in bio industry is not mentioned.

Interesting is that in a country like Ecuador the mean life expectancy is less than in The Netherlands, but not even very much. The Netherlands ranks number 18 in the world with 79.8 years, Ecuador ranks 61 with 75. It is known that a few measures like extra care around birth and vaccination of children with ofcourse enough and healthy food are main factors in life expectancy. In The Netherlands costs are roughly € 100,- per month per person, in Ecuador it is close to zero. Only the part of the people having a legal payed job are insured officially by the general central insurance which offers some service. Besides that there is the Seguro Social Campesino (insurance for rural people) which is on a free base and for which people pay like \$1,- per month for a family. I question seriously the effectiveness of our expensive health care system, more broadly our way of life. Interesting is that the United States ranks 36 with 78.3 years after countries like Greece, Costa Rica, Chili, Cuba.

6.1.1.2 CLIMATE RESEARCH

There are some very good climate scientist at Utrecht University. However the structure of the climate research is going towards the same “valorisation” and entrepreneurship. The university is going to spew out climate entrepreneurs that can use the business centre to set up their startup companies or work at Shell or other multi-nationals.

One example I will use is the Oil multinational SHELL, our national pride. A few years ago SHELL was making propaganda for their green R&D in e.g. wind and solar energy. However, surprisingly, around two years ago SHELL announced to skip R&D on wind energy and solar power and concentrate on biofuels. It was a strange move as it was very well known by then that the world has not enough land to produce biofuels. With sugarcane in Brazil e.g. to produce ethanol for a standard car (8 km per litre) to drive 10.000 km/year an area of 0.2 hectare is needed (*reference Sophia*). If we do not want to deprive people in Brazil from food and we do not want to destroy all the left over tropical forest it is absolutely impossible to drive on biofuel. So why is SHELL going into biofuel? The answer is simple, it is the only thing they can. SHELL has the complete infrastructure for liquid fuels they can use also to sell biofuel. They hold a very strong position world wide in this with just a few oil giant multinationals. Windmills however and solar power is more common business, SHELL has no special power there. So the only way to survive is to promote biofuel above electric cars. If not they may as well announce right now they will not exist anymore in 30 years, which is impossible in the system with shareholders. It is a deadlock. So SHELL is not in search of solutions that serve the world, SHELL is in search of solutions that serve SHELL. And the solution that serves SHELL does not serve the world.

6.2 AGRICULTURE

6.2.1 BEES

Elaborate further.

Bees are of utmost importance for nature. They pollinate an immense amount of different species of flowers all around the world. Bees developed for millions of years together with the flowering plants. The one can not survive without the other. For humans the striking example is that our fruit trees like apples can not produce without bees. But the value for nature is much broader. There is a worldwide problem with dying bee colonies.

There is a dispute between scientist from Wageningen University and Rotterdam.

In Wageningen there is a centre for bee research. They get funding from BASF. BASF produces pesticides. Wageningen states that the dying of bees is caused by certain diseases, thus not by pesticides. They state methods should be developed (read: chemicals) to cure the disease.

Scientists in Rotterdam state that the dying of bees is probably caused by the pesticides produced by BASF.

Wageningen is biased not to support the theory that bee colonies die because of the pesticides that are being produced by the company that provides funding.

It is possible the pesticides cause the bees to be more susceptible to disease because of the pesticide.

It is obvious BASF is going for its own profit and not for the benefit of the world. In stead of taking away the cause they want to earn even more by producing the "cure" for the problem they caused themselves.

This concept of developing difficult cures for problems in stead of taking away the causes seems to be an ever returning way of doing things.

6.2.2 SUSTAINABLE AGRICULTURE

It has for long been thought that we need industrial agriculture to feed the ever growing population of the world. However it is now recognised that industrial agriculture gives a high yield per worker but small scale biological agriculture gives the highest yields per surface of land. In 2009 an extensive study of a large world wide group of scientists, organised in the IAASTD, initiated by a number of institutions like the FAO, UNDP, UNEP and the WHO produced their results on the matter.

Reference also UN officer for food security.

However, with small scale organic farming no money can be made, that is for companies. Ofcourse the people themselves will benefit a lot. It is the difference of life and death for many, and hunger or health for many others. But multinationals like Monsanto and chemical industries will be dead if the word spreads. It will save the small farmers in India who commit suicide in large numbers because of debts they can not pay to buy new genetically modified seeds and the roundup herbicide. But you cannot expect a multination to surrender that easy to real science. These companies have not been created to serve the poor farmers in India, they have been created to make profit, "real" profit in money. Money that can be measured, added up to the GDP so the economy keeps going as economists think it should.

So again, the conclusion is that these companies do not search for science for the benefit of the world, they are searching for products that can make money.

7 THE DANONE UNIVERSITY

ROUGH CONCEPT, PART OF THE COURSE "How Does The University Work".

7.1 UTRECHT UNIVERSITY

We all hear universities in The Netherlands became more professional, managed, commercial etc. over the past decades. But as we know information is not always very reliable so also in this case we have to conduct our own investigation. I chose Utrecht University to have a closer look at. For this I studied a number of public documents like the annual report, Strategisch Plan, code of conduct and some documents with governing rules.

7.2 ANNUAL REPORT 2009

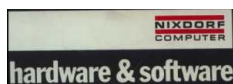
To get a quick overview of any company it is good to read the last annual report. It gives an impression of what the company does, how it does it, and an overview of financial status. Of course, as with all reports, in fact everything one hears and reads, one has to consider who writes it and take care to interpret the statements. In case of an annual report there is a chance there will not be a great deal of straight lies. But there it ends, with *the chance of not a great deal of many straight lies*. If you don't know the context and what happens in the world around, you might get impressed by annual reports. If you happen to understand some more, very often you will see through all the nice words and phrases and statements and understand the truth behind it. Mostly you then see some people, higher management, board of directors, who are trying to paint a nice picture in order to raise their bonuses.

As this analysis concerns the last published annual report (2009, published in 2010), some things might have changed at time of writing. However the big picture will not change so fast.

7.2.1 THE VALUE AND MEANING OF ANNUAL REPORTS, ACCOUNTING FIRMS AND AUDITS

There are numerous companies that show good figures one year and start breaking down the next.

NIXDORF COMPUTER



I once worked for a company like that, I saw it coming and left on time. The company was NIXDORF Computer with some 18.000 employees. In The Netherlands I had my first job in 1986 in a central R&D department with 25 people highly trained in new software techniques, developing the software for the future. But the company was getting all its revenues from its once sophisticated but by then outdated machines and software and was led by these outdated basic programmers. By 1988 it was clear to me they would never change the company on time and I left. (I went to work for UNIFACE which was a start-up with 22 people and became incredibly successful worldwide in the 3 years I worked there. It was sold for like 350 million Euro around 1995). NIXDORF was still praised as highly successful, being one of the big European computer manufactures. In 1989 revenue was declining sharply and figures were changing red. In 1990 NIXDORF was broke and bought by Siemens to save whatever could be saved, which was not much more than the logo. It became a nuisance for Siemens some years to come. I spoke an employee in Germany, almost 65 years of age, who lost all his savings which he

had confidentially invested in shares of NIXDORF which had already lost most of their value by then. Until shortly his savings represented a value of some 200.000 Euro.

THE ENRON SCANDAL



Probably the most famous case of fraude and also the biggest involving a large multinational company and its auditor was the ENRON case (www.enron.com). ENRON was a large energy company based in California but with operations outside the USA also.



Arthur Andersen was the accounting firm responsible for checking the financial statements of ENRON. ENRON however created the biggest fraud in history and broke down with billions of losses. Over 22.000 employees lost their live time pension savings. It was obvious Arthur Andersen was deeply involved with the fraud. Arthur Andersen, with 85.000 personnel, was one of the "Big Five" world wide accounting firms when it broke down in 2002 because of its involvement with the ENRON fraud.

So far for the value of audits and financial statements. They can be checked and approved, but if you don't understand the world around and where it is going things can change very rapidly and, for some, unexpectedly.

7.2.2 ANNUAL REPORT 2009

The report counts 123 pages. Pages from 58 are pure finance for accounting so we look only at the first 57 pages.

Chapters are: University, Research, Education, operational management, University and its environment.

UU wants to be a *world class university*. However, it does not explain the reason for this. In fact, as turns out by reading on, the reason of none of the strategies, planning etc is explained. Maybe they seem self explaining to the writer. However I question a lot if not all of these statements.

UU wants to be best in everything. According to the Shanghai-Ranking the UU is number eleven of best universities in Europe. However in all statements about being leading and the best it is never explained why or how or for whom.

According to a yearly inquiry from Elsevier magazine Dutch professors rated UU as the best dutch university for education since a few yrs.. So, if we look at UU we look at the best, everything else is worse. Students seem to show growing satisfaction.

7.2.2.1 BOARD

Raad van Toezicht (RvT)(English?)

There are not real scientists in the RvT. There are two professors, but one is from Price Waterhouse Coopers, professor of accounting, and the other has held political and management functions. It is not clear why he is professor. One is CEO of DSM, another is director of VNO, the organization of businesses. So it is public service, economy and business that leads the UU.

College van Bestuur (CvB) (Board of Directors)

mr. Yvonne C.M.T. van Rooy (chairman) earns 255.000 Euro per year. As I have read somewhere: *Why would you want to be a scientist if you can be his boss?* She studied law and worked for the NCW, a christian employers union. She then went into politics as member of parliament, the European parliament and as minister for foreign trade. (I did not know we have one).

prof. dr. J.C. Stoof, 225.000 Euro per year. A real scientist, biochemist with research in neurology, neuropharmacy. Eehm, why do I think it is a bit suspicious somebody doing pharmacy related research is taken from Amsterdam, named dean of the faculty of medicine in Utrecht and then later promoted to Rector Magnificus? Was there nobody in Utrecht who could do the job? (note: in 2011 a new rector magnificus was appointed who seems to be a “real” scientist).

prof. dr. H.M. Amman, 214.000 Euro per year. Economist. He has been professor of 'Computational Economics and Finance' in Eindhoven. There he was also dean of the faculty of management of technology.

My opinion is that these are not the kind of people I like to rule a university. I would fire them and help them find a job at SHELL. Sadly movement is reverse, people from business are named to rule our precious scientific institutions.

7.2.2.2 MISSION

The mission is stated as:

- Academic education of young people;
- Education of new generations of researchers;
- Education of academics to combine with professional skills;
- Research “grensverlegend”
- Contribute to the solution of problems for society.

7.2.2.3 FINANCE KEY FIGURES

Stress is increasing because of diminishing state funding. Further cuts in spending are inevitable.

Operational management is being concentrated and professionalized. It is not explained what this means.

INCOME

Total income is almost 800 million Euro per year.

Income from work for others is 213 million.

7.2.2.4 FIGURES ON RESULTS

7.2.2.5 EMPLOYEES

3.122 fte scientific staff

2.418 non scientific staff

7.2.2.6 FIGURES ON STUDENTS

There are 29.927 students.

Number of diplomas and the time spend on it is of prime importance.

Students at UU spend the least time on getting the bachelor diploma. It seems implicitly this is positive. The question what this means is not even raised. I can raise some. What does it mean for learning outside the minimum curriculum? Do students at UU choose less extra subjects? Does this mean they know less then students from other universities? Do they have a critical mind? Do they understand what science really is? Do they understand was is happening in the world and why and what the importance of their knowledge is? How did their personality evolve? Are they valued less or higher in looking for jobs? All questions unraised, unanswered.

7.2.2.7 EDUCATION

There are 45 bachelor educations, 119 masters and 32 educations for high school teachers.

Number of diploma's: 8.508 total of which 4.128 bachelor.

Bachelor students obtained a medium of 42.3 points out of 60 in the college year 2008-2009, this is 70%.

There were 6.398 new bachelor students. This seems to be a bit higher than before, so estimate 6000 new students a couple of years ago. So there are some 1800 students that don't reach their bachelor diploma. What happened? Are those the dumb ones, did they not have enough money or motivation? Did they not like it? Did the university fail? Did they switch study or university? If someone switches study is he counted again as new? Did these drop-outs get some results which serves them and society anyway, also without the bachelor diploma? I would like to know.

It is stated results are getting better. It is not explained how this is measured.

It is stated that the number of foreign students should grow. It is not explained why. It is even stated *quality has no nationality*, so why so much emphasis on foreign students and teachers? Nothing against it, in my opinion, but why this emphasis?

UU strives to a more ambitious studyculture. It is becoming boring, but it is not explained what is meant.

There are a lot of programs that seem to be initiated to make "things" better. Without saying we should not change anything, far from. Always check, evaluate and see what can be changed for the good. But here it seems a lot of these programs come out of the blue and I very much doubt they are based on good thinking and planning. In the annual report there is no explanation whatsoever. This has been happening in Dutch education systems almost continuously over the past 40 years., as far as I remember this started in 1968 with the famous *Mammoet Wet* in high schools. The only change there I ever understood is the cancellation of the *Middelbare Meisjes School, MMS* (highschool for girls!). It was replaced by the HAVO.

All phd studies are since 2005 divided over 6 graduate schools.

The studies cultural anthropology, social geography, (urban and rural) planning and the University College are named by students as the best in the Netherlands. Two masterstudies are named as best by students, development studies and biomedical science.

7.2.2.8 OPERATIONAL MANAGEMENT

There are 16 pages on operation management. The story is mostly about buildings, ICT, personnel. Little will be understood by the general reader, as me. Everything is more efficient than before and going to be more efficient next year.

EMPLOYEES

Scientific

permanent	1269
temporary	840
Assistant in Education (AIO)	909
Student Assistant	104
Total Scientific	3122

Total Non Scientific	2418
Total Employees	5540

Cost of buildings overall is stated as 75 million per year. This surprises me a bit. I am a laymen on the matter but nevertheless I can do some basic calculations.

Office space costs generally somewhere between €100,- and €200,- per square meter per year. Lets take €150,- as a mean. Now, a person needs at least 10 m², thus costing €1800,- per person per year. Thus for 5540 employees this would amount to roughly 10 million euro per year. There are 30.000 students that use class rooms and restaurants etc. But even if all the students would have their own permanent office, cost would be 54 million per year. Summed with the ten million this would be 64 million. But ofcourse students only occupy a seat in a classroom for a couple of hours per week, thus sharing 2 m² between 2 or 3, which in any way is just a fraction of the calculated.

Anyway, it could be that all this can be very well explained. But I would really like to know.

Which raises the new question:

Where Does the Money Go?

7.2.2.9 FIGURES ON SCIENCE

There is fundamental and applied research. Second and third flow of money is now the bulk of income. Cooperation with organizations and commercial companies and is very important. Income from this for research is 200 million, of which third flow is 160 million.

There have been 500 dissertations (of which 200 medical) and 7.452 publications (of which 2595 are medical). It seems one third of research is medical. My question is: for what? Does it serve the Dutch health, health in developing countries, or does it serve mainly the pharmaceutical industries? It is known that life expectancy depends mostly on a small number of factors, like the danger around birth, child vaccines and of course enough and healthy food. Then there are of course a number of infectious diseases like malaria, cholera, tuberculosis and AIDS. The lack of birth control is a world wide problem. Resistance of most if not all of bacteria is increasing rapidly and we are close to loose effect of antibiotics. This resistance is mainly caused by the wide spread use of antibiotics in industrial farming in the western world. The Netherlands is one of the biggest users with its very large scale and dense industry of pigs, cows and chicken. and thus one of the most guilty causing resistance. Somehow I suspect that research at UU is not directed to these main causes of illness and death world wide. Maybe a short revision of only the titles of the dissertations and articles could shed some light on the matter.

Climate science is an important item at UU. That sounds good and it is of uttermost importance. But revising the Climate-KIC project which is a spearhead for UU shows a focus on business, entrepreneurship and co-operation with multinationals as Shell, DSM, Bayer, Schiphol a.o. It gives the impression that UU believes everything can be solved by developing new products, helping students to set up their own companies and doing research so the multinationals can develop new products. The tragedy is turned into profit.

Number of publications is of prime importance.

Visitations (audits) have been done on a number of "vakgebieden". The audits are done according to the Standard Evaluation Protocol (SEP), a system developed by KNAW, NWO and Dutch universities. Every research institute is being audited once every six years. The reports are on the website of UU (link?).

Income from research

KNAW	0.9
NOW	41.8
total second flow	42.7
non commercial	85.5
Commercial	71.4
total third flow	156.9
TOTAL	199.6

7.2.2.9.1 FACULTIES

There are 7 faculties:

- Faculteit Geesteswetenschappen
- Faculteit Recht, Economie, Bestuur en Organisatie
- Faculteit Bètawetenschappen
- Faculteit Geneeskunde / Universitair Medisch Centrum Utrecht
- Faculteit Geowetenschappen
- Faculteit Diergeneeskunde
- Faculteit Sociale Wetenschappen

7.2.2.9.2 FOCUSING

UU focuses on 15 core themes. As with all it is stated this is important for a number of reasons, but it is not explained why.

Important themes are:

- life sciences, combination of the medical centre, faculty of veterinary, life sciences of the beta faculty;
- Sustainability, base in geo sciences. KIC program.

The Climate-KIC seems to be very much a program turning the climate problem into business. This I profoundly detest.

Areas of focus:

1. Brain, Cognition and Behaviour
2. Cardiovascular Research
3. Conflicts and Human Rights
4. Coordinating Societal Change
5. Cultures and Identities
6. Drug Innovation
7. Earth and Sustainability
8. Epidemiology
9. Foundations of natural Science
10. Growth and Differentiation
11. History and Philosophy of the Sciences and Humanities
12. Infection and Immunity

13. Information Technologies in Science and Society

14. Life Sciences and Biocomplexity

15. Origins and Impacts of Institutions

The development of the Utrecht Science Park at The Uithof is mentioned frequently (23 times) as being very important. It is being developed by 5 organisations: Universiteit Utrecht, UMC Utrecht, Hogeschool Utrecht, provincie Utrecht, gemeente Utrecht. (that is university, academic hospital, university(?) of applied sciences, province and city). It is said to be a dynamic knowledge centre with a lot of *high-tech companies*. Focus is on two subjects: Life science and sustainability. Objective is *kennisvalorisatie*, making money out of knowledge. This does not seem to me an objective a university should want.

Danone(!) will establish a new innovation centre for specialised food.

There is a combination with RIVM, TNO and DELTARES.

Development of business skills for students is considered important and actively being promoted and taught..

7.2.2.10 INTERNATIONAL CONTACTS

Very important seems to be international contacts. Students from other countries come to study or do phd's. Students from UU visit foreign universities. Foreign scientist come to work at UU. All kinds of international contacts are being pursued through membership of international organisations. I wonder why? Is this so evident in itself? I think it is very good if it serves science or education to exchange students and scientists, but it seems now this is presented as a goal in itself. No explanations are given.

7.2.2.11

7.2.2.12 GETTING MONEY

A lot of attention is being paid to get funds from different sources. This seems to involve lots of people in administration and take much time from the researches themselves. I would like to know how much. Getting funding from commercial companies is an important matter.

7.2.2.13 COMMERCIAL ACTIVITIES

A lot of importance is being considered the number of patents and also the number of commercial startups UU is involved with.

7.2.2.14 DANONE

The most ridiculous of all I read is the happiness with the foundation of a research centre of Danone at the Uithof. What the hell do we want with yoghurt research? It is known the UMC is/was involved with "research" on probiotics. But we have bacteria in our bowels for millions of years without even knowing and they did fine so far. Besides the results seem only applicable to expensive yoghurts in western supermarkets. And results of that are very doubtful until now. Or will some miraculous result come out of the Danone Academy? I doubt it. With millions of people dying of malaria, tuberculosis, aids, if nor for plain hunger I strongly think we should divert our attention to more urgent and important matters.

some quotes:

Vestiging van het Centrum voor Aarde en Duurzaamheid

De Universiteit Utrecht heeft recent samen met TNO, KNMI, Deltares en KWR het Utrecht Centrum voor Aarde en Duurzaamheid (UCAD) opgericht. Dit centrum bundelt en ontwikkelt kennis die bijdraagt aan een duurzame maatschappelijke ontwikkeling en zal projecten initiëren op het brede terrein van Aarde en Duurzaamheid. Hierbij gaat het om zowel de fysieke staat van onze aarde (klimaat, ecosysteem) als om socio-economische factoren die leiden tot (over)exploitatie van grondstoffen, milieu en ruimte. December 2009 vond het officiële openingssymposium van UCAD plaats.

Climate Knowledge and Innovation Community (Climate KIC)

De Universiteit Utrecht heeft de positie om binnen Europa leidend te zijn op het gebied van het klimaat.

De universiteit streeft ernaar dat de kennis die ze ontwikkelt optimaal wordt benut door bestaande of startende bedrijven of organisaties.

De Universiteit Utrecht Holding bv is een honderd procent dochteronderneming van de universiteit. De Universiteit Utrecht Holding bv beheert de aandelenbelangen in werkmaatschappijen en investeert in spin-off bedrijven van de universiteit. Daarnaast beheert en exploiteert zij octrooien namens de universiteit.

De deelneming U-Cytech BV heeft na een goede start voor het eerst in haar bestaan dividend uitgekeerd, Cavadis BV heeft nieuwe investeerders aangetrokken en Galapagos NV start fase II klinische studies met Nanocort(R) voor de behandeling

van reumatoïde artritis en multiple sclerose. Nanocort(R) is een door Farmaceutische Wetenschappen en Enceladus Pharmaceuticals BV ontwikkeld geneesmiddel dat aan Galapagos in licentie gegeven is.

7.2.2.15

7.2.2.16 WHAT IS NOT IN THE REPORT

Ofcourse there is a lot not in the report, but I will mention two items of which I think that should have been explicitly mentioned and explained as it seems to me these should be the most important driving factors for a university nowadays. That is allways next to free research and education. Of course this is kind of a dilemma, the choice between completely free research and wanting to direct resources to research important problems. I cannot make up my mind on this matter but I am convinced this should be discussed.

MULTIPLE CRISES FACING THE WORLD

There is no mention of the multiple crises that are raising havoc in the world, like the economical/banking crisis, food crisis, climate crisis and related social struggles etc. No mention of the role of UU on the matter, except for the fact that UU could be *leading* in climate science. Being *leading* seems the most important, and the subject just accidentally happens to be climate science.

MOTIVATION

There is no mentioning of the search of young people, if not all, for what they like to do, what they think is important, where they think they are good at and

the combination of this all and how this searching process takes place. What is their **motivation** and what is important to become good in something?

7.3 STRATEGIC PLAN

7.4 CODE OF CONDUCT

7.5 RULES FOR RAAD VAN TOEZICHT

7.6 REFERENCES

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probiotica

8 CURRENT PROPOSALS

9 REFERENCES

Remark: add internet links to the sources where possible.

I do not suggest I read all this stuff, but it gives an idea of what is out there.

Wet op het hoger onderwijs en wetenschappelijk onderzoek

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9.1.2 PAGES

Ken Robinson
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