

Academic education and research on the right path

The Academic Education and Research division of the AOb arose from the *Vereniging van Academics bij het Wetenschappelijk Onderwijs* – the VAWO academic union, which was established in 1963. In this paper we have outlined our view of developments in HR policy in the Academic Education and Research division. We have established the following areas of attention:

1. The lagging in the number of employees compared to the growth in student numbers and research obligations has led to a worrisome work pressure. The biggest problem we have picked up on is the far-reaching work pressure of academic staff, leading to the quality and continuity of academic education being jeopardised and a long-term vision for academic research being impeded.
2. Because a distinction is increasingly being made between academic staff with a lecturing task or a research task, the link between academic education and academic research is coming under increasing pressure.
3. In addition, there is still a far-reaching flexibilisation of the labour force and there should be a better career perspective for early career scientists.
4. Diversity policy in universities is persistently lagging behind. Statistics relating to female/male differences clearly show this; but even when viewed more broadly there seems to be a lack of a balanced composition of the labour force.
5. We have also noted that in many places there is an increasing degree of a socially unsafe work climate.
6. The Academic Education and Research division is firmly committed to academic education and research without borders whereby attention is paid to international cooperation, exchange and the explicit goal of increasing diversity. Internationalisation must not be a goal in itself, but must be conducive to achieving an inclusive university
7. The last point of concern relates to an adequate funding system and an increase in the government contribution per student to the level of 2000. After 3 decades of public management, the model of the university as a cookie-cutter production line is an obsolete model. The current financing models contain perverse incentives with regard to returns on study, internationalisation and increased pressure on academic integrity on behalf of academic productivity.

The ensuing spearheads for the Academic Education and Research division for the coming five-year period are therefore:

- 1. Reducing work pressure**
 - 2. Retention of the link between academic education and research**
 - 3. More tenure appointments and a better career perspective for early career scientists**
 - 4. Equal opportunities and a good diversity policy**
 - 5. Social safety**
 - 6. Academia without borders with accessible representation**
 - 7. An adequate funding system based on task setting instead of production**
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