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Respect, Recognition, Remuneration and Support for Academic Staff: Implications for Professional Identity, Meaningful Work, Commitment, and Student Experiences

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References

Baty, R. (2015). Academia or Business? A number of changes were reported such as:

- Student as learner to student as consumer
- Increasing levels of management central and bureaucracy
- Neglecting organisational structure changes

Uncertainty at work, in any profession, is counter-productive to the development of organisational commitment and loyalty (Meyer et al., 2010).


A mismatch between identities emerged from the data, where academics reported to participate in practices that involve research engagement and good teaching pedagogy. This is evident in a context that prioritises the maximisation of investment, a focus on the financial outputs of students. The literature suggests that this is a common experience in for-profit institutions where faculty staff have little authority or influence with the focus on managerial boards (Baty, 2009).

In the current case study, the reported fulfilment trajectory for participants required them leaving their current institution in pursuit of a better teaching and research relationship.

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The outcome of this mismatch is that staff intention to turnover is reported highly; a number of interviewees are developing an exit strategies. Commitment to the organisation was not high.

The result of the case study, the reported fulfilment trajectory for participants required them leaving their current institution in pursuit of a better teaching and research relationship.

A number of changes were reported such as:

- Student as learner to student as consumer
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In any profession, uncertainty at work is counter-productive to the development of organisational commitment and loyalty (Meyer et al., 2010).

In their research, Bunce et al. (2016) report that academics interviewed wished to prioritise their own development. They recognise that their personal brand, reputation, and kudos is linked to research outputs. These priorities are not shared by their institution.

The case study HE provider is a private institution and so is focused on the generation of profit rather than on good pedagogy, professional development. Students are positioned as consumers rather than learners. In their research, Bunce et al. (2016) report that students adopting a consumer identity are academically weaker.

Wenger (1998) asserts that participation in shared practices at work are instrumental for individual and team success. The mismatch between academics and management noted in this study is likely to be associated with staff dissatisfaction and reduced organisational commitment (Bush, 2015).

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