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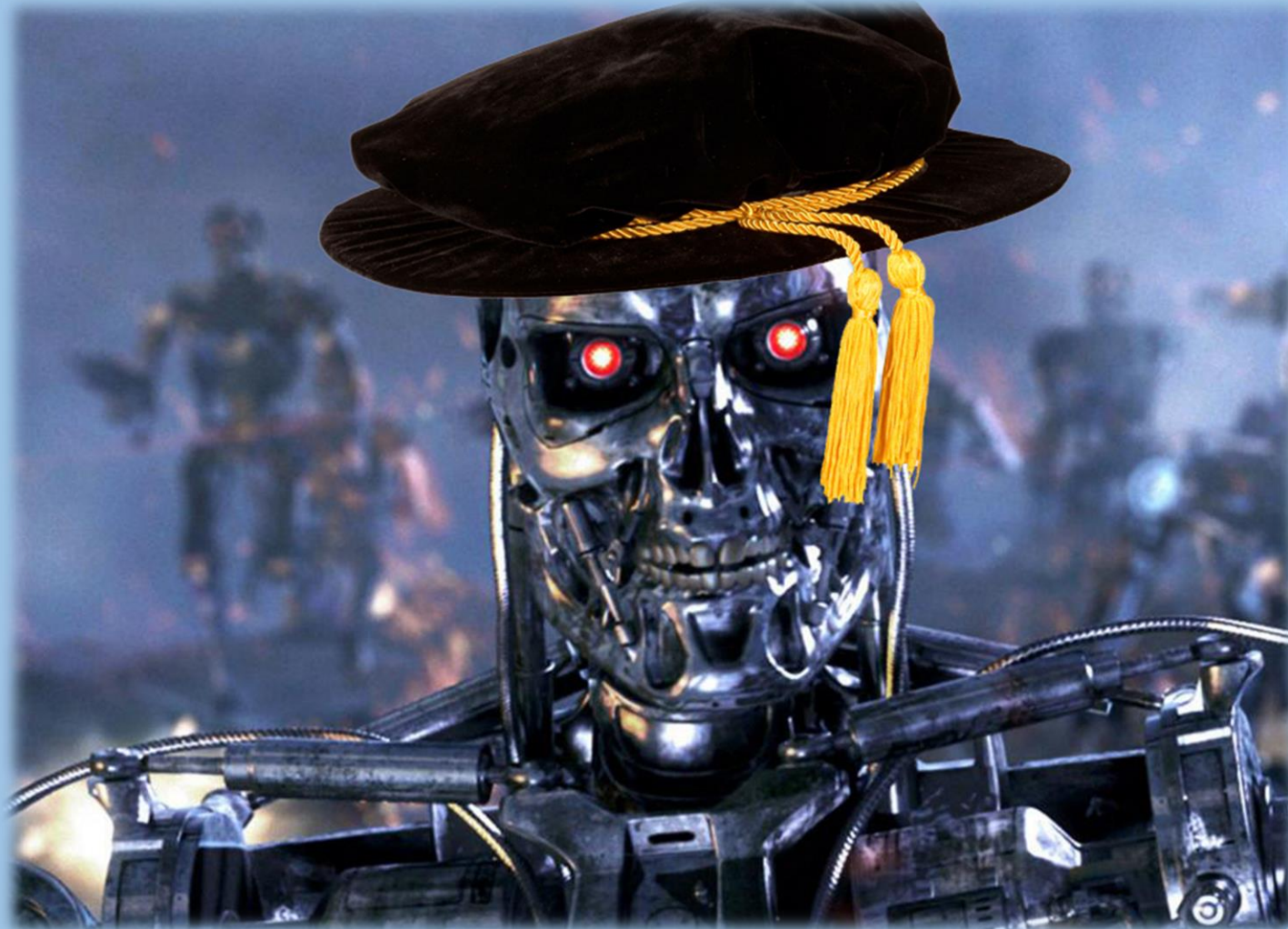
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Rage against the Machine

The twilight of the autonomous academic

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Aim of this Paper

*The aim of this paper is to explore **academic perspectives** on how increased consumerisation and Managerialism impact on academic autonomy with respect to teaching international students*

Managerialism & Bureaucracy

- An increased focus on centralisation has led to the rise of managerialist ideology
 - power into the hands of a few university managers
 - demoralised and alienated academics
 - reduced autonomy

(Schapper and Mayson, 2004)
- Marketization leading to increases in managerial power, more administrators, more administrative forums, policies and practices that are irrelevant and/or undermine good research and education (but look good)

Institutional Empathy

- Accurately perceiving another's experience from within *their* frame of reference – grasping the meanings and emotions they ascribe to events (Rogers, 1959)
- Lynch (2011) institutional empathy: how does an organisation think and feel – demonstrated in policies, practices, norms and so on...
- We ask her question in *our* context: Do institutional policies and practices allow a place for empathy towards the students subject to its intervention?

International Student Experience

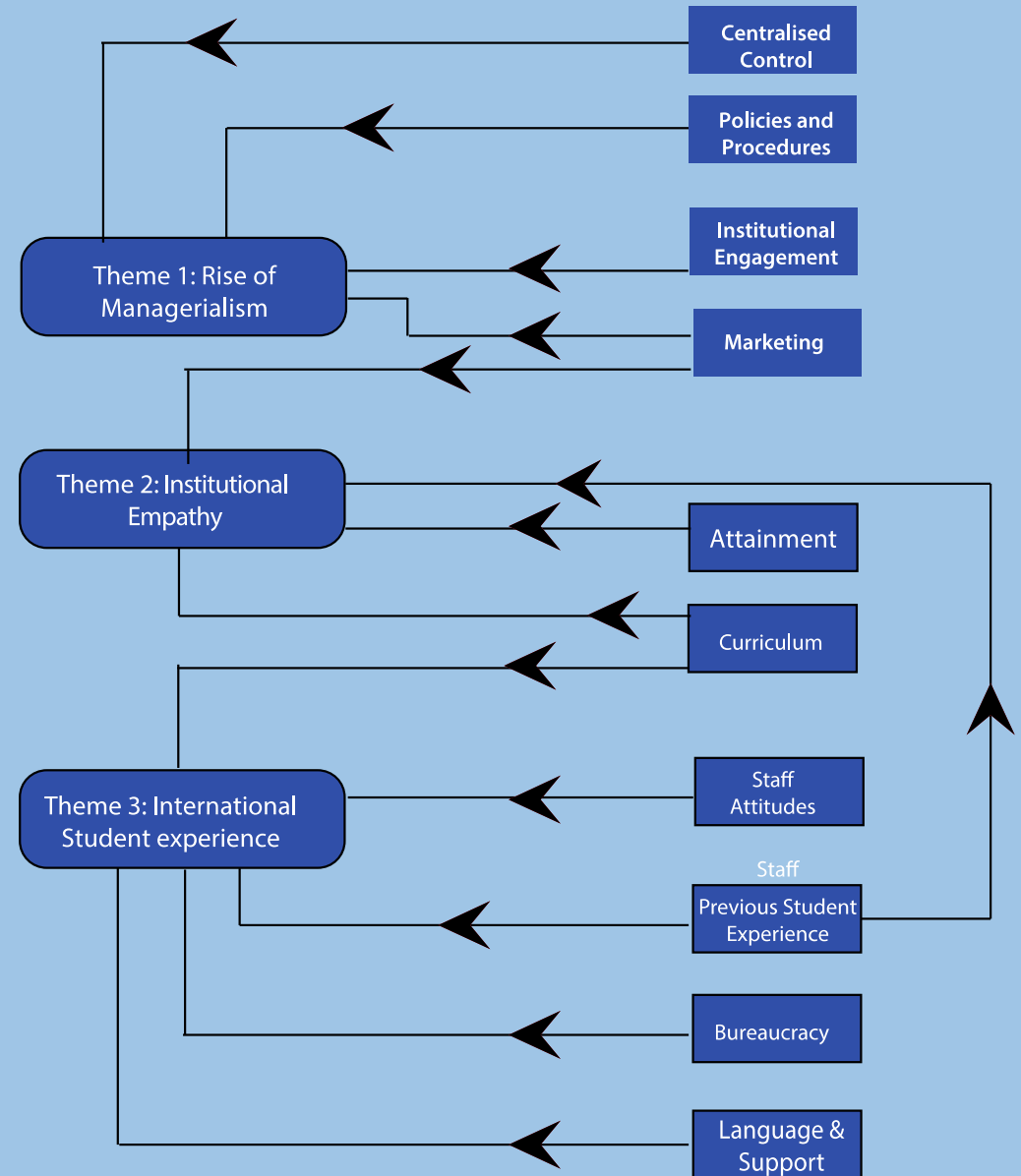
- Widespread recognition that UK pedagogy causes difficulties for international students (Turner, 2006)
- Five Pillars: Cultural consciousness, resources, moral responsibility, cultural bridging, HE curriculum (Jabbar and Hardaker, 2013)
- Why don't we change?

Research process

- 3 UK Business Schools
- 22 Business School Academics
- Minimum 3 years experience

Three emerging themes

- Qualitative approach
- Template Analysis
- Priori Template
- NViVO Coding for higher codes
- Three main themes to emerge



Theme 1 – The rise of Managerialism

I get very frustrated, because sometimes it seems that the managers who come up with bright ideas are not the ones who actually have to do them."

I could say more and more, the institutions turning to be more bureaucratic. It's removing the opportunities for people like me to engage with students as individuals

The problem is that over time there is more and more bureaucracy, there is less and less discretion [...] it's much more of a directed job

There are more rules about how long a piece of coursework should be [.....] rules, rules, rules

We are at the stage now, where we are driven by quality systems as opposed to developing the student experience



Theme 2 – Institutional Empathy

It becomes a numbers game, but numbers mean it becomes a financial gain, which is jobs for you and me

I think we can't meet our standards, so I think maybe sometimes every School needs to sacrifice the quality of the students to get more students to come in to join the school

In terms of our Chinese students we (the organization) do not adequately recognise what they needed



This organisation seeks to portray a happy learning environment, where you can succeed if you work; but in my experience a lot of that is not true

Theme 3 – International Student experience

I'm not sure what goes on in China, but quite a number of them repeat anything and only has anything to do with the question by accident

This Institution is very slow to adapt to change, like most institutions

They don't really understand a lot of things I think there is a lot of pressures, not just for me but other lecturers at the university to make sure they succeed



The training I had was designed and delivered by people who have never stood in front of the students from any background and it was probably designed by somebody who probably read the definition from a text book

Discussion points

- There is more managerialism
 - Reduced academic autonomy
- There is more bureaucracy
 - There is less time to enact one's autonomy
- Lack of institutional empathy
 - Difficult to enact behavioural empathy
 - No incentive to do so!
- International student experience is reduced
 - Culturally unresponsive pedagogy
 - Fools gold – expectations versus the reality

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