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Author

LEISYTE, Liudvika

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Abstract

The expectations and demands with respect to teaching and research have been changing for universities due to changes in their institutional environments. Born out of changing national research policies and modern governance arrangements, efficiency, effectiveness and output-oriented cultures have become increasingly important. In this article we ask the question of what the consequences of these changing institutional environments are for the teaching-research nexus as experienced by academics at universities. We explore the changing practices of teaching and research in eight research units in research-led universities in England and The Netherlands. The sources of our empirical investigation are documentary evidence as well as interview data from 48 academics in biotechnology and medieval history. Our findings suggest that teaching and research are increasingly falling apart as two distinct activities. Success or failure in research acquisition and performance

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assessments has serious implications for the work portfolios in terms of teaching and research load of the research units. (HRK / Abstract übernommen) Leisyte, Liudvika, E-Mail: 1.leisyte@utwente.nl