

Table 1. Indicative envisaged changes to academic professionalism in France, by dimension (as identified by Evans 2011), in relation to specific policy reforms or changed circumstances/trends.

Dimension of academic professionalism (as shown in Figure 1) conjectured to change	French higher education policy or practice shift or initiative				
	PRES	AERES	ANR	Governance	<i>Nouveaux étudiants</i>
<i>Behavioural</i>					
Procedural	Adoption of new procedures relating to funding applications & administration	Adoption of new procedures that are integral to the evaluation mechanisms	Adoption of new procedures relating to funding applications & administration	Adoption of or compliance with new governance-related procedures	
Productive	Increased collaborative/ co-authored output	Increased research output; Increased time/attention on course provision		Increased administrative activity	Increased time on: teaching planning; professional development
Processual	Wider collaborative interaction & work practices	Greater focus on research activity that corresponds with the new evaluation system; Increased focus on documentation that will be evaluated	Increased focus on research-related activity in line with funding priorities identified by the ANR	Greater proportion of academic practice devoted to administrative processes	Adoption of new teaching approaches; Participation in professional development activity as a new element of practice
Competential	Widening of skills/ competences required for: <ul style="list-style-type: none"> • collaborative working • strategy development • strategic working 	Enhancement of skills required to produce work of the required standard (e.g. analysis, writing) & for coping with the evaluation mechanism	Enhancement of skills required to prepare successful funding applications	Enhancement of skills required to carry out administrative tasks	Enhancement of skills required to teach in a manner that engages students and caters for differentiated needs

(Continued.)

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	PRES	AERES	ANR	Governance	<i>Nouveaux étudiants</i>
<i>Attitudinal</i> Perceptual	<p>Changed perceptions of the 'other' sector(s) (university academics of the <i>grande école</i> sector, and <i>grande école</i> academics of the university sector);</p> <p>Changed perceptions of the nature, process & purpose of research;</p> <p>Changed perceptions of different methodologies and disciplinary traditions and knowledge bases;</p> <p>Changed perceptions of institutional/ organisational affiliation and of the unit of affiliation</p>	<p>Changed perception of academic practice and of its components;</p> <p>Changed perception of evaluation systems and procedures</p>			<p>Changed (widened) perceptions of the typical French higher education student profile;</p> <p>Changed perceptions of the purposes and benefits of teaching;</p> <p>Changed perceptions of what the learning process should involve;</p> <p>Changed perceptions of the role of higher education teachers and of what teaching should involve</p>
(E)valuative	<p>Altered valuing of collaborative & inter-institutional work</p>	<p>Changes to the value placed on research as a component of academic practice;</p> <p>Re-prioritisation of practice that is required for the evaluation process</p>			<p>Changes to the value placed on: (a) undergraduate teaching; (b) issues related to the democratisation of higher education (e.g. social justice; equality of opportunity; access to higher education)</p>

(Continued.)

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	PRES	AERES	ANR	Governance	<i>Nouveaux étudiants</i>
Motivational	Altered motivation levels; Changes to factors that influence motivation; Changes to morale levels; Changes to sources of job satisfaction	Altered motivation levels; Changes to factors that influence motivation; Changes to morale levels; changes to sources of job satisfaction	Altered motivation levels; Changes to factors that influence motivation; Changes to morale levels; Changes to sources of job satisfaction	Altered motivation levels; Changes to factors that influence motivation; Changes to morale levels; Changes to sources of job satisfaction	Altered motivation levels; Changes to factors that influence motivation; Changes to morale levels; Changes to sources of job satisfaction
<i>Intellectual</i> Epistemological	Widening of the knowledge bases drawn upon/utilised		Changes to the knowledge bases drawn upon/ utilised		Widening of the knowledge bases underpinning teaching practice
Rationalistic	Increased need to rationalise decision-making		Increased need to rationalise decisions/ proposals		
Comprehensive	Increased understanding of other institutions / sectors/ disciplinary traditions, etc.; Increased methodological and substantive understanding	Increased understanding of what needs to be done to satisfy the requirements imposed by the evaluation system	Increased understanding of what needs to be done to secure research funding		Increased understanding of students' differentiated needs; Increased understanding of the principles and practice of teaching that engages
Analytical	Increased capacity for analysis through development of analytical skills				Increased need for reflective practice that incorporates analysis of what worked and what did not work, and why