

The Managed Academic: Performance Metrics and Identity Transformation among Faculty in Massified Higher Education

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Abstract: The expansion of higher education has intensified the use of performance measurement that effectively altered the role and identity of the faculty. Reliance on quantifiable factors such as research output, student ratings, and teaching success has been criticized in terms of its influence on the autonomy of the faculty and the profession. Though such changes can prove important to comprehend, there is a gap in the research in comprehending how such metrics can influence faculty at the individual level. This gap is what this research aims to address by exploring what impact that performance indicators have on faculty identity and autonomy in massified higher education systems. Peer-reviewed articles published during the period between 2015 and 2026 were analyzed using the systematic literature review (SLR) methodology. The significant findings are that the performance measures, despite being supposed to promote accountability and improve the performance of an institution, are may lead to the process of narrowing the faculty roles and the shift in professional identity. Professional staff is being pressurized to incorporate their educational activities into the institutional goals at the cost of their autonomy. The implications of these findings suggest that the performance measures, as important as they are to institutional judgment, need to be reconsidered to become less strict, and supportive of the complexity of faculty performance to foster a moderate approach to faculty freedom and institutional requirements.

Keywords: Higher Education, Education Leadership, Identity Transformation, Massified Higher Education.

1. Introduction

Massification is a rising trend in higher education, which has brought huge changes in the way an academic institution is organized and run. As more students enroll, faculty roles have been changed as faculty members tend to become more performance-oriented in nature. This change has serious consequences for faculty identity and academic practice, which affect individual career patterns as well as institutional performance (Beerkens & van der Hoek, 2022). In this respect, the aspect of the correlation between performance measures and faculty identity is vital in the analysis of how the academic faculty is adjusting to the requirements of the massified higher education systems.

Massification of higher education, more so since the late 20th century, has been motivated by the rising accessibility to education and demand to allow universities to host a more diverse and a bigger number of students (Tight, 2019). Faculty whose main aim used to be research and individualized teaching are now expected to have an additional workload in terms of teaching, student assessments, research, and administrative duties. Such expectations are often pegged on institutional performance

indicators, including publication counts, grants, and student success rates, which have been the primary indicators of academic success (Rabovsky, 2012).

Nevertheless, the growing use of measures to assess academic performance has been questioned with respect to their impact on faculty identity. The increasing use of quantitative assessment of success by institutions is resulting in the increasing danger that faculty members will understand their academic identity as getting narrowed down to more numbers, which may result in an identity transformation that is more of an institutional than a personal or academic values. Despite the relevance of such concerns, these performance-measuring changes have posed a big research gap on how such changes are influencing the faculty on an individual level (Van Waeyenberg, Peccei & Decramer, 2022).

The proposed research satisfies this gap and addresses the notion of how performance measures influence faculty identity of massified higher educational systems. This paper seeks to determine the way in which the faculty negotiate their professional identities with respect to the growing institutional demands through observing the lives of the faculty members working in different fields. The research serves the purpose not only to investigate what precisely is the metric that causes identity transformation, but also to comment on the consequences of identity transformation to general academic activity and autonomy. Ultimately, the proposed study results in an improved understanding of the issues that faculty face in the massified higher education environments, and illustrates about how performance indicators can change the academic profession.

2. Literature Review

2.1. Performance Metrics and Faculty Identity in Massified Higher Education

Massification of higher education has led to the necessity to focus on performance measures more in order to know about the productivity and effectiveness of the faculty (Akalu, 2016). These pointers that tend to highlight measurable outcomes, such as research articles, teaching records, and service donation have changed the professions of faculty members. The shift to the data-driven forms of assessment has caused the rebranding of the academic identity since the faculty can possibly feel compelled to transform their attitudes and orientation towards the expectations of the institution.

Growth of reliance on performance measures in massified higher education has transformed the factor of teaching and learning to measurable products, and that has impacted faculty identity (Javadi & Azizzadeh, 2020). The faculties are inclined to possess the disengagement of individual educational values and the institutional demands in academic existence (Hokka, 2023). This mismatch can result in institutional requirements and professional values clashing in this way, redefining the faculty's conception of their jobs. The effects of these changes are job satisfaction, motivation, and academic well-being, in general.

2.2. Theoretical Framework: Governmentality and Structuration Theory

The Foucault (1977) concept of governmentality is a very important critical insight into the influence of institutions on the behavior of an individual by measuring it on

performance. Foucault explains that power is running in rather decentralized processes that control actions of people without their direct coercion. When applied to higher education, performance metrics can be used as a means to normalize and control activities of faculty. These measures serve as disciplinary mechanisms with the members of the faculty internalizing the expectations of the institution and modifying their behaviors to meet the institutional expectations. By that means, performance metrics are not merely indicators of the faculty performance but directly impact the choices and actions of the members of the faculty as they can establish the standards of measurement that faculty members will feel obliged to follow.

Conversely, the structuration theory by Giddens (1984) supports the duality of both structure and agency that structure is not directed by an individual but rather by an individual on the structure, and structure by the individual. Member of the faculty are not merely imposed with performance scales but they rather engage in negotiations of their identities within institutional expectations framework. Although it is possible that performance measures can change the behavior of the faculty members, they have agency in how they can define and act upon these expectations. It is through this form of negotiation that a more dynamic and interactive perspective on the faculty identity may be had, in which one may make themselves adaptable to the institutional requirements and in the process take charge of themselves inside these institutions. The two theories emphasize on the interplay between institutional power and individual agency in contributing to the experience of faculty members in the massified higher education.

2.3. Institutional Pressures and Faculty Autonomy

Conflict between the institutional pressures and the faculty autonomy gets even more acute as the performance metrics become increasingly more widespread in massified higher education (Vican, Friedman & Andreasen, 2020). Organizations are now more concerned with measures that emphasize on quantifiable results, including research output and student satisfaction. These forces may force faculty members to concentrate in areas that they can easily quantify and in so doing, they fail to consider other areas of their academic work that are harder to quantify like teaching innovativeness or community involvement (Finkelstein, Conley & Schuster, 2016). This manner makes the focus on performance metrics limited to academic freedom, where the faculty members might perceive compelled to align themselves with the institutional interests instead of acting in their academic best interests.

Nevertheless, there is no absolutely unilateral relations between performance measures and faculty autonomy. Based on the theory of structuration of Giddens (1984), the faculty members do not passively receive the institutional pressures, but they negotiate, and debate them. Faculty are also empowered to either redefine or rebel against some of the elements of performance metrics that are not in line with their personal values or professional objectives (Anderson & Cohen, 2018). In this regard, the faculty autonomy is not completely removed but actually reformulated to the performance-based higher education. Members of the faculty constantly bargain their professional identities, claiming they have had autonomy in reaction to institutional pressures, and discover the means of making their own academic values correlated to the demands of the institution.

2.4. Consequences for Faculty Identity and Professional Development

The implications of the alterations in the faculty identity due to the influence of the performance measures are significant outcomes of professional development and academic wellness (Steinert, O'Sullivan & Irby, 2019). Performance expectations may cause the scope of focus to become reduced, with the faculty concentrating on the activities that are more easily measured, such as publishing in high-impact journals or raising student ratings. Such shift may cause the marginalization of other aspects of academic work, e.g. interdisciplinary research, teaching innovation, or community outreach, which are not necessarily as readily measured by performance metrics (Lehtonen & Yang, 2025). As these faculty members internalize these metrics, their sense of professional identity becomes bound that more to their capacity to achieve these measurable outcomes and they have a potentially skewed sense of their position in the institution.

Moreover, the growing dependency on performance measures can affect faculty well-being in a negative way. This is because the pressure of performing according to the expectations of the institution may cause burnout, stress, and loss of job satisfaction (Torkaman et al., 2017). Self-regulation as explained by Foucault (1977) can lead to internalization of such pressures by the members of the faculty so much that when they find themselves incapable of fulfilling the prescriptions, they become anxious or frustrated. Nevertheless, the focus on agency by Giddens (1984) is a counterpoint, and it suggests that the faculty members are allowed to claim certain extent of control over the development of their professionalism through the active negotiation of responding to the institutional forces. This current negotiation enables the faculty to re-construct their professional identity where institutional expectations and personal academic values are combined in a more holistic and sustainable sense of professional identity.

2.5. Gap in Literature

Although substantial literature has been found on the effects of performance measures on faculty members and faculty identity, limited research has been conducted on how agency of faculty and institutional pressures intersect in massified higher education. The role of negotiations of individual faculty with the expectation of performance, especially in various fields and different institutional settings, has never been fully explored. This is the gap that is filled in this research because it examines the transformation of faculty identity in reaction to performance measures.

3. Research Methodology

3.1. Research method

The study took a qualitative and interpretative design to look at professional performance measure and its effects on faculty identity in the massified higher education. It examined how faculty self-perception and their professional roles are affected by metrics like student evaluations, research output, and teaching effectiveness. The research was based on secondary information, comprising peer-

reviewed articles, institutional records, and policy reports. The complexities of the faculty experiences were best suited by this methodology, which is commonly used to capture the complexities in situations where quantitative measurements tend to dominate the qualitative dimensions of the academic work and identity formation among the faculty.

3.2. *Research Design*

This paper provides a Systematic Literature Review (SLR) of any interdisciplinary study published between 2015-2026 in massified higher education on the faculty identity and performance measures. Relevant literature was obtained in the important academic databases, including JSTOR, Web of Science, Scopus, and Google Scholar. The selection of the studies was based on the need to address their theme in relation to the convergence of the performance indicators, faculty roles, identity change, and the higher education policy. The transparency, coherence, and replicability of the methodology are ensured through the SLR method. The provided design assists in synthesizing the literature in the fields of education policy and organizational studies thematically to provide a complex framework in the understanding of the experiences of a faculty in massified academic settings.

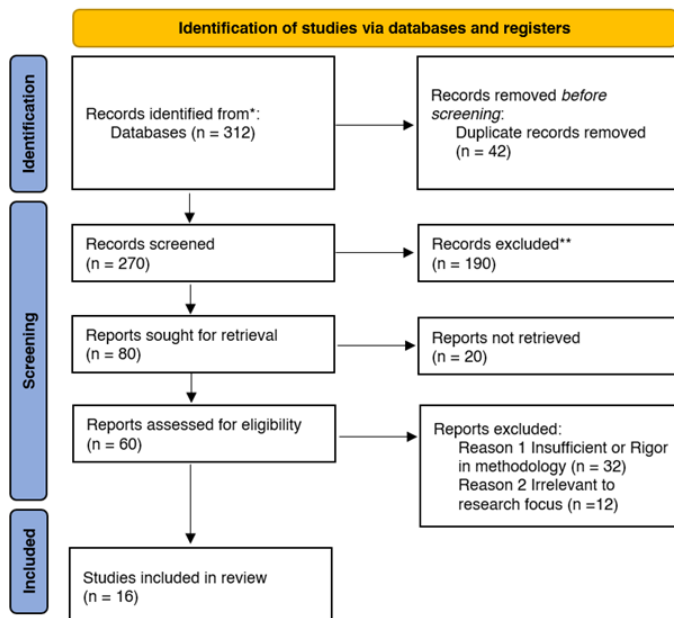
3.3. *PRISMA Framework*

The following study was conducted in accordance with the PRISMA (Preferred Reporting Items to Systematic Reviews and Meta-Analysis) checklist, that fits perfectly well the best practices necessities of the systematic reviews. PRISMA framework enabled it to make the process of review clear, structured, and predictable. It was also used to sample, analyze, and subjectively find relevant literature on faculty identity and performance measures in massified higher education. The PRISMA guidelines have provided a clear way of retrieval and analysis of data, and the resultant final report has been consistent, and it has been able to interpret the results appropriately.

Keywords that were utilized to conduct the systematic literature search were as follows: faculty identity AND performance metrics and higher education, academic freedom AND faculty roles, and massification AND professional transformation. Peer-reviewed articles that were published within the past ten years were searched. The studies that were relevant to the problem of the impact of performance measures on faculty identity and participation in massified higher education were filtered based on their relevancy. It was extracted upon the processes, respondents, and the findings in the context of the experiences of the faculty, identity change, and the relevance of performance metrics in the context of higher education.

A total of 312 studies were found. Once we eliminated duplicates ($n = 42$), we looked at the titles and abstracts of the 270 remaining papers. As a result, 190 articles were left out because they did not fit the criteria, leaving 80 articles for the next review step. 20 articles were not retrieved leaving 60 articles for eligibility. 44 papers were then excluded due to insufficient methodology and irrelevant research focus. Finally, 16 papers were left for review.

Figure 1: The PRISMA Framework for the Selection of Studies for Analysis.



3.4. Inclusion Criteria

The reviewed articles included peer-reviewed journal articles, policy research, and studies that were published after the year 2015 on the impact of performance metrics on faculty identity in massified higher education. Only studies that analyzed the roles of the faculty, identity change, effects of performance measurement, and academic freedom were added. The chosen sources were connected with the interdisciplinary areas of study, including education policy, organizational studies, and higher education administration. Theoretical literature reviews and empirical studies associated with faculty identity, performance measures, and the experiences of faculty working in massified academic settings were taken into account.

3.5. Exclusion Criteria

Articles that were not directly related to the role of the performance metrics in the identity of the faculty or the experience of the faculty in massified higher education were not considered. Other sources, such as grey literature and conference papers, theses/dissertations, and publications before 2015, were also not included as they lacked peer-reviewing. Articles that did not consider faculty identity but just the performance measures, and those that failed to cover the context of higher education, have not been included in the review.

3.6. Analysis Method

The qualitative synthesis method was used to carry out thematic coding to examine the sampled studies. They were found to have repeated themes and patterns of faculty

identity, measurement of performance, transformation of the performance of the faculty, and academic freedom, which were identified and classified manually. This would enable critical analysis of the data; hence the findings would be in agreement with the research objectives. The approach offered an in-depth insight into the impact of performance measures on the faculty identity and professional roles in massified colleges and universities.

3.7. Ethical Considerations

The secondary information utilized in this study was limited to the available peer-reviewed scholarly materials that were available online. The obtained citations were sent back to the academic integrity and research ethics. As no primary data gathering was involved, and there were no human subjects, no question of ethics was involved in the consent of the people involved and the data collection process. The study adhered to the ethical standard of honoring the faculty experiences, in which the explanation of the faculty identity and professional change was responsive to the complexity and variety of the academic work in the massified institutions of higher education.

4. Findings and Analysis

It was revealed in the discussion that the performance indicators are relevant to the faculty identity and professional roles in massified higher education. The critically obtained results showed that the reliance on such measures as student assessment, research, and teaching performance affected the attitude of faculty to the professional identity, and high priorities were put on such aspects as accountability and productivity. It was found that the level of impact depended on the performance measures in use, the institutional environment, and the faculty area. Such results show that, despite the fact that performance metrics are expected to fill teaching and research results, they also lead to a change in faculty identity, and the conflict between institutional and academic freedom can even emerge.

4.1. Selected Studies for Analysis

The literature to be analysed about the effects of the performance measures on the faculty identity of a massified institution of higher learning was very good to meet the PRISMA requirements of a methodical analysis. The articles under analysis not only disclose the gaps in the research literature, but also enable the possession of the entire picture of how performance measures may influence the role of the faculty and identity building in the contemporary higher education setting. The selected literature may be applied to provide partial insight into the complicated interplay between the elements of the professional autonomy of the faculty, the institutional demands, and the effects of massification. The summary of the study is presented in Table 1, below.

The following table (Table 2) synthesized four important themes found in the sources reviewed and illustrates the interactions between the performance measures, transformation of faculty identity, institutional pressures, and professional autonomy in the massified higher learning setting. These themes are important in illuminating how the growing focus on measurable results has influenced the roles of faculty, changed their academic identities, and affected their professional autonomy in contemporary institutions of higher education.

Table 1: Summary of Selected Studies.

Citation	Aim / Title	Findings	Codes
Deng et al. (2026)	Digital human teachers and their role in personalized language education and engagement.	Personalized learning, engagement, sustainability.	Digital Human Teachers, Accessibility, Engagement, Sustainability
Neufeld and Rigby (2024)	Exploration of autonomy and independence in faculty and resident engagement.	Impact of autonomy on performance and well-being.	Autonomy, Independence, Performance, Well-being
Molina-Pérez and Moreno-Medina (2025)	Teacher autonomy and its effect on professional identity in education systems.	Effects of quantification and accountability on teachers.	Autonomy, Professional Identity, Accountability
Namaziandost et al. (2024)	Impact of teacher immunity and emotion regulation on professional identity.	Link between emotional regulation and professional identity.	Teacher Immunity, Emotion Regulation, Professional Identity, Autonomy
Msiza, Ndhlovu and Raseroka (2020)	Lecturer experiences of assessment in massified educational systems.	Challenges of massification in teacher assessment.	Massification, Teacher Assessment, Educational System
Tlali, Mukurunge and Bhila (2019)	Impacts of massification on quality assurance in education.	Quality assurance challenges due to massification.	Massification, Quality Assurance, Assessment
Kwok (2025)	Poststructural analysis of market-driven massification in higher education.	Market influence on educational policy and practice.	Massification, Market-driven Education, Poststructuralism
Yang and Tai (2026)	Transformation of master's education and internal quality assurance in Taiwan.	Role of internal quality assurance in educational transformation.	Master's Education, Internal Quality Assurance, Transformation
Zhang (2025)	Ethnographic study of managerialism in Chinese higher education.	Impact of managerial practices on faculty roles and work.	Managerialism, Chinese Higher Education, Faculty Practices
Huang, Pang and Yu (2018)	Faculty responses to managerialist reforms in China.	Academic identity and faculty adaptation to reforms.	Managerialism, Faculty Identity, Reform Response
Naveed (2025)	Social cues and their effect on perfectionism in early-career scholars.	Perfectionism among scholars shaped by social pressures.	Perfectionism, Early-career Scholars, Social Cues
Wang and Jamil (2025)	Teaching satisfaction under China's tenure-track system for early-career faculty.	Commitment and constraint in faculty roles.	Tenure-track, Early-career Faculty, Teaching Satisfaction
Malilliln and Caranguian (2023)	Guidance on managing educational systems and practices for transformation.	Academic transformation through system management.	Educational System Management, Academic Transformation
Abeysirwardana and Jayasinghe-Mudalige (2021)	Role of performance indicators in transforming research institutes.	Agile transformation and performance management.	Performance Indicators, Agile Transformation, Research Institutes
Maimela and Samuel (2016)	Perception of performance management in distance education.	Challenges of performance management in distance learning.	Performance Management, Distance Learning, Academic Staff
Kallio et al. (2016)	Impact of performance management on academic work in universities.	Challenges of performance management in academic work.	Performance Management, Academic Work, University Staff

Table 2: Themes and Descriptions.

Themes	Description	Studies
Theme 1. Impact of Performance Metrics on Faculty Identity and Autonomy	This theme examines how performance metrics influence faculty members' sense of identity and autonomy within massified education.	(Deng et al., 2026; Molina-Pérez & Moreno-Medina, 2025; Namaziandost et al., 2024; Neufeld & Rigby, 2024)
Theme 2. The Role of Standardized Assessments in Shaping Faculty Roles in Massified Education	This theme focuses on how standardized assessments influence the professional roles and teaching responsibilities of faculty.	(Kwok, 2025; Msiza et al., 2020; Tlali et al., 2019; Yang & Tai, 2026)
Theme 3. Adapting Faculty Identity to Institutional Demands in a Performance-Driven Culture	This theme explores how faculty members adjust their professional identities to meet institutional expectations under performance-driven cultures.	(Huang et al., 2018; Naveed, 2025; Wang & Jamil, 2025; Zhang, 2025)

Themes	Description	Studies
Theme 4. Transformations in Academic Teaching and Research Practices under Performance Management Systems	This theme investigates the changes in academic teaching and research practices as a result of performance management systems.	(Abeyasiriwardana & Jayasinghe-Mudalige, 2021; Kallio et al., 2016; Maimela & Samuel, 2016; Mallillin & Caranguian, 2023)

4.2. Data Analysis

4.2.1. Impact of Performance Metrics on Faculty Identity and Autonomy

The place of the performance measures in faculty identity and autonomy has been a matter of immense concern, as far as massified higher education is concerned. In place to assess the level of effectiveness among the faculty, performance measures present a lot of pressure on the academics that not only impacts on their professional identity but also their autonomy. Deng et al. (2026) raise the subject of the significance of individualized digital identities in developing long-term engagement in sustainable learning, and faculty members can feel the suppression of their identities by predetermined performance metrics that focus on results and demand an individualized and personalized approach to teaching. In the same manner, Neufeld and Rigby (2024) address the issue of autonomy versus independence in the academic setting and say that the issue of high dependency on the performance metrics to the detriment of the faculty's interest and health can be solved through greater autonomy of the faculty.

The same point of concern is reflected by Molina-Pérez and Moreno-Medina (2025), who mention that the logic of quantification and accountability takes away professional autonomy of teachers, to the point of them losing their sense of their professional identity. Moreover, Namaziandost et al. (2024) disclose how outside influences affect the emotional control and autonomy of teachers regarding their professional self and motivation within the conditions of the stakes-based performance. Combined, these findings suggest that the promotion of performance indicators may result in the fragmentation of identity and the destruction of academic autonomy, which, in its turn, has an effect on faculty satisfaction and productivity.

Higher education performance measure has effects on faculty identity and autonomy as it affects the behavior and self-identity. Based on the concept of governmentality, these metrics are instruments of control which direct the actions of the faculty, and expectations as well as limit their freedom. The resulting effect of such a process in most cases is the disintegration of professional identity as the faculty members are subjected to pre-established norms that revolve around quantifiable outcomes. Concurrently, structuration theory emphasizes on how faculty bargain these external forces, strengthening or confronting structures subjected to them. This relationship eventually influences their satisfaction, well-being and productivity in the academic environment.

4.2.2. The Role of Standardized Assessments in Shaping Faculty Roles in Massified Education

In a massified higher education institution, standardized testing is important in defining faculty in the institution. These are the environments where the student populations are increasing by a significant number and therefore the faculty is usually faced with

handling a considerable number of students and hence the use of standardized assessment as a means of measuring student achievement increases. Msiza et al. (2020) elaborate on the experiences of lecturers in teacher education institutions and explain the working experience as similar to the sausage factory because the process of assessment in massified systems is mechanistic. These examinations can be very efficient but not personalized in their approach, and this restricts the personalized feedback and help of the faculty. The focus on standardized assessment may result in the loss of professional agency and the loss of the ability to influence the pedagogical activity of faculty in ways that are consistent with professional identity.

Tlali et al. (2019) also discuss what standardized tests imply for massified education by exploring the challenge of quality assurance that standardized tests generate in institutions of higher education in Lesotho. The aim of these tests, which are meant to bring about consistency and comparability, can end up impairing the quality of education, as they render the freedom of academic practice limited. Kwok (2025) offers a poststructural approach, which is that market-driven forces are working on universal higher education to increase the dependence on standardized testing, strengthening a commodified approach to education. Also, the authors (Yang & Tai, 2026) explain how the phenomenon of standardized assessments in redefining the internal quality assurance mechanisms in Taiwanese universities has ultimately impacted faculty roles and responsibilities. Collectively, the aforementioned studies demonstrate that not only are standardized tests transforming the faculty positions, but they are also limiting their innovativeness and responsiveness to the needs of different students in the massified education settings.

4.2.3. Adapting Faculty Identity to Institutional Demands in a Performance-Driven Culture

The shift towards institutional performance demands on faculty identity is not an easy undertaking for the academics of massified higher education. With the increasing focus on performance metrics in institutions, faculty members have to identify with emerging demands. Zhang (2025) looks at the experience of Chinese higher education faculty who are adjusting to managerialism, exposing the conflict between institutional needs and conservative academic functions. This usually leads to change in faculty behavior and values, loss of professional autonomy. Huang et al. (2018) also emphasize the reaction of the faculty to managerial reforms in China, where they lose the sense of academic identity and adjust to the demands of performance that results in job dissatisfaction.

Naveed (2025) discusses how female academics under the social pressure of being in the early-career stage contribute to perfectionism in academia, which adversely affects identity. Wang and Jamil (2025) speak about the impact of a tenure-track system in China on faculty in the early-career, stating that, at the same time, they have a strong interest in teaching, institutional factors have an influence on the satisfaction and well-being of the faculty. All of these studies demonstrate that the adjustment of faculties identities to the expectations of the institution frequently undermines autonomy and satisfaction, and alters the academic roles to meet the institutional objective instead of individual and pedagogical ones.

4.2.4. Transformations in Academic Teaching and Research Practices under Performance Management Systems

Alterations in academic teaching and research activities within performance management systems have a considerable impact on the academic roles of faculty and academic settings. Mallillin and Caranguian (2023) present the discussion of performance management systems as a part and parcel of the transformation of academic practices, particularly in the environment of educational systems that focus on accountability and efficiency. They claim that these systems may result in standardization of the teaching patterns, which denies the faculty the opportunity to work in innovative or personalized strategies. Equally, Abey Siriwardana and Jayasinghe-Mudalige (2021) discuss how key performance indicators (KPIs) can help to transform performance management in research institutes when the emphasis on the measurable results in research can lead to innovation, though it can also suppress creativity when ineffective.

Maimela and Samuel (2016) discuss the perception of academic staff of open distance learning environments and how the focus on measurable outcomes may cause faculty demotivation and a lack of academic liberty. They observe that members of the faculty are usually put under pressure to achieve targets at the cost of the quality of pedagogy. Kallio et al. (2016) expand upon the influence of performance management in academic work in universities by arguing that the acceptance of performance-related metrics puts the ethos of academic work into question and puts an emphasis on meeting pre-set targets instead of intellectual work. All these studies demonstrate that performance management systems do result in major shifts in the teaching and research practices, with the emphasis often on efficiency instead of academic autonomy and innovation.

5. Discussion

As this paper showed, the increasing reliance on performance indicators at the massified higher educational establishment affects faculty identity and autonomy significantly. Faculty are being measured by objective measures such as student tests, research performance, and teaching efficiency. We have found that these metrics should enhance the work of the institutions and their accountability, but in many cases, they cause the loss of the functions of the former and the change of professional identity of the latter. The faculties are frequently found to be compromising with the institutions at the expense of their personal academic values and professional honesty. The pressure that faculty members are experiencing to reach the expectations of the institution and preserve their academic integrity is also brought out in the paper, with some of the respondents stating that there were adverse effects on job satisfaction and overall well-being. These findings are consistent with the overall literature about the predicament of massifying higher education.

The results of this study provide a critical view of the role of performance measures in making the change in faculty identity. The faculty position in universities and colleges is being reformulated with the shift towards a more quantifiable-driven teaching approach compared to the qualitative and individual method of teaching. The findings also show that this shift implies a reduction in faculty autonomy as they are put under pressure to align their academic operations to the interests of the

institution, i.e., being efficiency oriented and results oriented. Those aspects of their work that are easier to quantify, e.g., research publishing and student satisfaction rates, often force faculty staff members to pay more attention to those at the cost of other important aspects of an academic job, e.g., innovative approaches to teaching or their involvement in community activity. Such a shift in faculty identity is symptomatic of the further implication of institutional managerialism on higher education since faculty are now understood as human resources and less as a scholar who pursues intellectual endeavors (Neufeld & Rigby, 2024; Zhang, 2025).

The institutional pressure is internalized as well, and the correlation between the faculty identity and the performance measurements is even more complex. The structuration theory developed by Giddens (1984) assumes that the members of the faculty are not passive consumers of the situations imposed by the institution; they are negotiators of their identities under these circumstances. However, it could be that the room in this trade-off is limited by an increased focus on standardised testing and other performance metrics. The discrepancy between the expectations imposed by the institution and the professional identity of the members of the faculty can lead to the loss of their professional identity and subsequently impair their job satisfaction (Huang et al., 2018). In this case, the performance measures not only determine the competence of the faculty but also shape their understanding of how they should be successful academics, and it is, in a number of ways, the opposite of their personal intrinsic motivations.

The findings of the study are comparable to the already existing research on the effects of performance measurement on faculty roles and identities. Performance management systems are known to have a negative impact on faculty autonomy and well-being, as literature has indicated. As an example, Vican et al. (2020) discuss the problem of the increasing emphasis on measurable outcomes in academia, leading to the loss of academic autonomy, whereby the members of the faculty feel under pressure from the demands of the academic institution where measurable outcomes count. With such findings, Torkaman et al. (2017) discovered that job burnout and stress are common outcomes of performance measures within the academic context and can potentially harm the morale and professional interest of the faculty. These results are backed up by the current study, which indicates that the faculty identity is increasingly related to their ability to meet the standards of the institutional performance and lose their agency either on a personal or academic level.

However, as much as previous literature has comprehensively reported on the negative implications of the performance measures, this article has contributed to the literature by offering a nuanced understanding of the relationships between the forces of institutions and faculty agency. Based on Foucault's (1977) notion of governmentality and Giddens (1984) theory of structuration, the paper provides a theoretical ground upon which the imbalance of performance metrics by the outside world is explained, as well as the agency that the faculty members construct to counterbalance these restrictions. This fluid identity of faculty is in line with the research by Anderson and Cohen (2018), who assert that faculty members can protest or remake the expectations of the institution, though often a protesting faculty member faces extreme troubles, which transpire in massified educational institutions.

In conclusion, this paper has pointed out that performance measures have a massive impact on faculty identity and autonomy in massified institutions of higher

learning. Even though these metrics are expected to solve the issue of accountability and efficiency of the institutions, they are characterized by the tendency to reduce the role of the faculties, along with experiencing a shift in professional identity. There is increasingly growing pressure on the faculty workers to conform to the expectations of the institutions, and this can lead to a clash between their institutional and academic values. The findings suggest that a fairer approach towards performance assessment must be implemented in the higher education sector, in which the focus can be made on the aspect of academic freedom and the complexity of the faculty work process. Further research should examine how the negative effect of performance measures can be mitigated on faculty identity, which may involve developing more holistic, professionally free, and creative performance appraisal schemes.

6. Conclusion

This paper has led to the realization of the deep concerns relating to the faculty identity and autonomy in massified higher education due to performance measures. The more institutions are being founded on measurable factors such as student achievement, research productivity, and instructional efficacy, the more the researcher faculty are challenged to implement their professional identity as per the requirements of the institutions. The observations suggest that, inasmuch as the performance measures are aimed at institutional responsibility promotion and academic performance increment, they might lead to unintended narrowing of faculty work, which leads to a shift in academic identities. This change of identity tends to be associated with sacrifices in faculty autonomy as it reduces their ability to perform individualized instruction and creative research. The next aspect that is depicted by the study is that institutional demands may be perceived to be rigid by the faculty members, but they engage in a dynamic negotiation process. To some degree, one can say that this negotiation may be defined as the allowance of some sort of agency, which implies that the faculty can re-institutionalize their academic roles within the institutional context. However, the outcome of this fight over balance can be job disappointment and absence of academic freedom. In order to mitigate the impact of these negative consequences, the research suggests a less irreversible approach to the performance evaluation that has the potential to support the complexity of academic work and maintain the interests of the establishments.

6.1. Limitation

The first weakness of the study is that it used secondary data, and thus, it may not be comprehensive enough to include the personal, lived experiences of faculty members in diverse institutional contexts. The range of the research was also limited to the literature published in the last 11 years (2015-2026), which could exclude some of the emerging trends and perspectives.

6.2. Future Direction

Future studies may consider primary data by means of in-depth interviews or survey of the faculty members focusing on their own experience with the performance metrics. It would also be an interesting study to explore how performance management impacts faculty welfare and professional growth in the long run. Additionally, the

results of the study could be generalized by carrying out cross-cultural research to compare the experience of faculty in various countries and systems of higher education. Finally, a discussion of the alternative performance evaluation models that incorporate both faculty autonomy and institutional demands would provide some workable recommendations to the educational policymakers.

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