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**Abstract**

There have been significant increases in the number of universities and student enrollments in the last fifteen years in Ethiopia. The numerical gains have brought about improved access to higher education for students. The expansion has also diversified fields of study and opened opportunities to pursue higher degrees to a significant number of students. Furthermore, the opportunity created for the university staff includes increased university job security, positions in the university leadership and scholarships for PhD degrees. On the other hand, the downside effects of the massification have worsened the conditions of university teaching staff. Among others, it has resulted in increasing work load and extended work schedules for academic staff. A managerialist culture has evolved that measures teaching against instrumental outcomes. There is a sense of deprofessionalisation and deskilling among staff manifested in practices that are disconnections from professional knowledge, skills and attitudes. As staff are increasingly over-engaged, by taking more weekly class hours and

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managerial responsibilities, less 'down time' is available to keeping with developments in their fields of specialisation and practice (HRK / Abstract übernommen)