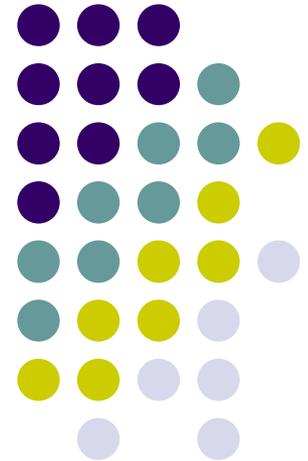


# ***Changing the landscape of researcher development: new outlooks on theory and theoretical perspectives***

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keynote address at the  
Researcher Education & Development Conference  
University of Leeds  
12<sup>th</sup> October 2017

Linda Evans  
University of Manchester, UK



# Spot the example(s) of researcher development

1. A part-time university teacher who is uninterested in research, unimpressed by research

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He decides he may like to try his hand at a little action research sometime in the future.

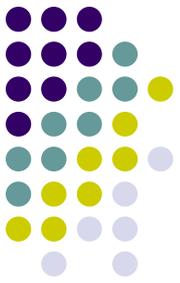
publication to be of 2\* standard.

# What is it we are developing?



- What researchers do
  - including: how *much* they do
- How and why they do it
- How well they do it
- What they know and understand
- Where and how they acquire their knowledge and understanding
- Their attitudes and perceptions
  - including their *self*-perceptions (i.e. their identities)
- What codes of behaviour they adhere to
- What purpose(s) they, and their research, perform(s)
  - including: what they do with their research

# doing research



## behavioural component

processual dimension

procedural dimension

productive dimension

competential dimension

## attitudinal component

perceptual dimension

(e)valuative dimension

motivational dimension

## intellectual component

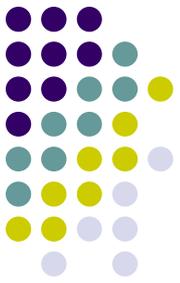
epistemological dimension

rationalistic dimension

comprehensive dimension

analytical dimension

# people's 'mode of being' as researchers



## behavioural component

processual  
dimension

procedural  
dimension

productive  
dimension

competential  
dimension

## attitudinal component

perceptual  
dimension

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dimension

motivational  
dimension

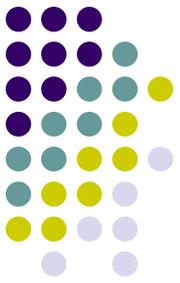
## intellectual component

epistemological  
dimension

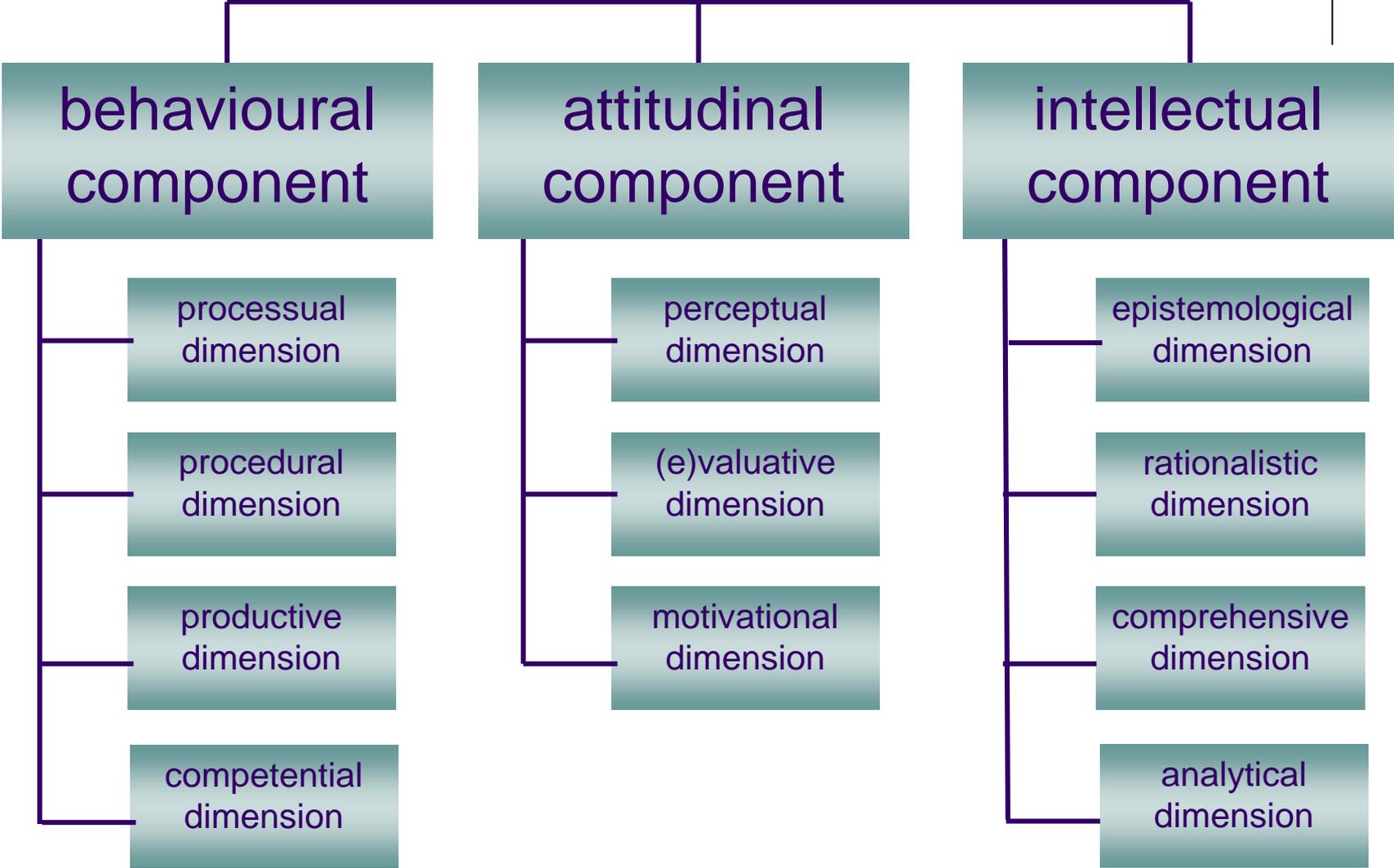
rationalistic  
dimension

comprehensive  
dimension

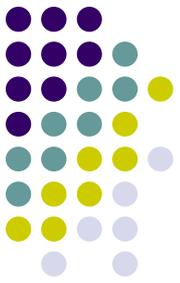
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dimension



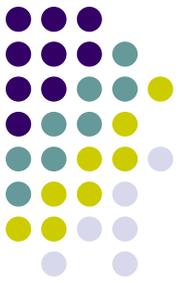
researcher  
'professionalism'



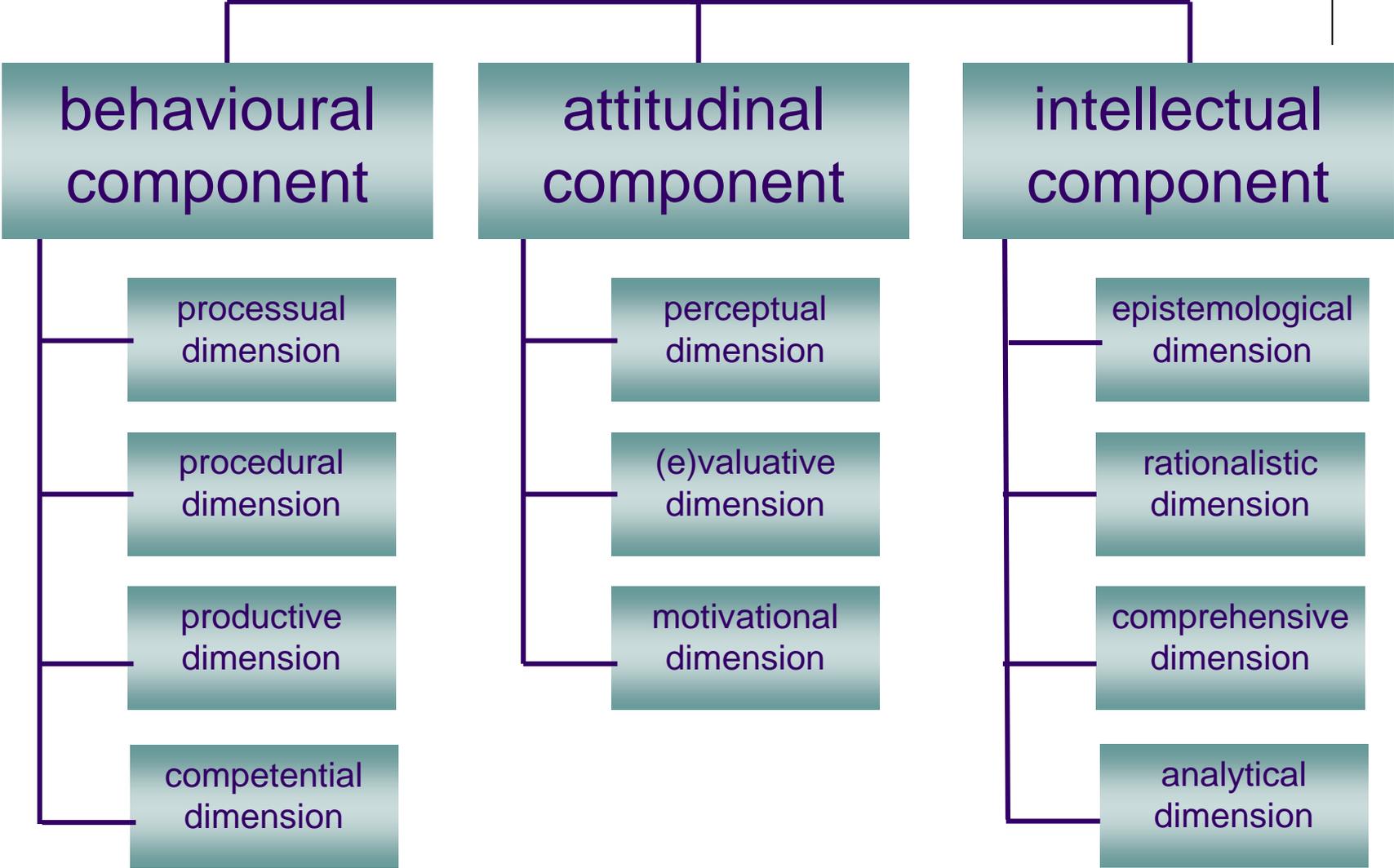
# What is it we are developing?



- When we talk of ‘researcher development’, *what*, precisely is it that we hope, expect, or try to develop?
- I suggest it’s researchers’ *professionalism*
  - as I interpret the concept.



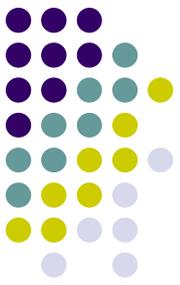
researcher  
'professionalism'



# Changing the landscape of researcher development scholarship

- One fundamental question:
  - How can researchers develop or be developed?
- Begs the question:
  - How does researcher development occur?
    - What does the researcher development process involve?
- We can't address these questions without addressing an underlying issue:
  - What do we mean by 'researcher development'?
  - What is researcher development?

# Freidson on professionalism and professionalisation



‘In order to think clearly and systematically about anything, one must delimit the subject-matter to be addressed by empirical and intellectual analysis. **We cannot develop theory if we are not certain what we are talking about.**

To speak about the process of professionalization requires one to define the direction of the process, and the end-state of professionalism toward which an occupation may be moving. **Without some definition of profession the concept of professionalization is virtually meaningless,** as is the intention to study process rather than structure. One cannot study process without a definition guiding one’s focus any more fruitfully than one can study structure without a definition.’

# Spot the example(s) of researcher development

## Which of the following are examples of researcher development?

1. A part-time university teacher who is uninterested in research, unimpressed by research achievement, and is not himself research-active, overhears a conversation in the senior common room in which two colleagues are discussing their recent research findings. Finding these of interest to his non-university work as a practitioner, he joins in the conversation, learns something that he considers to be of value and that he can apply to improve his practice, and becomes less sceptical about and dismissive of research, accepting that it can, indeed, be useful in developing practice. He decides he may like to try his hand at a little action research sometime in the future.

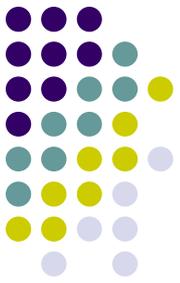
2. A doctoral student attends a workshop on how to use the bibliographic referencing system, *Endnote*, finds it very helpful, and henceforth uses *Endnote* for all referencing.

3. A researcher reads a book on how to win research funding and applies the lessons learned from reading this book to her next funding application. Her application is nevertheless unsuccessful.

4. A senior lecturer in a research-intensive university in the UK was not entered for REF2014 because his university's internal REF-preparation panel's assessment did not consider his publications to be of a high enough standard (all four proposed publications were graded 2\*). This senior lecturer is to be entered for REF2020 because three of his proposed publications are assessed internally as being of 3\* standard, and the fourth publication to be of 2\* standard.

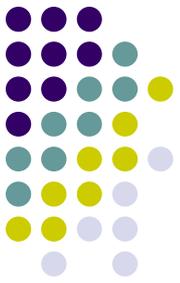
# What is researcher development?

## The definition

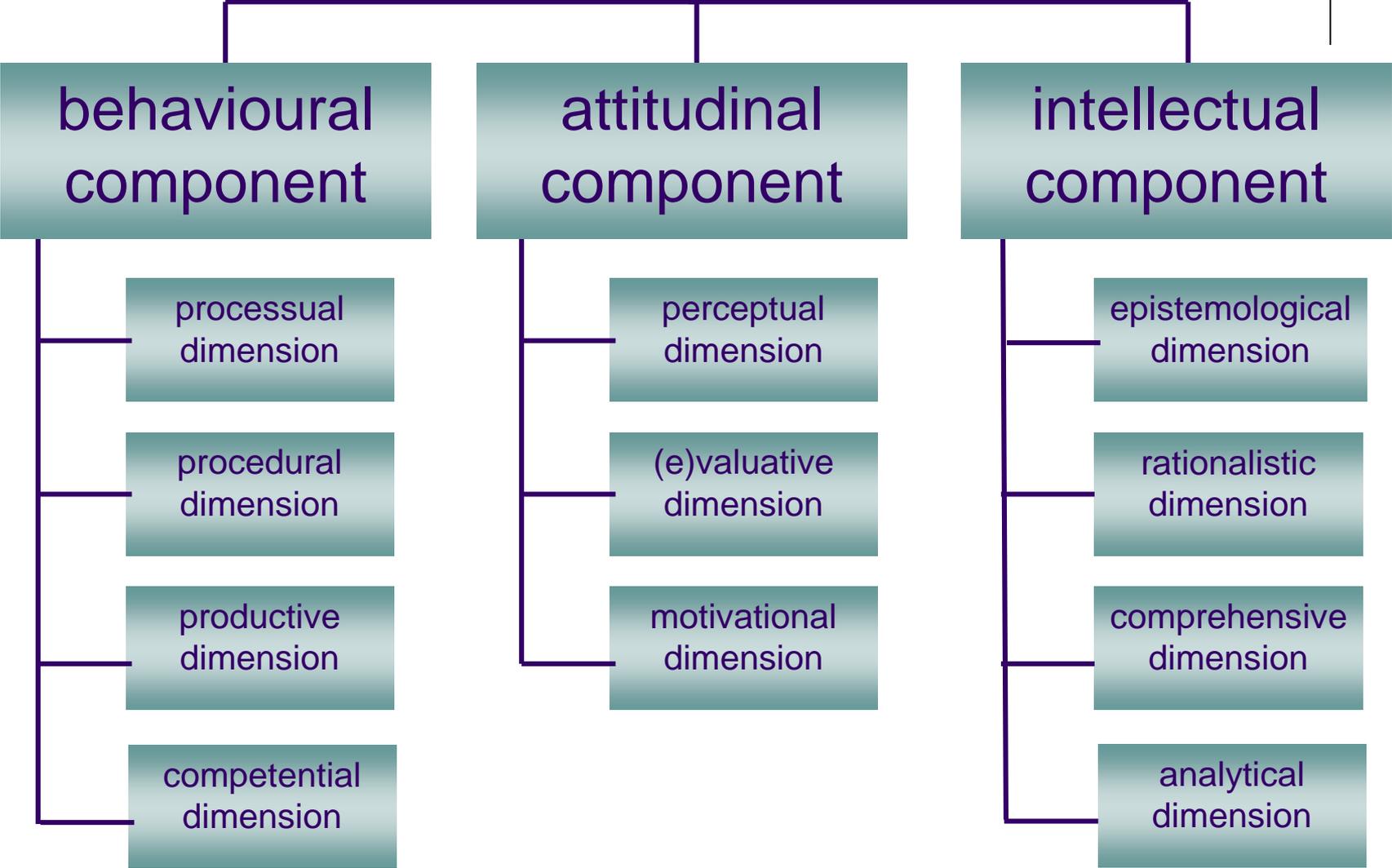


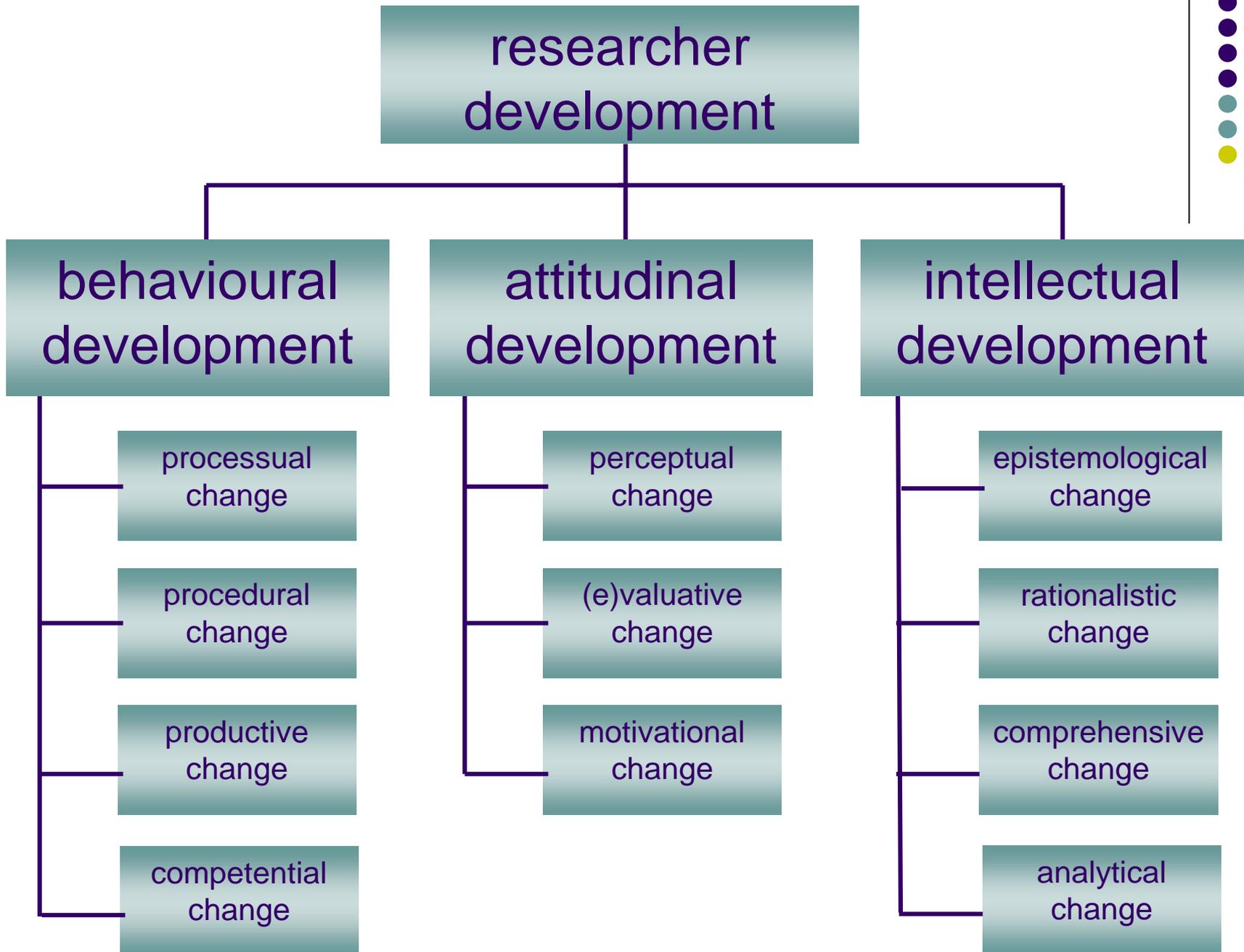
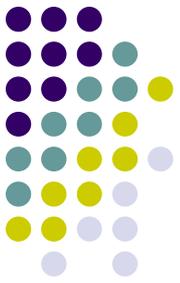
“Researcher development is the process whereby people’s capacity and willingness to carry out the research components of their work or studies may be considered to be enhanced, with a degree of permanence that exceeds transitoriness.”

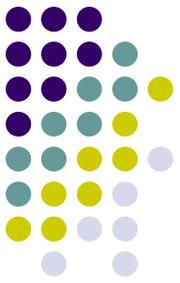
(Evans, L. (2012) Leadership for researcher development: What research leaders need to know and understand, *Educational Management, Administration and Leadership*, 40 (4) 432-435)



researcher  
'professionalism'







researcher  
development

behavioural  
development

processual  
change

procedural  
change

productive  
change

competential  
change

Behavioural development is:

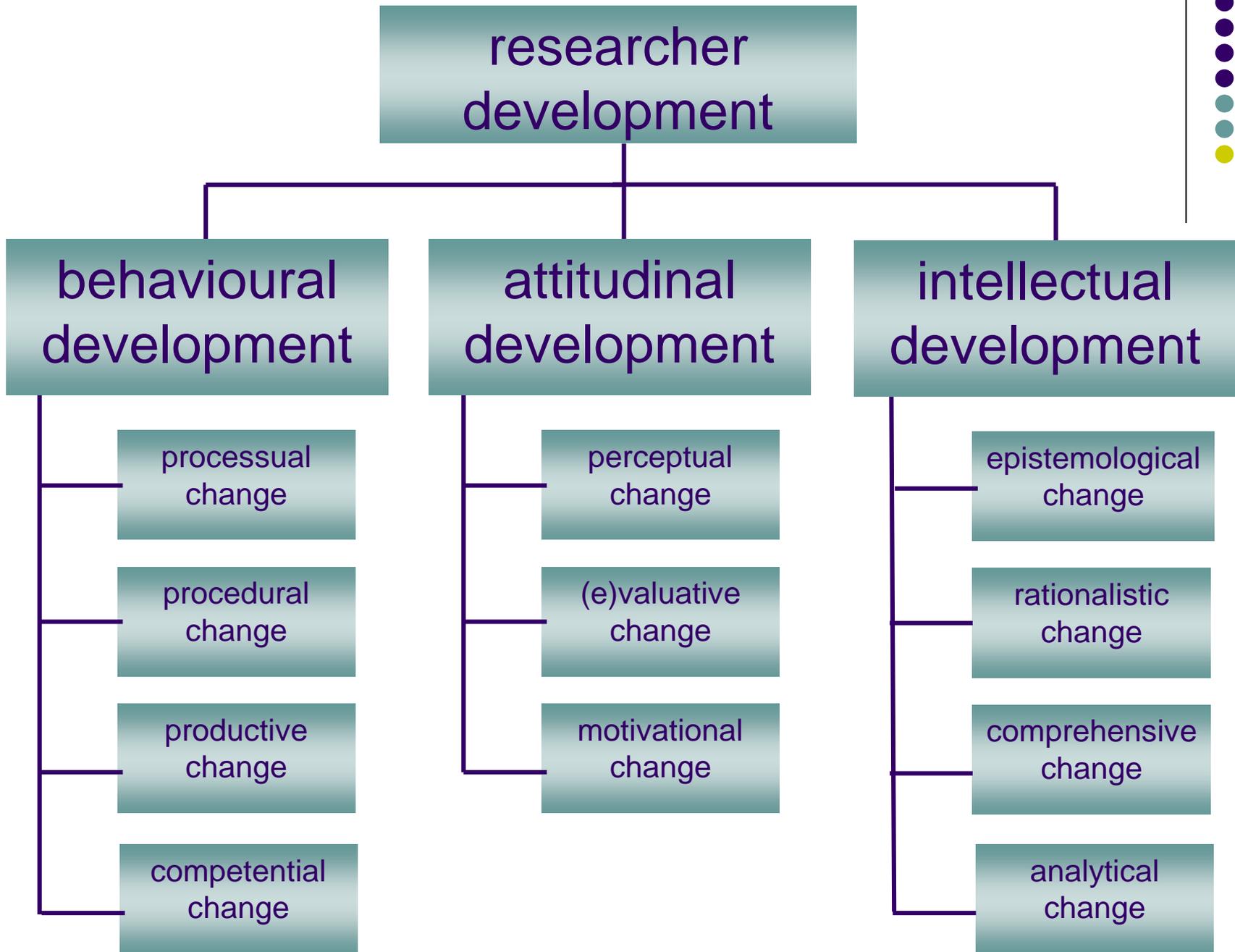
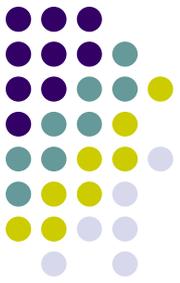
*the process whereby people's  
research-related behaviour or  
performance are modified.*

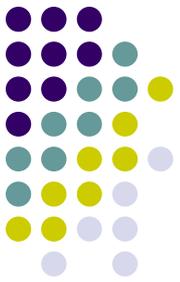
*Processual change* is about change in relation to the processes that constitute people's research practice – how they 'do' or 'go about' research-related activity.

*Procedural change* relates to changes to capacity to deal with or manage procedures within research-related practice.

*Productive change* refers to change to people's research output: to how much they achieve, produce or 'do'.

*Competential change* involves the increase or enhancement of research-related skills and competences.





researcher  
development

attitudinal  
development

perceptual  
change

(e)valuative  
change

motivational  
change

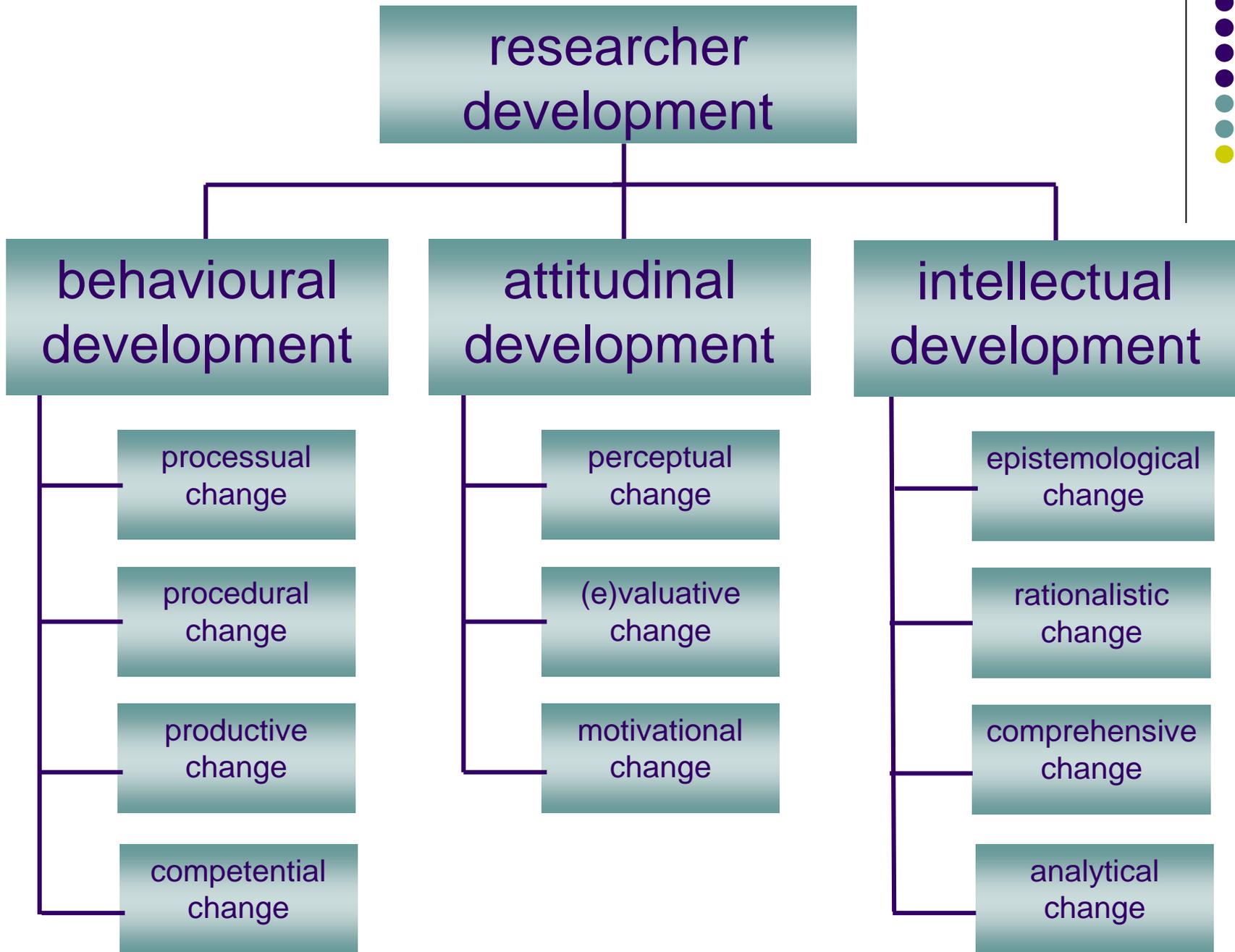
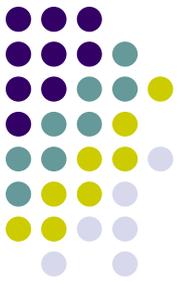
Attitudinal development is:

*the process whereby people's  
research-related attitudes are  
modified.*

*Perceptual change* refers to change in relation to people's research-related perceptions, viewpoints, beliefs and mindsets – includes **self**-perception.

*(E)valuative change* is about changes to people's research-related values, including the minutiae of what they consider important: i.e. what they value.

*Motivational change* refers to changes to people's motivation and levels of (job) satisfaction and morale in relation to research practice.





# researcher development

## intellectual development

epistemological change

rationalistic change

comprehensive change

analytical change

Intellectual development is:

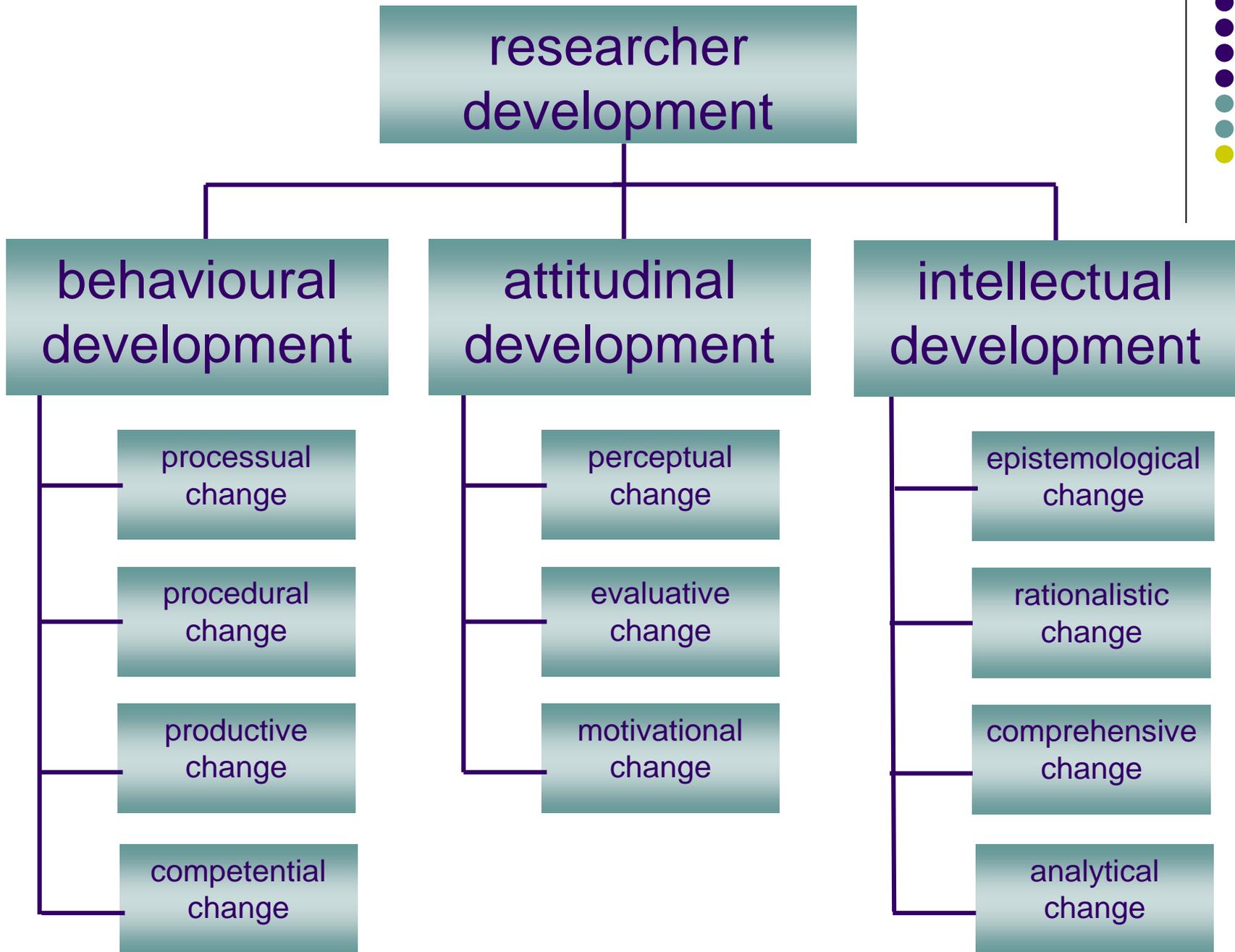
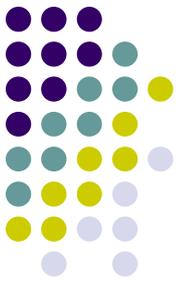
*the process whereby people's research-related knowledge, understanding or reflective or*

*comprehensive capacity or competence are modified.*  
*Epistemological change is change in relation to the bases of what people know or understand about research and research practice in their knowledge structures.*

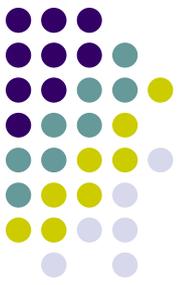
*Rationalistic change is about change relating to the extent of and the nature of the reasoning that people apply to their research practice.*

*Comprehensive change involves the enhancement or increase of people's research-related knowledge and understanding.*

*Analytical change refers to change to the degree or nature of the analyticism that people apply to their research activity.*



# Changing the landscape: What the field needs

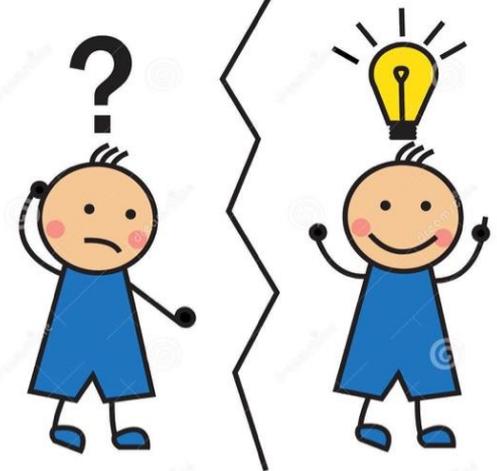


- More conceptual analyses of researcher development:
  - I have set the ball rolling
  - Who is keeping it moving?
- Greater conceptual clarity and definitional precision:
  - More definitions of researcher development
  - Clarity about what we mean by ‘researcher’
- We can’t examine processes if we don’t know what it is we’re dealing with.
- Greater understanding of how researcher development occurs:
  - The micro-level process of researcher development.

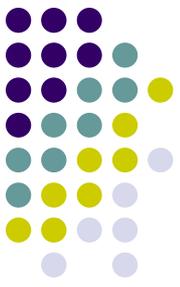
# How researcher development occurs



- 'Micro-level' development
- Occurs in individuals
- Relates to single 'episodes'
- 'Micro-level' researcher development is defined as:  
*individuals' acquisition, through a consciously or unconsciously applied mental internalisation process, of research-related knowledge and/or understanding and/or attitudes and/or skills and/or competences that, on the grounds of what is consciously or unconsciously considered to be its/their superiority, displace(s) and replace(s) previously-held knowledge and/or understanding and/or attitudes and/or skills and/or competences.*



# How researcher development occurs



- What are the contexts within which micro-level development occurs?
  - Workshops
  - Courses
  - Seminars and conferences
  - Reading
  - Mentoring



- These are all contexts within which 'explicit' learning or development occurs.
- Some of them are contexts for 'formal' learning or development.



Informal professional learning/development

coaching

mentoring

role modelling

implicit learning

situated learning

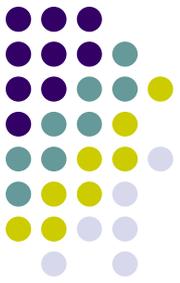
self-help groups

covert CPD

peer tutoring

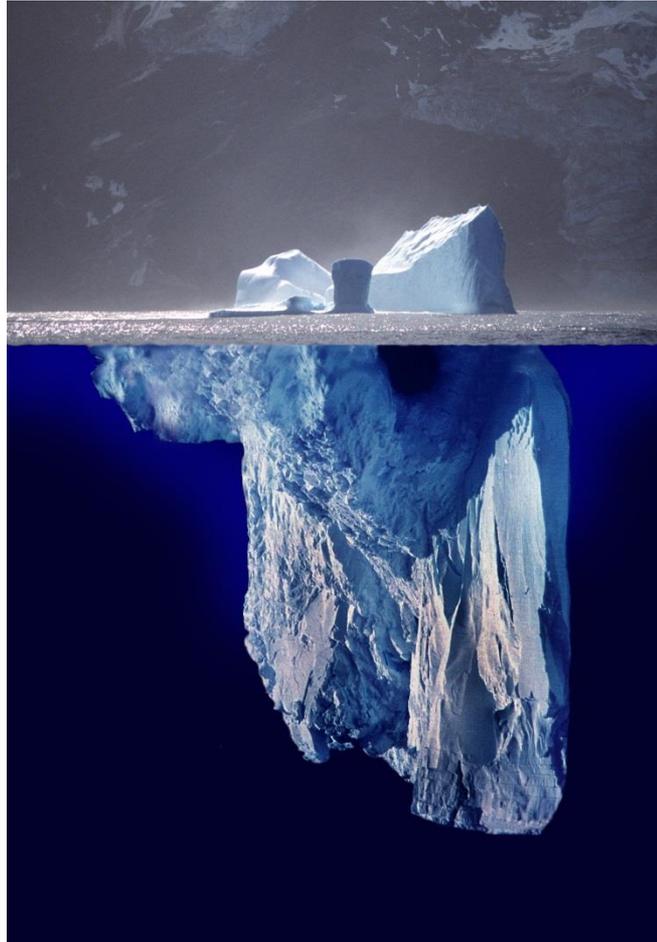
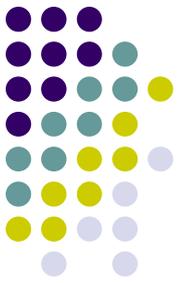
incidental learning

# What about 'informal' and 'implicit' learning & development?



- The 'informal' end of a professional learning or development continuum:
  - Those forms of professional learning and development that are not explicitly labelled or signposted as such.
  - They are in danger of slipping under the radar of consideration of how people – researchers - develop professionally.
- Implicit learning is one form of informal learning/development:
  - *learning or development that the learner or developpee is unaware of at the time of its occurrence, but of which s/he may (or may not) subsequently become aware, after the event.* (Evans, 2016)
- Research indicates that most professional learning or development occurs informally – and often implicitly.
  - We need to learn more about how such professional learning or development occurs.

# The iceberg of professional development research



Explicit professional learning/development

Implicit professional learning/development

# The current landscape



- Cases and case studies predominant
  - descriptive
  - localised
  - specific
  - sometimes wider implications are discussed



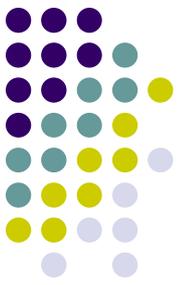
- The focus is mainly on doctoral and other ECRs
  - experienced researchers/academics seldom the focus
  - compare with research into teachers' professional development.

- What contribution to  
development knowledge



er

# Dennis Tourish's rant



- ‘The same sterile preoccupations dominate the literature, in which the identification of ever more mediating processes and moderating factors takes precedence over interrogating fundamental assumptions ... . Researchers seem content to ask smaller and smaller questions about fewer and fewer issues of genuine significance, producing statements of the blindingly obvious, the completely irrelevant or the palpably absurd’.
- (Tourish, D. (2015) Some announcements, reaffirming the critical ethos of Leadership, and what we look for in submissions. Editorial. *Leadership*, 11(2) 135–141.)

# Changing the landscape of researcher development scholarship

- We need to dig deeper:
  - to uncover how informal, and, in particular, 'implicit' learning occurs;
  - towards theories and theoretical perspectives;
  - developing our own, as well as using existing ones:
    - drawing upon the wider professional development and learning literature

● We need

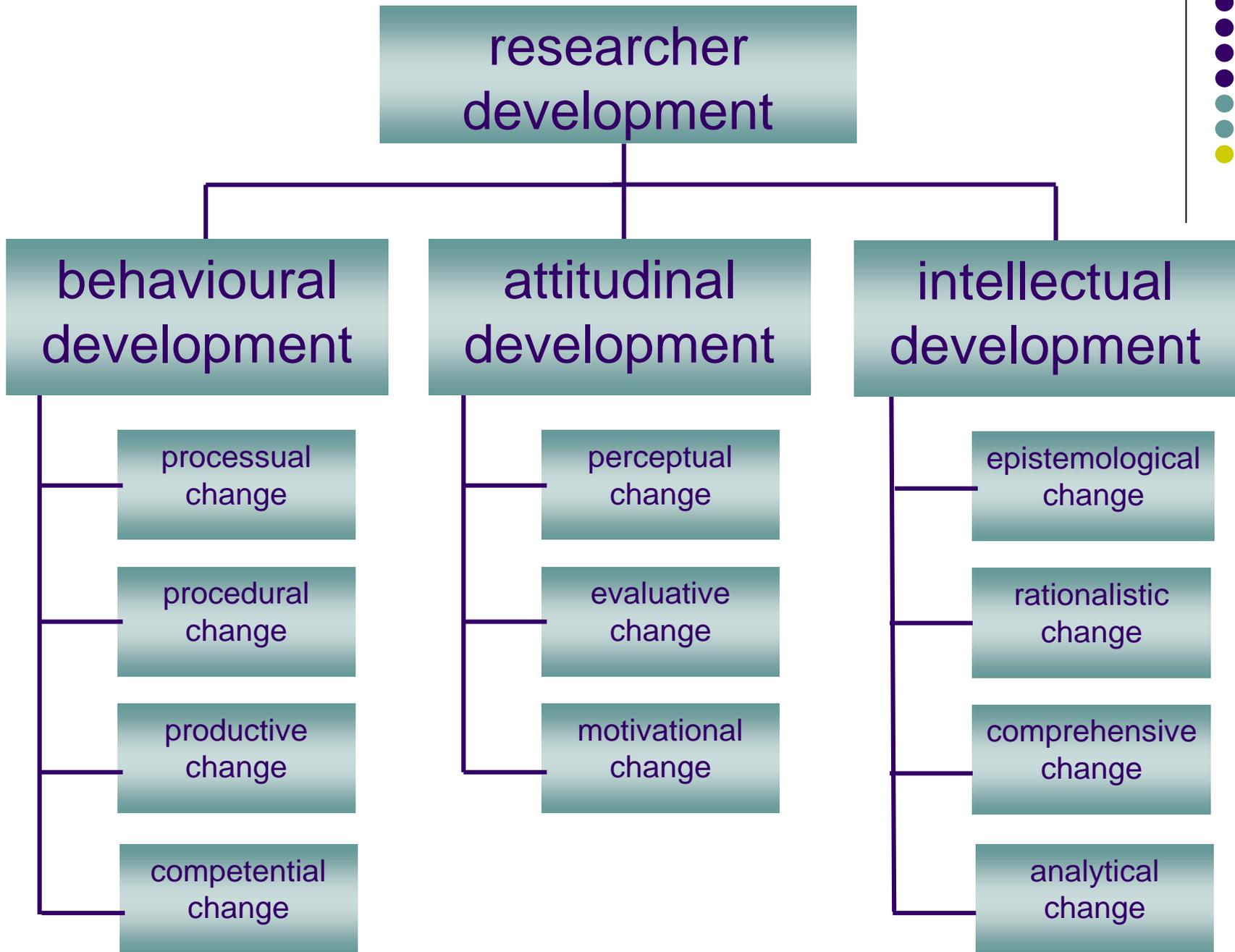
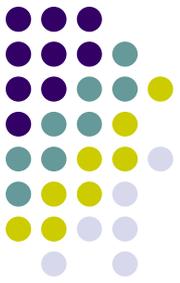
● We need



International Journal for  
Researcher  
Development  
Volume 2 Number 1 2011  
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# Further reading



Evans, L. (2018) *Professors as academic leaders: Expectations, enacted professionalism and evolving roles*, London, Bloomsbury (in press).

Evans, L. (2016) *Implicit and informal professional development: what it 'looks like', how it occurs, and why we need to research it*. Paper presented at the annual conference of the International Professional Development Association, and winner of the 1<sup>st</sup> Professional Development in Education prize.

Evans, L. (2015) Enhancing the quality of research in Europe: theoretical perspectives on and guiding principles for researcher development. In A. Curaj et al. (Eds.) *The European Higher Education Area: Between critical reflections and future policies: Part II*, pp. 583-602, Dordrecht, Springer. (Also in Springer Open Access: <http://link.springer.com/book/10.1007/978-3-319-20877-0>)

Evans, L. (2014) What is effective research leadership? A research-informed perspective, *Higher Education Research and Development*, 33 (1), 46-58.

Evans, L. (2012) Leadership for researcher development: What research leaders need to know and understand, *Educational Management, Administration and Leadership*, 40 (4), 432-435.

Evans, L. (2011) What research administrators need to know about researcher development: A new conceptual model, *Journal of Research Administration*, 42 (1), 15-37.

Evans, L. (2009) S/he who pays the piper calls the tune? Professionalism, developmentalism and the paucity of in-service education within the research profession, *Professional Development in Education*, 35 (2), 289-312

Evans, L. (2009) Developing research capacity in the social sciences: a professionalism-based model, *International Journal for Researcher Development*, 1 (2), 134-149.