Lecturers’ role transitions at new universities
A conceptual framework and a research agenda (PhD)

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Aim and research question of studies

Aim study
To increase our understanding of the transition process of lecturers into researcher roles alongside teacher roles.

Outcomes of different studies will be combined to create typologies, relating lecturers’ conceptions of their expanded role portfolio, their trajectories to transition in researcher roles, and the organizational and learning environments.

Research question
How do lecturers develop their research competence within their portfolio of teacher- and researcher roles in the context of the University of Applied Sciences in transition?

Conceptual framework

1. Expansion of the lecturers’ role portfolio
2. Expansion of the core business with research
3. The dynamic interaction between the lecturers and the social domains teaching, research and professional practice

1A. Personal identities of lecturers
1C. Development of research competence
1B. Enactment of research identity
2A. Teaching
2B. Research
2C. Professional practice

1C. Professional practice

1A-1D. Role transition: identity, boundaries, and role set (relationships)
1C-1D. Development: Role learning, identification, acquisition of research competence
2-3. Boundary work: Attaining a workable equilibrium (roles, social domains)

Systematic literature review

Key features of learning arrangements supportive for the transitioning into researcher roles

Investigation of peer reviewed scientific articles (1991-2013)

Phenomenographic interviews with 18 lecturer-researchers

Experiences in current and conceptions of ideal role portfolio

Analyses of 10 digital weekly logs of each of the 18 lecturer-researchers, written during 6 month’s

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