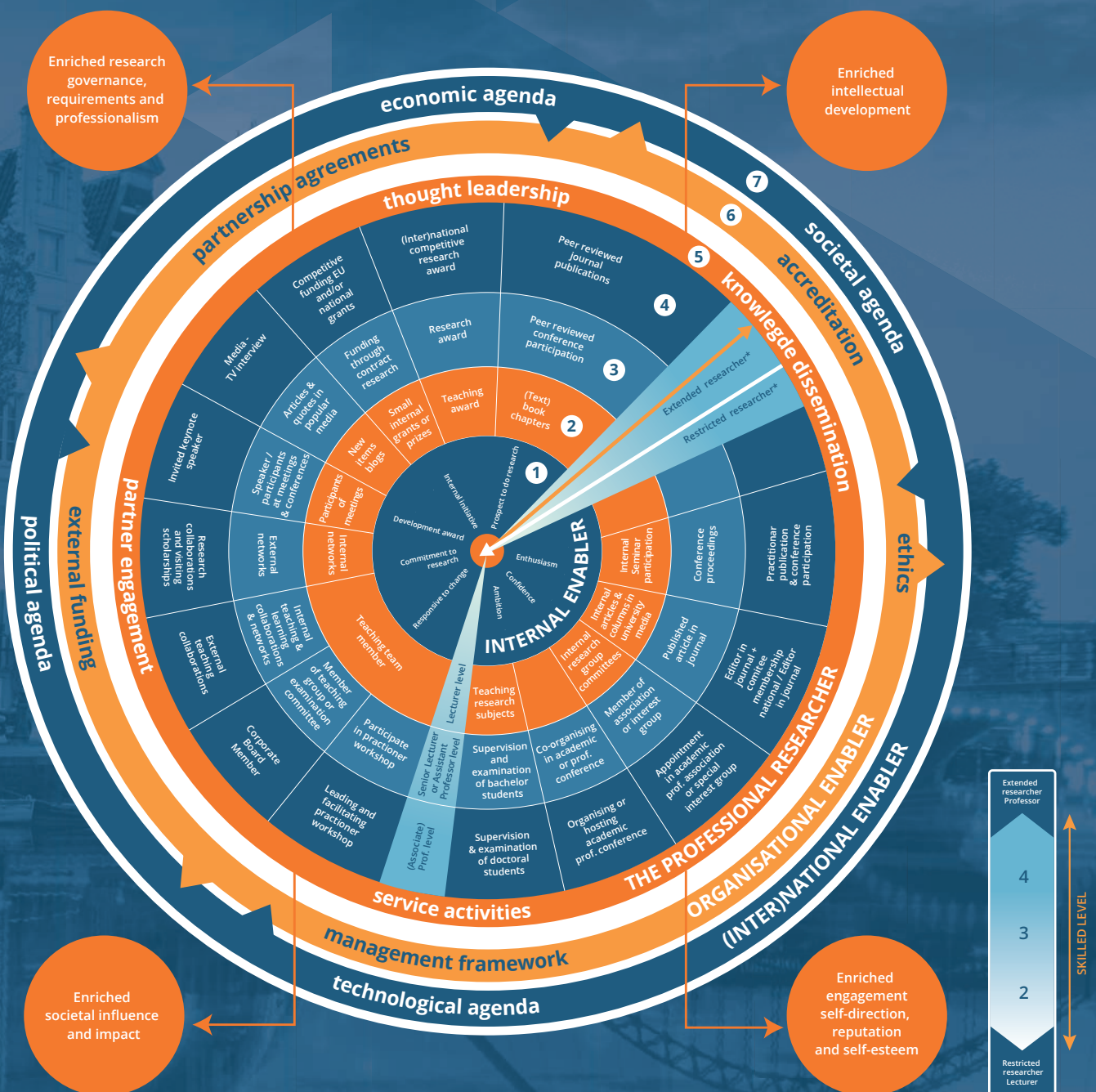


Towards a practice-oriented and scholarly-active culture:

# The Research Career Wheel

The Research Career Wheel is a developmental concept that shows different routes along which research careers can develop within institutional and societal frameworks. Starting with the intrinsically motivated individual at the heart of the wheel, one's career grows outwards via different lines: from being a lecturer to assistant professor level through to associate and full professor levels. The wheel also points out some internal and external enablers that support career growth from a 'restricted' to an 'extended' research professional. These numerous and individual-oriented enablers offer a starting point of discussion on career growth: where do you stand and where does your organisation stand?



**Context**

The research for the career wheel evolved by acknowledging the ongoing academic debate discussing the challenges facing the education sector of developing Faculty staff into more professional researchers to enrich the delivery of their subject matter and the research informed academic curriculum, whilst potentially making novel knowledge contributions to academic fields. The evolving discussion identified the aim:

*“To develop a model of cultural collaboration as an enabler for academic development, with the objective to identify interventions to develop and support Faculty academics towards a practice-oriented and scholarly active culture”*

**Research findings**

Internal funding from both institutions supported the appointment of a Research Assistant allowing the team to investigate how to academic staff move from implicit to explicit professional development, identifying the utilisation of internal and external enablers to support changing from a ‘restricted’ to an ‘extended’ research professional. A small online survey investigated how increased research quality can be achieved by developing the internal enablers first, helping researchers increase confidence and develop expertise and where internal experienced teacher-researchers mentored and encouraged growth of new researchers.

Preliminary results indicate that university driven motivation is a positive and significant predictor of the development of a researcher’s development. Our results also indicate that a lack of institutional reputation has a significant effect on the development of a researcher’s confidence. These key findings are presented in the ‘Research Career Wheel’– identifying the importance of recognising internal and external ‘enablers’ in academic staff transitioning to research outputs, together with the impact of recognition by formal external bodies accelerating and facilitating the development of internal research policies and development cultures.

**Dissemination**

Based on the findings, further development of the research will focus on investigating the Informal Professional Learning in Supporting Lecturer Research Development and Know-How, addressing the literature gap and paucity of research on the role and impact of informal, internal and external interventions supporting lecturers’ research development and progression. If you are interested in the research, would like a pdf version of the poster, and/or the associated workshop guide, please do contact us:

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