Source: Association of Lecturers.

Profile of the lecturer

1. The position of lecturer

The core tasks of the lecturer are related to research, teaching and professional practice:

The lector is responsible for initiating, developing and conducting practice-oriented research. In interaction with professional practice and in connection with education - the lector stimulates knowledge innovation and the professionalisation of teachers.

Applied research at universities of applied sciences is inextricably linked to education. Research is aimed at raising the quality of students, connecting education to current developments in practice and introducing innovation in (professional) practice. Therefore, research always takes place in the triangle of research, education and professional field. The lector plays a pivotal role in this triangle. Depending on the discipline, the way professors interpret their work within the triangle may differ.

1.1. Lecturer appointment requirements

A lecturer

- Has proven scientific qualifications and a PhD.
- Has up-to-date knowledge and experience in the field of scientific (practice-oriented) research.
- Has theoretically and practically founded knowledge of a particular domain.
- conducts research within the frameworks set out in the Code of Conduct for Scientific Integrity (as of 1 October 2018).
- leads research that is rooted in the practice of field, society and in education.
- translates generic knowledge from scientific research done by himself or that of others into practical applications.
- systematically describes and innovates practices and developments within practice; translates these into concepts and methodologies and thus generates generic knowledge; this knowledge in turn benefits practice and higher education.

- publishes target group-specific results of research in the form of publications in both scientific and professional literature, lectures, workshops, demonstrations, models, etc. (aka spin-off).
- contributes to developing a research culture both within the higher education institution as a whole, and within teaching and professional practice.
- Has knowledge of developing and implementing teaching activities.
- possesses a certain 'pioneering mentality' to put practice-based research 'on the map'.
- is an authority in his field and is a visionary as well as a realistic thinker.
- has insight into developments in its own field and sets out lines of action for the future from there.
- sees the importance and added value of practice-based research in his/her field.

1.2. Duties and responsibilities of a lecturer regarding research

A lecturer:

- carries out research as much as possible in cooperation with the field and society, paying particular attention to the fact that this should often not involve specific knowledge development for a single company. Knowledge development and research results are preferably developed and benefit multiple parties, cases or situations. In this respect, one of the characteristics of associate professorship research is also the knock-on effect and cooperation to and with HBO education.
- contributes to the improvement and innovation of practice within society and particular fields of work, he/she often has a figurehead function in this respect.
- makes explicit a (latent) demand in practice through demand articulation. The 'practice' depends on the field: it may be professionals (and their professional organisations), companies (incl. SMEs and the underlying. trade associations), government (local, provincial, national), society, etc.
- besides developing knowledge, also focuses on implementing and evaluating improvement and innovation processes in professional practice. Often in contrast to basic research, practice-based research uses research strategies such as design (based) research and makes use of methods such as action research, workshops, labs, etc.

1.2.1. Interdisciplinary and transdisciplinary practice-based research

A lecturer

- analyses, researches and solves issues in interdisciplinary and transdisciplinary collaborations, where useful and necessary. Because lectors contribute to the development of education with practice-based research at three levels, namely at bachelor, master and PD/PhD level, a distinction can be made between interdisciplinary and transdisciplinary research:
  - Bachelor level: the degree of disciplinarity is proportional to the level of teaching, the context is constant and reasonably predictable (puzzles).
  - Master level: is often interdisciplinary, often has high complexity in multiple fields and a dynamic context (complex problems).
  - PD: transdisciplinary, has high complexity in more practical subject and science areas, high dynamic context (wicked problems).
  - Phd: transdisciplinary, high complexity in more theoretical fields of science and high dynamic context (new theories).

1.3. Duties and responsibilities of a lecturer regarding education

A lecturer

- contributes to raising the quality of higher education in terms of subject matter as well as research skills, focusing mainly on lecturers who act as multipliers towards students.
- makes its contribution to education manifest in various ways, such as, for example, curriculum development (components), teaching, supervising, coaching, involving students (groups) in the professorship's research and is particularly focused on securing research skills, increasing students' research capacity and obtaining critical reflection by, for example, weaving research curricula into curricula.
- has a linking role to education by allowing students to participate in research through research assignments and graduation assignments, by incorporating research results into education and proposing innovations in curricula (carry-over).
- makes every effort to provide students and lecturers at universities of applied sciences with substantive training in their field of study and to develop research knowledge, research skills and a research-active attitude, as well as to supervise them when they are conducting research; in this way, a contribution is made to contribute to the desired development of higher education professionals into 'reflective practitioners'.

1.4. Duties and responsibilities of a lecturer regarding knowledge development and the development of research units/lectures

A lecturer

- develops a coherent research programme and ensures its implementation by developing research lines in terms of content, goals, methodology and budget in line with current developments in the field.
- ensures the development of new knowledge, products, processes and services leading to professional innovation, curriculum innovation, further research, publications, presentations and strategic positioning.
- in consultation with professional practice and education, develops a relevant, attractive, challenging and recognisable research programme, whether or not embedded in a larger research unit such as an expertise centre, with sufficient mass and focus.
- systematically monitors and improves the quality of activities.
- as far as it is part of the lector's task, establishes a research team, develops it further and ensures the effective and efficient realisation of the goals of this research team.
- increasingly has management tasks that concern their own research unit, research group or the institute/academy to which the lecturer is attached.
- Leads the research team.

1.5. Tasks and responsibilities of a lecturer regarding dissemination of knowledge, implementation of improvement and innovation processes, and valorisation

A lecturer

- provides guidance, tools, advice on how where possible and relevant, developed knowledge can be implemented in education and practice.
- where possible, conducts research into the knock-on and effects of implemented solutions in practice and further develops them where necessary and possible.
- Acts as a consultant and change manager whenever possible and appropriate.
- a lecturer is a discussion partner for developing new or building on each other practice-oriented research that has the potential to have positive effects on society and/or the economy.

1.6. Duties and responsibilities of a lecturer regarding acquisition

Acquisition by lectors is not an end in itself. The team to which the lecturer belongs is responsible for acquisition. In everyday work, we see that this task is often left to the lector alone because different skills, knowledge and experience are needed to acquire third-party funding. Lecturers and lecturer-researchers tend to have insufficient experience with this. The team functions optimally by drawing on the strengths of individual professors.

A lecturer:

- contributes to the acquisition of (paid) (inter)national assignments from third parties that contribute to opportunities for more research at the university of applied sciences.
- Contributes to the acquisition of grants and funds for research and teaching innovation.

1.7. Networking in the triangle

A lecturer

- has a relevant (inter)national and regional network in research and practice and knows how to bring together the right people and organisations for each project.
- is open to joint initiatives and willing to cooperate in interdisciplinary and transdisciplinary research links or thematic fields.

2. Ambitions & development goals

2.1. Ambitions for the development of practice-based research

All universities of applied sciences are increasingly evolving from educational institutions to knowledge institutions that choose to conduct practice-oriented research from their strengths of collaboration and connection.

Both private and public parties cooperate with universities of applied sciences on a large scale and co-invest in practice-oriented research. Applied research is assessed on its own merits; the frameworks, criteria and knowledge products have their own effect on applied research compared to other forms of research. The second flow of funds for practice-based research is in balance with the first flow of funds; there is sufficient size to have an effect on the first flow of funds. The second flow of funds has a directing function and is aimed at promoting quality and thematic coordination.

This creates links between universities of applied sciences and between universities of applied sciences and their public and private partners regionally, nationally and internationally. In this way, the second flow of funds strengthens cooperation in consortia, and ensures that there is no fragmentation, blank spots or, on the contrary, too much overlap. Finally, the cooperation of universities of applied sciences with practice partners is also

reflected in significant investments by practice partners in the research of universities of applied sciences (third-flow funding).

Applied research has a key position in the regional, national and international knowledge ecosystem; it forms a relevant link between business, (local) governments, public organisations and other knowledge and educational institutions. In doing so, universities of applied sciences contribute to knowledge deepening, broadening and dissemination in the region. At the national level, professorships mainly contribute to solutions for social issues in cooperation with universities, research organisations (such as TO2, RKIs) and national governments, and the universities of applied sciences are also well connected to the international knowledge infrastructure and actively contribute to it. This is important because natural knowledge partners of universities of applied sciences, such as universities, SMEs, multinationals and other organisations that are so crucial for demand articulation, have already often broadened the scope of work beyond our national borders. Internationalisation of practice-based research is therefore a vehicle for innovation.

2.2. Development goals in the field of practice-based research for the coming years

- Partnerships (e.g. SiA's platforms) are sustainable in nature, and universities of applied sciences are participating or penalising in more regional and national consortia.
- Universities of applied sciences play an important and connecting role in research consortia under the NWA routes and in the mission-driven programmes of the top sectors.
- Universities of applied sciences are aware of the objective of setting and evaluating (effects) the impact of their research on education, science and practice.
- Universities of applied sciences are a highly valued partner for other knowledge institutions because of their expertise in realising the transfer of knowledge to the region and to SMEs in particular. Ideally, knowledge should lead to solving (regional, national or international) *wicked problems*, with the lector not only applying knowledge but also testing, monitoring and, where necessary, adjusting its correct application in and on the work field.
- Universities of applied sciences participate more often in European research programmes and are more often penalised in them. In doing so, they give more international publicity to the applied research of universities of applied sciences, insofar as this contributes to the objective of applied research.
- The synergy between the various physical cooperation sites (campuses, living labs, field labs, Centres of Expertise) is fully exploited.

- There is more organisational cooperation between knowledge institutions, e.g. through dual appointments (including professors in institutes, lecturer-professors and practor-lecturers) which strengthens the connection in the knowledge ecosystem.
- Lectureships increasingly turn educational institutions into knowledge institutions. The role, function and opportunities that a collaboration with lectureships offers for external parties should become even more widely known regionally, nationally and internationally.

2.3. Development goals in the area of lectorates for the coming years

- Fellow researchers in professorships (research groups, research teams, research programmes, knowledge centres and centres of expertise) are attached to research units for at least 0.4 FTE so that sufficient focus and implementation capacity is and remains available for the execution of practice-oriented research and the activities that serve this purpose.
- Lecturers are professionally supported in their work by a professional staff in project and financial management, environment management, internal and external communication, funding and grant schemes, intellectual property, human resource.
- Lecturers are professionally supported in procurement, maintenance and operability of software and hardware, laboratories and field labs.
- Lecturers work under Common Creative and open source.
- Lecturers publish open source and under Common Creative.
- Lecturers are supported in carrying out work of practice-oriented research according to the Code of Conduct for Scientific Integrity.
- Lecturers are supported in securely collecting, storing and processing data from practice-based research.
- Lecturers are supported in obtaining, creating and working with intellectual property.
- The role of lectors in the 3e cycle should be strengthened/ further developed and there should be a clear route, where there can no longer be a dependence of higher education to universities but an equal cooperation in a 3e cycle.
- Research within universities of applied sciences should increasingly be a possible career option for graduates and researchers attached to professorships (continuous research curricula).
- Lectureships and research lines/themes of research units should become more sustainable and less trend-sensitive. A lectureship duration of 4 to 6 years for building research groups and themes are too short to gain the trust of regional, national and international knowledge, research, business and/or government partners.

- Lecturers and professorships have to fulfil multiple roles (depending on the region they are in and the theme). Through BKO standards, all roles are assessed equally. Differentiation could be considered in the future and professorships could, for instance, indicate focal points of activities.
- The factors that determine the robustness or robustness of lectureships should be identified (or explored). This should include questions such as: What preconditions are needed for a lectureship to function well? What are the most significant roles/functions/requirements for lecturers/lectureship researchers to make a professorship robust and well anchored in a triple-helix collaboration? How can the position of professorships be further strengthened, both internally and externally?

Sources

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