

The Origin, Content and Context of Changing Research–Education Connections

Author(s)

Griffioen, D.M.E.

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The Origin, Content and Context of Changing Research–Education Connections

Didi M. E. Griffioen

Introduction

Universities' hybrid set-up is a complex environment to formulate and execute a mechanism for change. While many initiate and lead change programmes in higher education, 'it is certainly true that there is no well-developed theory of change in the practice-literature, particularly in relation to higher education contexts' (Trowler, 2020, p. 71). Still, searching for a 'well-developed theory of change' implies the possibility of such a theory. However, following Buller (2015) and Kezar (2018), this chapter argues that every change process in a university requests its own change mechanism, based on its own combination of existing theories, depending on the origin, content and context of change. Existing theories and practices for change are important to inform change agents about their options for approaching change and phases the change are expected to go through. The origin, content, context, approach and phases combined all characterise the change mechanism. This chapter elaborates the origin, content and context of changing research–education connections in higher education. The following chapter focuses on the change approaches, the phases of change and how they are combined results in a change mechanism.

The current chapter first focuses on the importance of knowing the origin of change as a starting point for a change mechanism. The Amsterdam UAS Strategic Programme 'Research into Education' is introduced by explaining its origin. Throughout this chapter and the remainder of the book, different elements of the Amsterdam case are further explained by providing theoretical lenses from both the body of knowledge of the research–teaching nexus, as from the change management literature.

As is likely for all current efforts to change research–education connections, the strategic programme was not the first effort to alter higher-education practices and it is not the last. Understanding the history of a setting increases the chances of achieving the intended changes. Second, the content of change matters. Changing research–education connections in a department, module or across multiple universities requires substantially different knowledge than implementing a new ICT support application or merging two departments. All intend substantial change, all require a mechanism for change, but all also require different content knowledge. Therefore, Section 1.3 focuses on the characteristics of the content that comes with changing research–education connections. Finally, every change programme has a particular context. In all three mentioned examples, the general context is the higher-education organisation. However, depending on the content and origin, a different view on that organisational context is needed to design a fitting mechanism for change. In Section 1.4, the notion of hybridity discussed in the introduction is positioned as context for a change mechanism. Also explained here is how external developments and incidents need to be recognised as potentially important context for organisational change.

Before the Change: The Origin of Change

In this section, the Amsterdam strategic programme is introduced, along with its origin and preamble. It is important for change agents to have a detailed understanding of the route a university organisation took to execute a change programme. The Amsterdam case is illustrative of the types of information that can aid the change agent's work.

Chapter 1 argues that viable reasons for change are related to the three societal responsibilities of higher education: to embody knowledge, to certify learning and to systematise knowledge. Viable change should follow from a changed interpretation of one or more of these responsibilities and/or a new insight into how these responsibilities can be fulfilled (see also Introduction). Scholars provide different models to consider the origin of organisational change. Generally, indications for change can come from feedback within the organisation, generated from assessment and programme evaluations as well as from environmental changes, such as changes in student population, competition, resources or public policy changes to which the university needs to respond (Bess & Dee, 2008). Buller (2015) labels the externally induced change

as ‘received change’ in which timeliness matters: changes can be forced upon an organisation right now, or can be anticipated because they would eventually be forced on them. Internal changes are labelled as ‘intentional change’ (p. 29). Saarinen and Valimaa (2013) present an even more detailed model based on their analysis of higher-education policy research in which four types of research are defined by two axes: Change can be either external or internal, juxtaposed with it to be either conflicted/discontinuous or balanced/continuous. The combination of external and balanced results in change as reform while internal and balanced is labelled as evolution. External and conflicted results in an intervention change and internal and conflict is labelled as revolution.

Based on these labels, the origin of the Amsterdam change programme is hereafter described to show how origins of change can be considered. The Amsterdam case also illustrates that even though it is important to know the factual developments that have led to a change proposal (internal/external), it is essential for a change mechanism to understand how different stakeholders involved characterise the origin of the proposed change. The proposed changes intend to increase the role of research in educational bachelor’s programmes, which are further explained in Chapter 2. However, this direction for change came into full swing fifteen years prior.

The Origin of the Amsterdam Change Programme

In 2015, the board of Amsterdam University of Applied Sciences formalised the strategic programme ‘Research into Education’ to help further implement research into the educational programmes, particularly the bachelor’s programmes. This strategic programme was part of a total of seven strategic programmes, collectively used as instruments to implement the new five-year strategic agenda throughout the university. Other strategic programmes aimed, for instance, to personalise educational trajectories, create more embedded honours programmes or tighten the university’s administrative system for research funding. The ‘Research into Education’ strategic programme (from now on the strategic programme) was under the supervision of one of the faculty deans with a university-wide mandate the university board handed out, similar to the other strategic programmes. The faculty dean was assisted by a programme leader (this book’s editor) who was responsible for designing, executing and monitoring the strategic programme.

This strategic programme was formalised when research activities had been part of Dutch applied universities for fifteen years. The binary higher education

system of the Netherlands includes research-intensive universities and applied universities. As part of the national and international governments' reform to create universities out of, for instance, teaching-only *polytechnics* in the UK, *hogescholen* in the Netherlands and *fachhochschulen* in Germany (Kyvik & Lepori, 2010; Kyvik & Skodvin, 2003), and in line with the 1999 Bologna declaration, Dutch applied universities nationally received research funding in 2001. However, in the Netherlands, the obligation to do research had been part of the educational law since 1986 (Kickert, 1986) and applied universities had been part of the higher education system since 1992 (Griffioen, 2013).

Over time, the Dutch national government framed research at the core of professional abilities, similar but differently to research as the core of academic abilities in research-intensive universities. In 2001, a treaty between the Dutch Minister of Education and the collective UASs resulted in funding applied research professors (Dutch: *lectoren*) with three generic responsibilities (De Weert & Leijnse, 2010: 1) to raise the quality of educational programmes by raising the quality of the teaching staff through research; 2) to add to the theoretical body of knowledge of professional fields, which would also make professional higher education curricula up to date; and 3) to help the professional fields innovate. These research professors would become the first to conduct research structurally in the former mainly teaching-only universities.

Originally, among the university's administrators, it differed between applied universities whether implementing research was wished for or forced upon the organisation. Some high-level administrators considered 'research' to be a welcome contribution to the organisation, while others considered it a deviation from educating professionals. Even with these differences, the collective of Dutch applied universities signed a treaty to fund the implementation of research in their organisations with the Ministry of Education, Science and Culture (2001). For the administrators of Amsterdam UAS in 2001, research activities were a relative welcome change. In that year, Amsterdam UAS also signed a university partnership with the research-intensive University of Amsterdam, merging their central administrative bodies and expecting increased collaboration in both research and education (ScienceGuide, 2013). Implementing applied research activities would make both universities more equal to collaborate in externally funded research. However, the Amsterdam administrators also actively strived against mission drift (Griffioen & De Jong, 2013; Kyvik, 2007; Neave, 1979), presuming that applied universities would continue to focus on innovating professional knowledge with educational programmes and professional fields as

beneficiaries. Research-intensive universities focused on furthering disciplinary knowledge. Their complementarity would be the strength of this collaboration – so was the idea.

Over time, it showed that others in UASs experienced the implementation of research in the teaching-only university context as a forced-upon change. It was mostly perceived as an intervention of externally driven change and discontinuity, which the national government forced and was followed through by their own administrators. A study in six Dutch applied universities (Griffioen & De Jong, 2010), for instance, showed that administrators were significantly more positive than lecturers about the presence and quality of research in applied universities at the time. The lecturers' opinions mattered due to the intended types of changes. On the one hand, employing research professors separately from the educational programmes aimed to provide new professional knowledge to professional fields. These activities relatively were separate from the educational teams. However, the second aim was to implement research as part of the educational bachelor's and master's tracks, which fully needed the lecturers. Additionally, the national and international expectations were that lecturers would raise their level of expertise, mainly by raising their own level of education to at least the master's level. This opened up debates on what comprised high-quality lecturing in higher education and influenced the notions of self-efficacy as a lecturer in applied universities (Griffioen, De Jong, & Jak, 2014). The administrative merger with the University of Amsterdam ended after a decade due to lack of administrative commitment.

Innovations Require Line-Management Responsibility

In 2015, the Amsterdam strategic programme began. An analysis of changes until 2015 shows a dual picture: the initial implementation was relatively successful in the stand-alone research activities. The funding the national government provided for the first generation of research professors, who created their own research groups. Generally, these research professors brought a network in one or more professional fields that was connected to the new research activities. Research was mainly related to developments in professional fields and in the external focus of research was developed. Their educational aim was hardly developed; most professors had not been able to influence educational programs, several did not make the effort either. Further, lecturers generally were not so positive about research or its

professors. Interestingly, a 2013 study (Griffioen & De Jong, 2017) showed that when asked in six applied universities, lecturers found the effects of the implemented research activities on educational programmes more important than their contribution to theory or innovation of professional fields, as had become the main focus.

The conclusion in 2015 was that research professors had been given the task to influence education, but they were not provided with the instruments to do so. In some cases, where the effort was made and – luckily – the research professor and educational managers enjoyed working together, some successes occurred. However, changes that were considered important enough to be part of a university five-year core plan should not be left over to that slim chance. There was no clear mechanism put in place for these connections other than the central administration presuming that the new research professors would actively create these connections. The conclusion was that successes were lacking because research professors were not provided with line-management responsibility over educational programmes. In Amsterdam UAS's applied university structure, the educational managers 'owned' the bachelor's and master's programmes and research was run in other departments the research professors led as manager-researchers. The large mutual differences with, on the one hand, lecturers having thick professional experience in the local or regional setting, bachelor's degrees and didactical expertise, and on the other, research professors with PhDs and national or international networks increased the problem. The general lack of the lecturers' rich perception of research and the often more academic perspective of professional work among the research professors, made conversations about implementing research in educational programmes often very difficult and only few efforts for systematic connections were successful. Therefore, in the mechanism of the new strategic program, after the implementation process was underway for fifteen years, some responsibilities needed to shift. Understanding the origin of the proposed change meant knowing in what direction.

Differently Perceived Origin

It is important for change agents to understand a change programme's setting – the organisational structure and culture, which an upcoming section of this chapter focuses on – and to know and understand its history. By understanding its history, it becomes clear what the potential angles for change are, and what paths would be more difficult to take than others. The origin of implementing

research in Amsterdam UAS still influences the actions of many involved today, even if they do not realise it. The former choices made still influence the current university's fixed structures and fluent practices, and therefore what its stakeholders find 'normal' in that context. This is passed on to new employees and new students and only slightly shifts over time.

This Amsterdam history also shows that the origin of implementing research in this teaching-only setting differs between stakeholders. At the start, for some, research was a welcome change, one that was seen as the possibility to raise the quality and better the content of the work in the applied university, also by intending to raise educational levels by changing the type of lecturers involved. For others, it was a career opportunity along with becoming educational managers. For these combined groups, the proposed change was more than Buller's (2015) 'changes that are needed because of internal rather than external'; they saw this implementation as a welcome opportunity for the university and themselves. Others did not understand why research was needed at all; they valued the focus on training professionals, and in their perception, research did not add anything to the quality of their alumni's future professional work. Therefore, they also did not understand why higher salaries were paid to the new research professors than to experienced lecturers-professionals and why colleagues were willing to work in research. In many people's perception, implementing research stole money and time from the higher-education budget. Clearly they perceived this change as being forced upon them and only recently the most firm group of stakeholders seems aware that research is here to stay.

Thus, depending on the perspective of a change agent and the particular point in history of a change topic, the viewpoint differs as should the micro-approach in the change mechanism. There should be sufficient space to manoeuvre with micro-flexibility in the context of an overall strategy. This implies the mechanism for change needs to be flexible over time as Buller (2015) and Kezar (2018) argued, but for it to be a success, it additionally needs to be flexible between the different stakeholders at the same moment as well. This is especially the case for changes where the stakeholders need to co-invent the intended changes, as is the case in research-education connections. All relevant stakeholders need to not only be 'on board', but also actively contribute to the change. They need to help invent the changes ahead by re-inventing their own practices, work and output. Therefore, the one-size-fits-all concept does not exist in changing research-education connections. Understanding origins of the change process at hand aids this intention to flexibility.

What to Change: The Particular Content of Change

The particularities of origins matter, as mentioned above, but particularities of the proposed content also need precision. In our experience, this precision is often overlooked. When asked, many change agents working on research–education connections aim to increase the connection between research and education. Follow-up questions often illustrate the multiple possible perceptions behind this statement. Obviously, ambitions for research–education connections can differ between universities or change programmes, but they can also differ between colleagues that shoulder the work to achieve the same change ambition in the same university department, or what they assumed was the same ambition. Numerous conversations have shown that every stakeholder has their own perception of what is aimed for, ranging from learning students’ research competences to merging departments, and these ambitions are hardly verbalised between stakeholders.

Often this lack of verbal precision is underpinned by a lack of active awareness that research–education connections can imply many different things, ranging from including students in research activities, to systematically updating curricula with research results, to formally combining the allocation of research funds and education funds into a single management role. Somehow, stakeholders often think as far as their own proposal for research–education connections, disregarding that others have different ideas. Further, these examples already show that the field of the research–teaching nexus comprises multiple contexts in which research–education connections, with researchers in that field often narrowing down their focus to national (Griffioen, Ashwin, & Scholkmann, 2021), institutional (Daas, Day, & Griffioen, 2019; Jenkins & Healey, 2005) or HR policy (Griffioen, 2018; Xu, 2017); to organisational structures (Jenkins, Healey, & Zetter, 2007; Jenkins & Zetter, 2003); to activities of educational managers (Neumann, 1993) or academics (Åkerlind, 2008, 2011); to the intended curriculum (Verburgh, Schouteden, & Elen, 2012); or to the ways in which students experience their learning environment (Griffioen, 2019a, 2019c, 2020; Pitcher, 2011; Pitcher & Åkerlind, 2009). In this study, we call this situation the multiple layers of research–education connections. Depending on a particular university structure in a country, others more or less are present.

Another way to consider the multiplicity of research–education connections is by focusing on the connections aimed for in a university’s strategy. A detailed study about intended synergy between research and education in Dutch applied universities showed that university policy can include contrasting ambitions

for synergy – the added value of the research–education connection – as well as a different argumentation for this synergy’s relevance (Daas et al., 2019). Collectively, seven university policy strategies again showed the multi-layeredness with intended synergies between research and education formulated as effects in students, the professional field, the academic, the educational team and the institution as a whole. Each of these ambitions was underlined with different argumentations, but also sometimes the same argumentation led to another ambition for synergy. Each of these ambitions for synergy requires different changes in the organisations’ architecture as well as changes in the way stakeholders act in that context. Furthermore, each also needs another change mechanism to achieve the intended synergy (see Chapter 2) and evaluate its results (see Chapters 4 to 7).

To push this argument of multi-layeredness still a bit further, our multiple projects over the years (Griffioen, 2021a, 2021b) showed that ‘research’ and ‘education’ as wholes almost never were connected. We saw that most often an ambition started with a positive normative perspective on the research–education connection as Trowler and Wareham (2008) described. In that phase, statements would be very generic and hardly precise. The sooner change agents, administrators and other stakeholders would be able to start discussing more precise changes; therefore actual changes also would be realised sooner. Sometimes whole projects would be abandoned because the ideas between stakeholders differed too much when made explicit. However, where scholars in the field of the research–teaching nexus have shown to be able to narrow down the topic to lessons, curricula or organisational units. In our experience, change agents or administrators seem less able to do so, in particular at the start of a change process. This seems to have something to do with the ‘romantic notion’ of research–education connections as explained in the introduction: any increase in connection should be beneficial. However, as explained in Chapter 1, from an organisational perspective, a hybrid organisation should be very clear about where the synergy between process should be expected, as justification for sustaining the complexity of a hybrid organisation in the first place. Therefore, change agents, but even more so administrators, should be willing to formulate a very precise answer to the question: What connection between research and education should be changed when the alterations are made, and with what effect?

Multiple Layers

To be able to be precise, and based on literature and practice, potential layers and perspectives are here combined in a workable model (see also Figure 1.1).

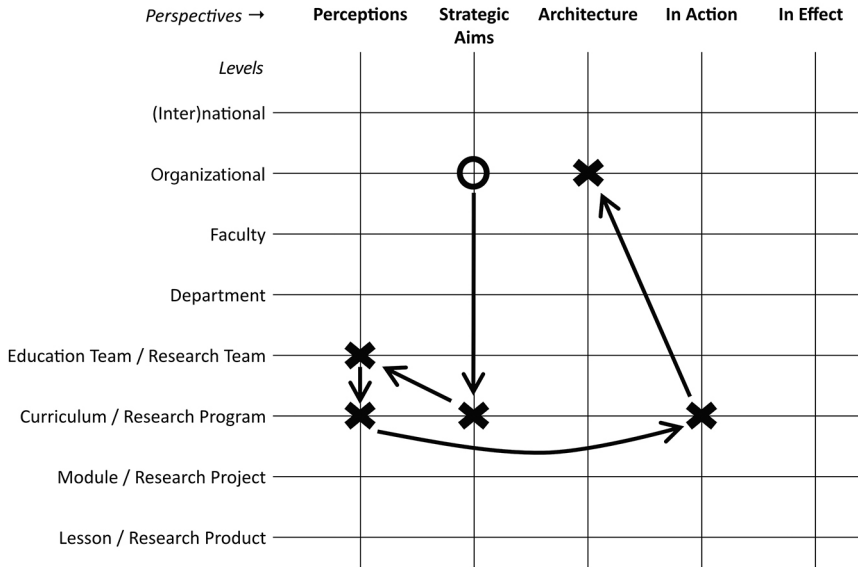


Figure 1.1 Overview of the combined layers and perspectives of research–education connections. These crosses and arrows represent the change mechanism of the Amsterdam Strategic Programme.

The proposed research–education connection can (at least) be formulated for these organisational levels of the university, therefore also different between these levels:

- in (inter)national policy,
- at the full organisation,
- in a single or multiple faculties,
- in a department or service organisation,
- in educational or research teams,
- in curricula or research programmes,
- in modules or research projects and
- in lessons or research products.

However, this list of the organisation’s levels depends on the particular university’s structure. For instance, Dutch universities do not have pro-vice chancellors’ offices, but they do have service departments. In other university systems, organisational structures are constructed differently. Thus, depending on the university’s architecture and its workings, different organisational units

for change can be defined and related aims for the increase of synergy between research and education can be formulated. Also, the decision needs to be made on whether it is about one, a few, or all units of that type.

Additionally the decision needs to be made in terms of what type of synergy needs to be strived for. The aforementioned body of knowledge shows that the overall concept of changes can consider changes in the architecture of organisational levels, such as merging departments, shifts in delegated responsibilities or bachelor's learning criteria; all formal agreed upon changes. Changes can also focus on shifts in how stakeholders act; for instance, aiming for new research professors and educational programmes to work together. Another perspective is to change how stakeholders perceive research, education or its connection, as is aiming to change strategy or aiming to tune current research and education connections to have different effects as a result.

In addition to positioning the intended connection between research at an organisational unit, the type of change intended needs to be defined:

- in the stakeholders' perceptions,
- in strategic aims,
- in the universities' architecture,
- in human action and
- in the effects of the integration between research and education.

The intended connection between research and education can then be defined at the crossroads between organisational units and types of integration and build the base for the stages of a change mechanism, as is further explicated in Chapter 2. Also, the Amsterdam strategic programme was built on similar crossroads.

The Content of the Amsterdam UAS Strategic Programme over Time

The ambition of the Amsterdam strategic programme followed a new full university-level strategy focus. The combined 2015 strategic policy documents stated (authors' translation):

Amsterdam UAS educates professionals at the bachelor's level and master's level, who are aware of the constantly changing world around them, who are able to keep their professional knowledge at the expected level and to adapt their actions

to new knowledge and changing insights. This implies they make professional decisions for action based on current (international) scientific knowledge and insights.

This requires Amsterdam UAS educational programmes to infuse their students as future professionals with knowledge, insight, skills and attitudes related to their professional fields, which lead to the appropriate professional behaviour. Knowledge, insight and skills related to research with a professional focus are herewith essential as well as a functional organisational culture and structure focussed on integrating research and education.

The Amsterdam programme's main ambition was to alter the university by changing the connections between research and education at the curriculum level, in particular in bachelor's programmes (for an overview see Figure 1.1). Thus, one organisational level of action were the about seventy bachelor's curricula of Amsterdam UAS. A second level of action was the related educational team, more precisely to their perceptions of research and professionalism (Griffioen, 2019b). The choice to include the educational teams followed from the aforementioned conclusion that while research groups had become relatively successful in serving external partners, the position of research in bachelor's programmes still was not optimal. The analysis showed that one of the causes was a lack of formal line-management responsibility for these educational programmes among the research professors. Research remained the responsibility of the researchers, lecturers and educational teams, who had been very able to omit the notion of research in their daily work.

The presumption was that if a mechanism to change the position of research in bachelor's programmes was put in place, this would create pressure on the educational teams, which could unleash the still shimmering debates about research's role in professional education. While this debate had nation-wide rounds before (Haijing de Haan-Cao & De Koning, 2016; Heest, 2018; Van Lieshout & Borgdorff, 2005), these did not always include the lecturers in the different educational teams. The expectation was that a sensible mechanism for change could bring that debate into the teams, which would then be combined with a support system to deepen the debates and reach curriculum re-design. This could open up new possibilities for research's role in professional practice and therefore its role in professional higher education, now reasoned from the educational perspective and not initiated by highly experienced researchers. A presumed shift in perceptions in educational teams was needed to alter the curriculum content, which also was the strategic programme's final aim.

Hence, the two main crossroads in the strategic programme were the perceptions of the lecturers in educational teams, and the outlines of whole curricula of bachelor's programmes, as these teams designed. To make changes in the day-to-day education, changes also were needed in modules, lessons and student–teacher interactions. However, for this change program, these were seen as an effect of the changes made, not as the initial proposed changes. It was presumed that it would not be too difficult to alter lessons or even modules, but that this would only lead to a durable change if the full curriculum outline was altered as well. Thus, the strategic programme would likely lead to altered modules and lessons, but the size of these changes was beyond the change team's activities. Furthermore, an expected serious change in multiple curricula would also yield a change in organisational structures, for instance in allocating and administering finances due to a less clear division between research and education, as was expected in HR structures due to a more frequent mixing of roles between lecturers and researchers. However, these changes were beyond the change team's responsibilities, and were also expected later in time.

Based on this description of the Amsterdam programme, it has become clear how change agents and administrators can discuss potential crossroads in a change programme, and further to then decide which ones to focus on, which to exclude and which to expect as potential by-effect of the changes made.

Chapter 2 shows how these crossroads of *what to change* needs to be, combined with a mechanism for *how to change*. In the current chapter, the relevance of the context of the change is now addressed.

What to Take into Account: The Context of Change

The literature on change management focuses on the level of groups of stakeholders in universities; it generally focuses on a systems-level change. The previously explained labels of origin of change already showed that: the labels 'from the outside' or 'from within' suggest that the organisation or its departments are seen as wholes, partly to be able to make an argument about change (as this book does), partly because that is the span of attention in change management. To consider the differences between stakeholders within groups, their notions of origin, their perceptions and ambitions, can increase the success of change programmes (or finish them quickly). Stakeholders' perceptions are the context of the change at hand, but this

is not the only aspect to consider. Particular change topics increase the relevance of different organisational characteristics, as do research–education connections. Additionally, incidents in an organisation’s outside world can highly influence a change programme for a long time. These contexts are elaborated on in this section.

Two types of relevant context are here considered. Firstly, the direct organisational context is considered from the perspective of the actual change at hand. Where organisations often have made the general descriptions of their set-up available, including the fixed and fluent characteristics, different elements rise when they are considered from the change topic and origin. Secondly, relevant incidents belong to the change context as potential influencers of the pace and success of the changes at hand. These incidents can be recent or from a long time ago, they can be from within the organisation or they could have happened elsewhere. Incidents are important if they are expected to still influence the change mechanism at hand.

Changing (into) a Hybrid University of Research and Education

Chapter 1 explained how the combination of research and education has resulted in university organisations of a hybrid nature. Generally, changing practices in a larger organisational context is a challenge. However, systematically changing aspects of the university that connects both research and education implies changing the core balance in this hybridity of universities. In a way, this implies changing the actual hybrid that is a university.

The knowledge about changing practices in hybrid organisations is limited, as is the body of knowledge about creating hybrid organisations (Vermeulen, Zietsma, Greenwood, & Langley, 2016). Both perspectives imply changing stakeholders’ practices, where there already are two types of practices, logics or cultures, or in the case of creating hybrids, where previously there was only one. The difficulty of changing individuals’ actions in such a dual situation is the presence of the duality as such. Presumably, actions of employees in organisations generally depend on the stimuli and sanctions of the organisation as a whole (Toubiana & Zietsma, 2017). While stimuli can come from intrinsic motivation as from the external organisation, sanctions follow from formalised organisational incentives. Individuals’ changing practices often implies changing what they are accustomed to doing, or even what they enjoy doing, into something different. In the Amsterdam setting, lecturers who were very proud of their educational programmes were in many ways given the message

that their work would improve if they also started working in research. Most lecturers would not understand how that could be the case because they considered professional work from a practice-oriented perspective, education from a didactical perspective and research from a white-coat perspective. How would white-coat research contribute to what they knew as a professional or as an experienced lecturer? Most did not strive to include research as part of their tasks and the organisation's structures and cultures allowed them to do so. Even more difficult: Lecturers who were willing or eager to include research had a hard time achieving that in their work.

This is a clear example of what is known from systematic research. Studies have shown that having two logics in a single organisation provides opportunities for employees to choose between them, which leaves space to refuse or ignore the intended change (Quirke, 2013). In the Amsterdam case, lecturers were very able to choose teaching and ignore the mere existence of research for a longer time. The organisation's structure and incentives provided much space for this choice. The existence of two practices implied two discourses and 'the tensions between these discourses produce a discursive space in which the agent can play one discourse against another' (Hardy & Phillips, 2004, in: Maguire & Hardy, 2019, p. 158). Active resistance towards the proposed changes especially rises when an existing primary process is seen as more legitimate than the newly suggested integration of both processes (Durand & Jourdan, 2012). Employees' intention to integrate or circumvent the two logics or simply intent to reduce their reality to a single logic also depends on their individual and collective values and perceptions (Toubiana & Zietsma, 2017). Additionally, stakeholders' self-efficacy related to the presumed needed skills is of influence (Griffioen & De Jong, 2015; Griffioen et al., 2014), in which stakeholders can feel the proposed changes are sensible but they do not feel able, or they feel able but do not consider them sensible.

These very individual aspects matter even more for changes, such as research–education connections. To alter these connections, individual lecturers and researchers need to actually change their own practices. Managers, policy officers and/or other support staff need to alter the organisation's fixed elements for lecturers and researchers to make these changes possible and durable. It is therefore insufficient to limit resistance, as is more or less suggested in change management literature. To alter research–education connections, academics need to co-invent the new reality. Changing the groups of stakeholders' practices is one thing. Individuals' actions often are very difficult to change within a single generation of employees, but culture also implicitly transfers between

generations into newly appointed personnel's ways of working (Bystydzienski, Thomas, Howe, & Desai, 2016). Implicitly and explicitly, people hand down the practices they consider 'normal' (Foucault, 1991). Therefore, to change the research–education connections, one needs to find a mechanism that can change the universities' practices on a larger scale and across generations (freely based on Trowler, 2020, p. 138). In this mechanism, the hybrid context of the university needs to be considered.

Incidents Can Define the Tone for a Long Time

Where the hybrid context of a university can provide increased difficulties in changing stakeholders' practices, well-known incidents can make it increasingly problematic for generations. This can best be illustrated by the 'affaire' that happened in 2010 in the Dutch applied higher education sector. In that affaire, students were given a degree without providing a self-produced thesis of sufficient quality (Bakker, 2011). There had been intentional fraud on a small scale in a sector where it was relatively new to have research as part of the final thesis, but the fallout across the sector was much larger (Jäger, De Ploeg, & De Vos, 2015). The sector as a whole took responsibility, concerned that similar practices would also be present in other organisations. Many were willing to state that applied universities would never be able to conduct quality research, or that research would not contribute to educating professionals. Implementing research in curricula became much more difficult, examining in general became a bureaucratic activity to gain 'governing control'.

Looking back to the time between 2010 and 2015, the affaire publicly confirmed the point of view that bachelor's theses would not be granted without a clear research focus. This was strictly speaking in line with the European Dublin Descriptors (Nuffic, 2010), but it was also still very unclear what research competences for future professionals should look like (see also: Griffioen, 2019b); these competences were not invented yet. The general intention was to provide professionals with research competences that would aid them in their professional work, but there was no clarity about what that would look like in educational practice or in students' future professional practice. As an effect, many educational programmes implemented research as a separate competency to increase its visibility across the curriculum. The lack of definitions of 'research for professionals' often resulted in multiple solutions that highly resonated with the more academically oriented research competences of research-intensive bachelor's programmes. The lack of integrating learning to conduct research in

students' professional training made quality agencies in turn often conclude that the 'level of research was too low' with again an increased academisation of the educational programs as the effect.

Thus, the message that applied universities took from this 'affaire' was that their level of research in students was too low and they needed to 'up their game', both in level and in control instruments. This resulted in a fearful implementation of tight research-related curriculum lines, copying the research-intensive university programmes and lacking collaboration with the applied research groups. For a long time, this 'affaire' took away the public space to discuss what research should be for future professionals and to formulated educational programmes accordingly. The 2015 strategic programme 'Research into Education' intended to alter this context.

To Conclude

The origin, content and context of change are different in every change programme. However, when changing research–education practices in universities, every change agent needs to take the university organisation's typical hybrid context into account, although its characteristics differ between universities as well as between change programmes within the same university. Awareness of these particularities, the specific content of change and a clear image of the organisational layers where the change needs to take place, as well as insight into the distinct contextual factors that are relevant for the changes proposed are important to distinguish. It is possible to say that by having a clear image of the origin, content and context for change, the change agents have insight in the proposed change's playing field. The next chapter introduces the approach and phases as part of the same mechanism. By adding these, change agents will have the strategy put in place.

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