Linda Evans

List of Publications by Year
in descending order

36 papers	1,440 citations	516561 16 h-index	395590 33 g-index
38 all docs	38 docs citations	38 times ranked	702 citing authors

#	ARTICLE	IF	CITATIONS
1	Is educational leadership (still) worth studying? An epistemic worthiness-informed analysis. Educational Management Administration and Leadership, 2022, 50, 325-348.	2.2	14
2	Is leadership a myth? A â€˜new waveâ€™ critical leadership-focused research agenda for recontouring the landscape of educational leadership. Educational Management Administration and Leadership, 2022, 50, 413-435.	2.2	18
3	Implicit and informal professional development: what it â€˜looks likeâ€™, how it occurs, and why we need to research it. Professional Development in Education, 2019, 45, 3-16.	1.7	53
4	Re-shaping the EHEA After the Demise of Neoliberalism: A UK-Informed Perspective. , 2018, , 23-42.		4
5	The worst of times? A tale of two higher education institutions in France: their merger and its impact on staff working lives. Studies in Higher Education, 2017, 42, 1699-1717.	2.9	13
6	University professors as academic leaders. Educational Management Administration and Leadership, 2017, 45, 123-140.	2.2	36
7	What Academics Want from Their Professors: Findings from a Study of Professorial Academic Leadership in the UK. , 2015, , 51-78.		4
8	A changing role for university professors? Professorial academic leadership as it is perceived by â€˜the ledâ€™. British Educational Research Journal, 2015, 41, 666-685.	1.4	19
9	Enhancing the Quality of Research in Europe: Theoretical Perspectives on and Guiding Principles for Researcher Development. , 2015, , 573-591.		1
10	Leadership for professional development and learning: enhancing our understanding of how teachers develop. Cambridge Journal of Education, 2014, 44, 179-198.	1.6	116
11	What is effective research leadership? A research-informed perspective. Higher Education Research and Development, 2014, 33, 46-58.	1.9	47
12	Professors as Academic Leaders. Educational Management Administration and Leadership, 2013, 41, 674-689.	2.2	36
13	The Professional Status of Educational Research: Professionalism and Developmentalism in Twenty-First-Century Working Life. British Journal of Educational Studies, 2013, 61, 471-490.	0.9	12
14	The dawn of a new professionalism in the French academy? Academics facing the challenges of change. Studies in Higher Education, 2013, 38, 1201-1221.	2.9	14
15	Leadership for Researcher Development: What Research Leaders Need to Know and Understand. Educational Management Administration and Leadership, 2012, 40, 423-435.	2.2	36
16	Ãšvahy o profesionalitÄ› vzdÄ›lavatelÅ¯ dospÄ›lÃ½ch. Studia Paedagogica, 2012, 17, .	0.3	2
17	The â€˜shapeâ€™ of teacher professionalism in England: professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. British Educational Research Journal, 2011, 37, 851-870.	1.4	187
18	The scholarship of researcher development: mapping the terrain and pushing back boundaries. International Journal for Researcher Development, 2011, 2, 75-98.	1.0	57

#	Article	IF	Citations
19	Developing the European researcher: 'extended' professionality within the Bologna Process. Professional Development in Education, 2010, 36, 663-677.	1.7	13
20	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, 2009, 35, 289-304.	1.7	9
21	Developing research capacity in the social sciences: a professionality based model. International Journal for Researcher Development, 2009, 1, 134-149.	1.0	20
22	PROFESSIONALISM, PROFESSIONALITY AND THE DEVELOPMENT OF EDUCATION PROFESSIONALS. British Journal of Educational Studies, 2008, 56, 20-38.	0.9	386
23	What is Teacher Development?. Oxford Review of Education, 2002, 28, 123-137.	1.4	119
24	The Effects of Educational Change on Morale, Job Satisfaction and Motivation. Journal of Educational Change, 2000, 1, 173-192.	2.5	38
25	Jack-Of-All-Trades, Master of None?: An Examination of Subject Skills Provision on Technology (Secondary) Initial Teacher Education Courses In England and Wales. International Journal of Technology and Design Education, 1998, 8, 15-35.	1.7	5
26	Getting the best out of teachers. Education 3-13, 1998, 26, 26-30.	0.6	3
27	The Effects of Senior Management Teams on Teacher Morale and Job Satisfaction. Educational Management, Administration & Leadership, 1998, 26, 417-428.	0.8	5
28	Developing as mentors in school-based teacher training. Teacher Development, 1997, 1, 135-148.	0.4	21
29	A Voice Crying in the Wilderness? The problems and constraints facing 'extended' professionals in the English primary education sector. Teachers and Teaching: Theory and Practice, 1997, 3, 61-83.	0.9	7
30	Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction. Educational Research, 1997, 39, 319-331.	0.9	58
31	The practicalities involved in the introduction of school-administered initial teacher education in the United Kingdom: some policy issues and implications. Research Papers in Education, 1997, 12, 317-337.	1.7	3
32	Is there a role for higher education in initial teacher training? A consideration of some of the main issues in the current debate. Higher Education Quarterly, 1996, 50, 138-155.	1.8	5
33	Developing the mentoring role: some research recommendations. Mentoring and Tutoring: Partnership in Learning, 1996, 4, 38-46.	0.6	9
34	Separating the HEAP from the SAP. Mentoring, 1994, 1, 43-46.	1.4	8
35	A Comparative Study of Two Models of Initial Teacher. Mentoring, 1993, 1, 37-39.	1.4	4
36	Teacher Morale: an individual perspective. Educational Studies, 1992, 18, 161-171.	1.4	21