



The Teaching-Research Nexus

A guide for academics and policy-makers
in higher education

www.trnexus.edu.au

Overview of Self-Review Framework

What do we mean by teaching-research linkages?¹

This is a multi-faceted concept meaning different things to different academics:

- Research outcomes informing curriculum
- Teaching research, methods, techniques, skills explicitly within courses
- Research-process based methods of teaching and learning
- Encouraging students to feel part of the research culture of discipline
- Infusing teaching with the values of researchers
- Scholarship of teaching and learning

Why are teaching-research linkages important in higher education?

- Universities are increasingly being urged to research real world problems
- There is a trend towards the separation of research and teaching and the valuing of research over teaching. This is evident in: funding regimes; initiatives that categorise academics as research active/non-research active; the notion of teaching-only institutions; and the creation of 'teaching-only' and 'research-only' positions
- Increasing reliance on casual academics who are less likely than tenured staff to be actively engaged in research
- The trend towards mass higher education and viewing students as customers means teaching and learning strategies need to appeal to, and be viewed as useful and relevant, by students with diverse academic abilities

Self-review framework

We encourage you to think about ways you might strengthen teaching-research linkages by reflecting on the following questions.

Questions for academic staff members

1. What kinds of teaching-research links are evident in your : a) teaching; b) course/program curriculum; c) Department?
2. In what ways do you think students benefit from teaching-research linkages?
3. What benefits do you derive from connecting your teaching and disciplinary research?

¹ Also referred to as research-based learning; research-led learning (or teaching); research-enhanced learning (or teaching); teaching-research nexus

4. What scope is there for expanding the teaching-research links in your:
a) teaching; b) course/program curriculum; and c) Department?

Questions for staff members with leadership roles in their Faculty, Department or School

1. What policies and practices currently foster teaching-research linkages in your local context?
2. In what ways does the curriculum in your Faculty/Dept/School reflect teaching-research linkages?
3. What strategies are in place to engage students in the Departmental research culture?
4. How do you monitor and evaluate teaching-research linkages in your Faculty/Dept/School?
5. What improvements would you like to see in the ways in which teaching and research are connected in your Faculty/Dept/School?

Questions for Institutional policy-makers

1. What does your University do to: a) plan for; b) monitor; c) support; d) evaluate; e) resource and f) reward teaching-research linkages?