



The Teaching-Research Nexus

A guide for academics and policy-makers
in higher education

www.trnexus.edu.au

Self-Review Framework for Institutional Policy-Makers

This self-review framework is designed for institutional leaders and policy-makers. Ideally, we would suggest that both Deputy-Vice Chancellors (Vice-Presidents/Pro Vice Chancellors), Academic and Research respond to these questions collaboratively.

The purpose of the instrument is to raise awareness of the various dimensions of the teaching-research nexus (TRN) and to encourage academic leaders to consider ways in which they might make effective links between discipline-based research, learning and teaching across year levels and disciplines.

You do not need to answer all questions. We suggest that you:

- a) start by skimming through the six dimensions below so that you are aware of the range of ways in which the TRN might have a role to play in institutional policy-making in your university;
- b) then focus on an area(s) of particular interest and relevance to you and your university.

1. The TRN, Your Students and Staff

- In what specific ways do you think students at your university benefit from the connections between research and teaching?
- In what specific ways do you think staff at your university benefit from connecting research and teaching?

2. The TRN and University Policy

- In the context of your institutional mission statement, what importance does your university place on the TRN?
- Does your institution have a stated view on how it conceives the teaching-research nexus?
 - If no, would it be helpful to do so? What would be useful to include?
 - If yes, could it be improved to be more comprehensive/ useful?
- In what ways does the TRN feature in key policies at your university?
- What are the main reasons for promoting the TRN in your university? (e.g. developing synergies between teaching and research, enhancing the quality of teaching and learning, enhancing graduate attributes, developing a community of scholars)
- In what ways does the TRN interrelate with policy areas in the university? For example:
 - In what ways does research policy address linkages between teaching and research?

- In what ways does teaching policy address linkages between teaching and research?
- In what ways does community engagement policy articulate linkages between teaching and research?

3. The TRN in the Disciplines

- What are the structures that link institutional policy decisions with Faculty policy formulation? How have these been used in the dissemination of the TRN?
- In what specific ways is the TRN manifested in units and courses? (e.g. through outcomes, processes, assessment items, use of specific learning methods like enquiry-based learning)
- In what specific ways do Departments/Faculties at your university benefit from connecting research and teaching?

4. Resourcing the TRN

- What resources have been allocated for professional development activities concerning the TRN within the university community? (e.g. induction training, ongoing professional development)
- What specific resources are allocated to implementing policies that support the TRN at your university?

5. Recognising and Rewarding the TRN

- In what ways is the TRN reflected in HR policies relating to hiring, probation and promotion criteria and guidelines?
- What rewards are there for staff engagement with the TRN? (e.g. part of performance appraisal, specific TRN awards, specific reference to the TRN in promotion criteria)
- In what specific ways has research into teaching been supported in the last five years?
- Has a commitment among your staff to enhancing teaching-research linkages led to any positive benefits for the university e.g. external recognition through Carrick Awards, increased attractiveness to students, CEQ comments on the value of studying at your institution?

6. Monitoring and Evaluating the TRN

- What specific mechanisms are in place to monitor the development of the TRN at Faculty/Departmental level?
- In what specific ways is the TRN embedded in systems for approval and review of courses/subjects?
- How are the outcomes of professional development activities concerning the TRN evaluated?
- What indicators do you use to determine the impact of the TRN at your university?