

16.2.2026

Author

COATE, Kelly

Title

Relationships between teaching and research in higher education in England / Kelly Coate, Ronald Barnett and Gareth Williams

Publication year

2001

Source/Footnote

In: Higher education quarterly. - 55 (2001) 2, S. 158 - 174

Inventory number

13918

Keywords

Ausland : Großbritannien : Forschung, Hochschullehrer, Wissenschaftsförderung ; Ausland :
Großbritannien : Studium, Studenten, Lehre

Abstract

Although there is a popular conception that research enhances teaching, evidence of such synergistic relationships is inconclusive. Recent research, undertaken as part of the Higher Education Funding Council for England's (HEFCE) fundamental review of research policy and funding, indicated that there are a range of relationships ? both positive and negative ? between teaching and research. While the ideal relationship might be perceived by many academics to be a positive one, there are a number of factors that shape the ways in which teaching and research can have a negative influence on each other, or even be driven apart. These factors include pressures to compartmentalize teaching and research through accountability and funding mechanisms, management strategies of academic staff time that treat teaching and research separately, and the competition for scarce resources. If teaching and research are to complement each other, new ways of managing the teaching and research relationship need to be considered. (HRK / Abstract übernommen)