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Abstract

The relation between teaching and research is a defining feature of a modern university and of academic identity. Many universities claim a close relation between the two as well as a strong critical orientation. Yet the gap between claims and practice in higher education appears to be widening as government and institutional policies increasingly treat research and teaching as separate entities. Studies of the relation reflect these events. Such studies are not only contradictory but point to an increasing gap between research and teaching. What is missing in this complex and contradictory literature surrounding the research/ teaching relation is an understanding of the relation in its local and historical context - a conceptual archaeology. Using a case study, we trace the development of teaching and research at the University of Canterbury (Christchurch, New Zealand) over time. We explore founding discourses, colonial imperatives, Humboldts legacy, the influence of philosopher Karl Popper and more recent events such as national audit and a new tertiary education strategy. We

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also look briefly at ways in which, as part of the academic heartland, the relation can be strengthened within institutions. (HRK / Abstract übernommen), Robertson, Jane, E-Mail:

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