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Abstract

Teaching and research lie at the heart of higher education. The interaction between teaching and research has therefore attracted the attention of both researchers and policymakers. Much has been written about this relationship, looking in particular at the perceived mutual benefits between teaching and research. This paper presents some findings from a research project which, using a comparative approach, aimed to examine the nature of the teaching:research nexus and, in particular, to consider the response of institutional management. Based on the observations collected through the project, a new model is proposed for institutional management of the teaching:research nexus. This model is based on a range of contextual factors, classified as ideological or environmental, and two contrasting approaches to institutional management of the relationship between teaching and research, active and passive. This model offers a new approach to understanding the operation of the teaching:research nexus within institutions of higher education. (HRK / Abstractt übernommen) Taylor, John, E-Mail: Jtaylor@soton.ac.uk