Higher education has always sought to integrate teaching, research, and publishing activities as part of their role as academic institutions. This is evident and well practiced in most of the public and private universities and foreign university branch campuses.

There is a long-term controversy concerning the issue of research productivity and teaching effectiveness. Most educators, both in private and public institutions either view research as detracting or enhancing effective teaching in the classroom.

Nonetheless, research and publication are important components of a lecturer's overall yearly performance appraisal. In most public universities, in addition to teaching evaluation, which is more emphasized in private colleges and university-colleges.

Leary’s research spoken language back in 1999 suggests that the best teachers are almost without exception the best scholars. This was supported by Allen's (1995) study which showed a positive correlation between teaching effectiveness and research productivity. Others feel that research productivity adds significantly to both the quality and substance of the classroom experience (Baker et al., 1998), i.e., better researchers make better teachers. Porter and McKilbben (1998) suggest that scholarly application and research accomplishments enhance the faculty member's ability to stay current in a functional discipline. Nevertheless, there is research that showed contradicting results, i.e., the scholarly activities contribute little to teaching (Tanner et al., 1992; Crimmel, 1984; Hoyt and Spangler, 1976).

It is increasingly expected that private colleges and university-colleges should follow the direction of the public universities, conduct research, and enhance teaching and be a regional engine of innovation and economic growth in their field of specialization. Research has shown that colleges greatly benefit if they adopt the university culture (Laukkonen, 2003; Oshagbemi, 2000; Oshagbemi, 1988).

Many authors (Clark, 1987; Kerr, 1963) view research and teaching roles as being in conflict. Research may be viewed as leading to intellectual narrowness and overspecialization (Sample, 1972). The alternative view is that research and teaching can reinforce each other. Research may increase faculty knowledge and intellectual vitality (Bencks and Riesman, 1968) and staff who carry out research and scholarly activities are more likely to produce desirable student outcomes (Abelson, 1967). Being a productive scholar stimulates staff interest and enthusiasm. Staff who are productive in research are more likely to challenge students through high expectations. Thus, this produces distinctive qualities of its graduates. There is, then, some division of opinion as to whether research and teaching are complementary.

In conclusion, current higher education strategies, which integrate teaching, research, publishing, and commercialization, may be most valuable to any institution of higher learning. It enhances the quality of student experience while generating research and publications.

Thus, the advantages of integrating research into teaching and learning include:
- students are aware that they are being taught by lecturers who are recognized contributors to their field — more confidence and increased quality of their own learning;
- students are made aware that their teachers are striving to improve the quality of their learning experience as well; and
- students benefit from full participation in an environment where lively research, publishing and enquiry is part of the culture.

Indeed, the “teaching-research” relationship is central to higher education. Student and start intellectual development can and should be developed by departments focusing on this integration of teaching and research. Effective “teaching-research” links are not automatic and have to be well developed and through strategic thinking and planning.

By:
Dr. Viknewaran Nair
Head, Centre for Research & Development
Taylor’s University-College

References:
From The Teaching & Learning Centre and Centre for Research & Development

Message from the Director, Teaching & Learning Centre

Since the inception of this centre in late 2005, this small department has been actively involved in implementing pedagogical training sessions for both new and current lecturers. Training sessions for new lecturers were conducted in the months of June and September. This year different instructional technology sessions were added because of the interest to learn about the role of IT in enhancing one's teaching. A new feature for this year is the inclusion of thematic forums, which focuses on the value of sharing teaching and learning ideas through discussions. The scholarship of teaching and learning is an area that needs to be explored through action research projects that will culminate in better teaching and learning practices and at the same time result in quality academic papers. Paper presentations on teaching and learning issues have increased over the past one year and this is encouraging news! More can be done in enquiring about the quality and effectiveness of the teaching and learning process in the classrooms and it is an exciting time for Taylor's because we are continuously seeking to do better.

The TLC would also like to welcome Dr. Logen as its Head of Teaching and Educational Development. He chairs the 2nd Annual Teaching and Learning Conference, which will be held at Taylor's University College Main Campus on October 6, 2007, with the theme "Educators, Leaders of Today's Society". There are many activities as well as opportunities to participate in teaching and learning activities. Other upcoming training session from October - December including information regarding the exact dates of the training will be provided in due time and suggestions for other topics of training are always welcome.

Ciao,
Dr. Irene Tan

Message from the Head, Centre for Research & Development

Taylor's is indeed committed to the development of a culture of sustained scholarship leading to the creation of new knowledge through research. It is envisaged that all academics within Taylor's are expected to undertake research either within the institution or in collaboration with industry, with universities locally and internationally or with twinning partners.

The setting up of the CRD in October 2006, will lead to the creation and dissemination of new knowledge so that Taylor's, as an institution, will be part of the global academic community dedicated to research.

In order for the College to further succeed in its mission of becoming an internationally known private higher education institution, our academic staff must be provided with the right environment, necessary incentives and infrastructure to engage in research and scholarly activities at the national and international level. Academics at Taylor's must continue to discover and create new knowledge, analyze and synthesize, interpret and apply, distribute and disseminate, and finally commercialize this knowledge into valuable research output in order to develop its scholarly culture.

So please feel free to discuss with me if you have any ideas or need any assistance from the Centre or the RISDC in your pursuit to venture into this research and scholastic environment.

Warm regards,
Dr. Vic Nair