

RESEARCH AND TEACHING INTERDEPENDENCE WORKING
GROUP

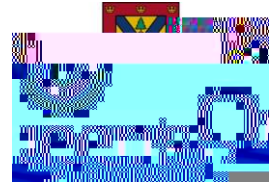
Operational Priorities

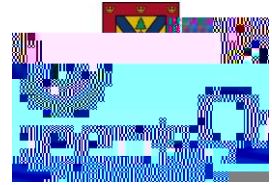
Supporting, Valuing, and Celebrating Research and Teaching
Integration: Embedding the experience of research and scholarship in all
academic endeavors

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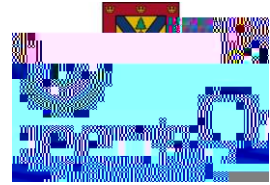
Strategic Goal #3:





The groundwork ensures that:

- Undergraduate students experience research as a foundational and embedded part of their academic program, have opportunity for additional research enrichment outside the classroom, and are able to recognize and articulate the skills fostered through their research experiences.
- Faculty, postdocs, graduate students and teaching fellows recognize the importance of research and teaching integration, receive support to build capacity for this integration, and are celebrated for outstanding achievements in this area. Graduate students, post-docs and undergraduate students are recognized as learners, researchers, and essential members of Qu



the research experiences of undergraduate students. They enhance the research environment for graduate students and post-doc fellows, increase their efficiency, and offer a competitive advantage in their recruitment.

4. Cross-University: Raise the profile of and support for RTI activities, programs, and opportunities.

Action items

1. In addition to existing research methods courses in the disciplines, require that every undergraduate course include a component of research, with an emphasis on building the research experience from first to fourth year. We adopt the goal, as articulated by Jenkins and Healey (2009) “to move more curricula in the direction of developing students as participants in research and inquiry.” Identify where research and information skills are introduced and reinforced throughout a program, including the learning sessions provided by librarians and archivists. Some examples of research experiences include lectures on a

