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Section I

Teaching and Research: Coming into Balance

Faculty developers have made painstaking progress in achieving a higher status for teaching in academe. Research and publication are revered in this occasionally mad-hatter world. In “The Hard-Easy Rule and Faculty Development,” Bob Boice posits a simple theory which can help us understand why raising the status of teaching has been such a challenge and why writing is held in such high regard. Faculty developers must not continue to ignore difficult areas, but must help faculty attain facility in their research and writing. In other words, all we have to do is make what has been viewed as easy *hard* and make what has been seen as hard *easy*. Good teaching must be rewarded, and publication should no longer be viewed as the domain of an elite few.

In this section, Mary Pat Mann in “Integrating Teaching and Research: A Multidimensional Career Model” clearly demonstrates why development programs, so many of which have concentrated exclusively on improving instruction, need to address scholarship and teaching. Mary Pat presents a new vision of our academic roles while discussing limitations of some currently held perspectives of the academic career, suggesting integration of the demands to which we respond, and frankly stating how this integrative alternative would enhance our faculty development programs. By promoting the value of both teaching and research, faculty developers can help faculty achieve harmony in their careers. Some might even conduct classroom research.

Both of these articles suggest teaching and research may actually be coming into balance in our complex higher education careers.