Researchers in higher education have examined the integration of teaching and research (often referred to in the literature as the research-teaching nexus) for decades. Their studies have documented an abundance of methods and models regarding the role of teacher and student, research content vs. research process learning, enhancement to both teaching and research environments, and other aspects.

Leaping the chasm of literature to application in one’s own practice can seem a superhuman feat amidst many engineering departments’ workload pressures and particularly for pre-tenured faculty navigating the labyrinth of tenure and promotion. Faculty who proclaim that integrating teaching and research increases their research productivity and teaching performance may be viewed as those rare superheroes [perhaps at institutions flush with funds and with superhumanly supportive chairs and deans!] In reality, many engineering faculty, and those in other disciplines, have quietly made the leap and are integrating teaching and research in all sorts of manners – by creating service-learning sections to engage students in field application of their research, creating elective classes that explore a new topic of research direction, incorporating the scholarship of teaching and learning into their research portfolio, and many other strategies from simple to novel.

To bust the myth of the superhero faculty and help nurture a culture that values integration of teaching and research, the Center for Teaching and Learning at Boise State University...
partnership with the STEM Station and an advisory board of STEM and other faculty, created a video-based seminar, “Integrating Teaching and Research...not just for superhero faculty.” This interdisciplinary seminar explores how some faculty on the Boise State campus, despite the same kind of resource and time limitations most faculty face, are effectively integrating teaching and research.

For the Pacific Northwest ASEE Conference we propose a presentation that outlines the Boise State “not just for superhero faculty” seminar and includes 1) video clips of faculty (STEM and non-STEM) talking about their integration experiences, 2) a handout summarizing literature on the topic of integrating teaching and research (including references from ASEE publications), 3) PowerPoint slides with discussion questions to spark group conversations, and 4) how-to suggestions for faculty (both tenure-track and lecturers) from other institutions to easily make their own video clips and stage their own seminars. The place-based nature of home-grown videos conveys how faculty at one’s own institution are creatively overcoming barriers that all faculty at the institution may encounter. Also, including non-STEM faculty in the conversation reinforces the value of integrating teaching and research as an institution-wide aspiration not unique to engineering or STEM.