The presentation will explore some of the challenges arising from the struggle to place a significant value on teaching in those higher education institutions where research is the most valued and most desired aspect of academic work and teaching just an activity that pays the bills. There have been sustained debates about the relationships and links (or their absence) between teaching and research, including how to strengthen such connections and the possible research/teaching synergies but the outcomes of these debates, though adding to the higher education literature, have failed to have much effect on the status of teaching-versus-research in research-intensive universities. Many of the strategies adopted by those responsible for leading teaching and learning in research-intensive universities to increase the status of teaching in such institutions have had little effect on the majority of research-oriented academics, who disregard, undermine or even have disdain for such measures and those who are motivated by them. It is not always evident how this resistance or indifference may be overcome, though teacher training and Continuing Professional Development, local and national excellence initiatives, student-initiated prizes and promotion incentives based on teaching for all academics are some common ways forward. However the fundamental challenge remains: until or if we recruit and work with academics who have an equal love of teaching and research, the challenges of developing academic cultures where the status of teaching is as high as that of research remain in place.

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