

Research-Enhanced Comprehensive University

Draft Definition

The University of Wisconsin Oshkosh is a Carnegie designated R3 Doctoral/Professional institution and a research-enhanced comprehensive university. Faculty and student research activities—broadly defined and varied by academic discipline—generate, validate, synthesize, and engage with new knowledge. Shared publicly, this knowledge advances human understanding and enriches the intellectual vitality and productivity of the broader community and the classroom, where innovative, research-driven teaching and learning provide the foundation of a high-impact university education. In short, UW Oshkosh is committed to providing opportunities for enhanced research activities that fuel our passion for teaching, problem-solving, student advancement, and cultural enrichment of our region.

UW Oshkosh embraces and supports a wide array of scholarly activities. Ernest Boyer and the Carnegie Academy for the Scholarship on Teaching and Learning (Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities for the Professoriate*) define four broad categories of university research, and these provide a helpful way of classifying them:

1. The **scholarship of discovery** and invention, which contributes to human knowledge and the intellectual, cultural, and artistic climate of the university and the region.
2. The **scholarship of integration**, which makes connections across disciplines, synthesizes, and interprets original research.
3. The **scholarship of engagement**, which applies knowledge to particular problems.
4. The **scholarship of teaching and learning**, which studies how knowledge and skills are taught and how students learn.

While academic units at UW Oshkosh are entrusted with clarifying the expected peer-reviewed or peer-recognized outcomes of professional activities, faculty research in all four categories may appear in many different forms: published research in peer-reviewed venues; public scholarship; published or

juried creative or artistic work; public performance; grant-related activity; community engagement projects; contributions at professional conferences; and so forth.

In addition to faculty research, student research is an essential component of student learning at this university, and it, too, can take many forms: disciplinary research across the academy; creative expression in the arts; capstone, thesis, or dissertation projects; student-faculty collaborative research; and community engagement projects. Integrated across all levels of the curriculum, this research prepares students for innovative and creative problem-solving in both theoretical and real-world settings.

Through pursuit of their own scholarship and mentoring student research, UW Oshkosh faculty embody the teacher-scholar model appropriate for a research-enhanced comprehensive university.

In drafting and refining this definition, the Research Enhanced Subgroup of the Academic Planning Workgroup engaged in conversations about the nature of comprehensive universities and the scope of faculty responsibilities. Resources that offer context for these conversations are available in a OneDrive folder linked through this QR code:



We welcome your thoughts and feedback!

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Please note that this is a philosophical definition and does not address details related to workload or financial support. Support for research is part of our next task related to how UW Oshkosh operationalizes "research enhanced" and we will seek input from you when we take up that task.