

## Research Intensive Courses Banner Attributes

### *What is Research?*

According to the Oxford English Dictionary (OED), research is a “**systematic investigation or inquiry aimed at contributing to knowledge of a theory, topic, etc., by careful consideration, observation, or study of a subject; original critical or scientific investigation carried out under the auspices of an academic or other institution.**”<sup>1</sup>

The OED definition can be distilled into three basic components:

- Inquiry
- Investigation according to the field
- Production of knowledge

The Council on Undergraduate Research (CUR) defines undergraduate research as “**an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.**”<sup>2</sup>

The CUR definition, however, is contested. While some scholars may endorse it, others question the embedded phrases “original” and “contribution to the discipline,” especially within the undergraduate context. For some dissenting scholars, undergraduate research is a pedagogical tool and mode of discovery: a critical entry-level processual stage toward development of the advanced investigative and interpretive praxes which ultimately result in original contributions to the field. Other scholars point out the increasing importance of replication studies conducted across numbers of samples and labs. Replication studies, performed by researchers at all levels including the undergraduate, make critical contributions to disciplines within the physical and social sciences.

### *Undergraduate Student Research within the Curriculum at UNF*

In establishing mechanisms to identify and track student engagement in research within the curriculum at UNF, it is appropriate to utilize the broad OED definition of research. **Research in the undergraduate context at UNF is a process of faculty-mentored student inquiry and systematic investigation according to the standards of the field. The process results in demonstrable production of knowledge. The student’s knowledge production originates from the student’s investigation. The process and knowledge product are pedagogical – an active learning research experience for the undergraduate student. The process leads to, and the resulting product (expressed as a deliverable) demonstrates, the student’s knowledge of a theory or topic which may or may not make an original intellectual or creative contribution to the discipline or field.**

### *What is a Research Intensive Course?*

A Research Intensive Course at UNF involves and requires, within the context of a graded academic course, **faculty-mentored student engagement in each and every element discussed above: inquiry, investigation according to the discipline, and production of knowledge, to include a deliverable.**<sup>3</sup> Thus, courses which treat only a segment of the research process (e.g., a course focused on readings within the scholarly field and culminating in a focused review of the literature; or courses on laboratory methods and techniques or analysis of data which conclude in an essay, reflection, or final exam) **may be research exploratory courses, but they are not Research Intensive Courses.**

Following is definitional detail of the three required elements of Research and thus a Research Intensive Course – inquiry, investigation, and production of knowledge – as the definition will apply to undergraduate studies at UNF and as the attribute will be attached to appropriate course sections through Banner.

**The URES attribute should be attached to qualified courses at both the undergraduate and graduate levels.**

*Research Intensive Course Banner Attributes*

Attribute Code	Description	Examples and Elements
URES	<b>Inquiry:</b> The faculty-mentored student identifies a question or problem within the field to investigate	<ul style="list-style-type: none"> <li>• <b>Example:</b> Does this enzyme naturally produce secondary metabolites? If so, can we characterize them? Do they have clinical application?</li> <li>• <b>Example:</b> What role, if any, did Woodrow Wilson’s call for self-determination play in fueling Indian nationalists’ desire for home rule?</li> </ul>
URES	<b>Investigation:</b> The faculty-mentored student conducts a systematic investigation of the question or problem according to the methodologies and standards of the field	<ul style="list-style-type: none"> <li>• <b>Required element:</b> Primary (original) investigation according to the field, e.g.:               <ul style="list-style-type: none"> <li>○ Laboratory and/or field experiments and analysis</li> <li>○ Critical analysis of primary sources</li> </ul> </li> <li>• <b>Required element:</b> Secondary (contextual) investigation according to the field (i.e., review of the scholarly literature or body of work relative to the question or problem)</li> </ul>
URES	<b>Production of knowledge:</b> The faculty-mentored student develops and demonstrates knowledge originating from the systematic investigation in a form appropriate to the standards of the field	<ul style="list-style-type: none"> <li>• Required element: Conclusion, results, or findings; and possibly further directions and/or future implications</li> <li>• Required element: Deliverable, e.g.:               <ul style="list-style-type: none"> <li>○ Research paper, published article, etc.</li> <li>○ Research poster, formal research presentation, etc.</li> <li>○ Creative digital or multimedia project such as a website, video, podcast, musical composition, or work of art</li> </ul> </li> </ul>

Banner Attribute Code	30-character description
URES	Inquires-investigates-produces

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