Discovery Committee Minutes, November 7, 2012

Present: Barb White, Brian Chu, Jing Wang, Kathie Forbes, Ihab Farag, Tom Safford, Bill Ross, Michele Holt-Shannon, Dan Beller-McKenna, Sean Moore (Absent: Steve Pugh [votes received via email], Wayne Fagerberg [votes received via email], Rosemary Caron [votes received via email], Lisa MacFarlane, Alex Eichler)

Next meeting: Wednesday, NOVEMBER 14, 2012
Motion: Ihab Farag moved and Brian Chu seconded approval of the Minutes of the meeting of October 24, 2012.
Vote: 6 yes, 0 no, 1 abstain. **Motion passed**.

The committee took the following action:
The following courses were reviewed, and/or confirmed in the categories/attributes listed:

COLSA
NR 458 – *The Science of Where* – PS/DLAB (online)

Student Petitions
The Committee reviewed a COLA student petition for academic variance. The petition was denied. Kathie Forbes will send the letter to the student on behalf of the DC. (*Petition: SGCOLA110212*)

The Committee discussed the following:
Syllabi Language for DISCO Syllabi – Michele asked the DC if they would share their own, or develop, syllabi language in Discovery categories for us to post on the Discovery website as examples for faculty. This is only to encourage that faculty put category and attributes on their syllabi, not an attempt to instruct faculty in their syllabi construction.

INQ at Sea Opportunity – Michele discussed the Inquiry at Sea voyage schedule for May 25-June 17, 2013, with Brent Bell teaching KIN 444, Risk & the Human Experience. (It was not clear how many DC members received the email that was sent to all department chairs and department admins, or whether the email was filtered down from department offices to their faculty.) There are still spots available for students. Michele asked the DC to please share the information with their students and/or colleagues who are advising first year students.

Post-Election Discussion University Dialogue Event – Michele announced that Thursday, Nov 8, there will be a post-election event with Andy Smith and Dante Scala to discuss "what happened" in the 2012 elections. Michele asked the DC to please attend, if possible, and encourage their students to attend.

Discovery/Writing Program Motion for Course Re-Review – The DC discussed the Writing Committee's (WC) impressions of the draft policy Discovery and the Writing Program developed regarding any course being modified for online/short-term delivery being re-submitted for DC review. The WC is supportive of the statement, just needs "word-smithing." At the WC meeting, there was discussion regarding the difference between tech writing and a "regular" WI course. There is also agreement that stating 5 weeks as a minimum timeframe for a WI course, takes WI out of J-Term. (According to a study, 8 weeks is the minimum time really needed to teach a composition course.) The Provost stated at the e-UNH Forum that WI and INQ cannot be offered during J-Term, so it should hold true. There are plans to organize a meeting with DC, WC, the Associate Deans, Academic Technology, representation of the Faculty Senate, VPAA MacFarlane and/or Provost Aber, so that the statement goes to the Faculty Senate with some authority. It was suggested that Tom Safford be the Faculty Senate rep at that meeting, since that is his role on the DC. It was also suggested that Michael Ferber be asked to join the meeting. Ihab recommended that Barb follow-up with Ed Mueller to organize this meeting.

INQ Two-Year Summary Assessment Report – 2 years ago when Discovery looked at INQ models across campus and helped people put INQ together, we made the accommodation to have INQ A. However, with CEPS and COLSA, more flexibility was needed. With these colleges we created INQ Pilots. CETL has worked with us to pull data in order to assess the INQ courses including these pilots. Any INQ course is held to the 4 criteria regardless of discipline, but it looks a little different in the varied disciplines. Given that, we came up with a way to assess INQ in these pilots.
Barb and Victor Benassi (CETL) came up with using the criterion of 4. The report is based on 2 years of 444 and INQ A data, and 1 year of pilot course data. The DC needs to make a decision whether we set the pilots free, or keep monitoring their progress. TA's were trained each summer to teach in the pilot labs, and have faculty oversight. Funding

for these trainings has been through the VPAA's office. How can the DC be thoughtful about how we deliver this assessment report information so as not to be pejorative, but to be reflective, self-evaluative, and suggest a way to improve…? *(See page 7 of the report for the formula, and an example.)*

Overall, 444 courses are delivering what we expect them to, and are more effective than INQ A. CEPS pilots are all in a positive direction meeting the criteria or above it; COLSA pilots are in the opposite direction except question 4 (reminder: this is student perception). Everyone is making attempts to meet the spirit of INQ – 444's better than other methods of delivery. Where would Discovery like to go from here?

This discussion will be continued at the next DC meeting, Nov 14.

Meeting adjourned 1:40pm