

## Discovery Committee Minutes, November 3, 2010

**Present:** Barb White, Wayne Fagerberg, Art Greenberg, Kathie Forbes, Bill Ross, David Hiley, Lisa MacFarlane, Christina Caiazzo, Heather Barber, Stephen Pugh, Monica Chiu, Sharyn Potter, David Richman (Absent: Michele Holt-Shannon)

**Next meeting: Wednesday, November 17, 2010**

**The committee took the following action:**

**Motion:** David Richman moved, Heather Barber seconded, to approve the minutes of the meeting of October 20, 2010. Vote: 7 yes, 0 no, 1 abstain.

*The following courses were confirmed for Discovery in the category/attribute listed:*

### **COLA**

THDA 439 – *Intro to Shakespeare in the Theatre* – FPA (This is an online course designed for J-Term.)

### **UNHM**

HUMA 412 – Humanities II – INQ

### **Community College Transfer courses**

SCIN 220 – Ecology (Nashua CC) – BS w/lab – not an intro course – BIOL 541 is comparable and that is not a DP course. **Vote:** 0 yes, 8 no, 0 abstain

BTEC 105 – Intro to Biotechnology 3-3-4 (Great Bay CC) – BS w/lab – **Vote:** 7 yes, 0 no, 1 abstain

### **The Committee discussed the following:**

--Dovev Levine (UNH staff & recent PhD graduate) teaching Stacy VanDeveer's POLT444, *Politics & Policy in a Warming World* in the fall of 2011. The Committee felt that as long as the class was being taught to the original syllabus, that Dovev could be the instructor of record.

--The Senate position on voting privileges of the Honors director and student representative to the Discovery Committee. **Motion:** The Discovery Committee respectfully but fundamentally disagrees with the decision of the Faculty Senate Agenda Committee regarding the Honors Director and student representative voting privileges and that this decision be overturned. **Vote:** 7 yes, 1 no, 0 abstain.

Honors piloted 444's in the form of INCO and that is another reason they were around the table, and in piloting capstone. When gen ed looked at what had been done on campus, they looked to honors as being an example of core curricular innovations. Also, Honors brings a distinctive voice to this process and has their "ear to the ground," as far as what is going on with course offerings across campus.

Student representative feels that voting privileges are a good step to strengthening the relationship between faculty senate and student senate. However, should faculty senate not allow the student vote, they are still happy to have input and to be present at the committee meetings and course review.

--Academe articles – The Committee discussed shared concerns about assessment and the language associated with assessment activities. For example, not all members of the Committee embrace the language commonly used when discussing outcomes, reviews, and accountability. We distinguished the terminology used and agreed that at times, language interpretation can differ across disciplines regarding the terms assessment, review, learning outcomes, subjective, objective, etc. We discussed that making judgments better characterized what faculty do in terms of student performance.

Regarding Discovery Program review, there are 2 parts: 1) assessment of practical matters related to implementation (e.g., are syllabi archived), and 2) more broadly, are we doing good inquiry? Do capstones represent a student's integration of knowledge over their academic career at UNH?

Key to reviewing general education is asking questions. What is it that we want to know? Is it knowable? How do we collect samples of it? Our efforts can also be targeted to key features of Discovery, for example Inquiry and Capstone. This is where it was suggested the Committee place its energies.

**Adjourned at 1:35pm.**