

## ***INSTRUCTION COMMITTEE***

### ***Meeting Minutes***

October 7, 2022

10:03 a.m. via Zoom

**Chairs:** Michael Blankenship (C), Stacey Laney (B)

**Recorder:** Sydney Gordon (Library – B)

**In Attendance:** Michael Blankenship (English-C), Sydney Gordon (Libraries-B), Lisa Carter (Business Management-B), Steve Litherland (AVP-Library - District), Stacey Laney (A&H – B), Thomas Slopnick (History-B)

**Absent:** Debra Dart (Information Systems-B), Angela Slaughter (Business Management-B), Jennifer Ferguson (), Peter Agbakpe (Science & Mathematics – Chesapeake Dean), Jennifer Briggs (Health - B), David (Steve) DeLong (EM & ST -B), Stacey Laney (A&H – B), Evgenia Harrison (Math - C), Becky Greene (Director, General Education Assessment and Curriculum Management - C).

#### **I. Roll call/ Introductions**

The meeting was called to order at 10:03 a.m. Quorum was established at 10:04 a.m.

#### **II. Approval of Minutes from September Meeting.**

Minutes approved @ 10:11 a.m. with corrections.

#### **III. Chair Updates**

Dr. Summer tasked the Instruction Committee to resubmit end of year report and charges.

#### **IV. Open Business**

- Begin review of the Scientific Literacy Rubric.
- Compare the language from the Quantitative Literacy Rubric to the Scientific Literacy Rubric.
- The language was negative in the Scientific Literacy, morale was low in the language. Stating what the student cannot do versus what they will do and accomplish.
- Started with the AACU rubrics and the wording that goes into each rubric. Accessed and created by Academic Affairs and faculty members.
- The glossaries are different in the Quantitative and Scientific Rubrics.

#### **Revisions to Scientific Rubric**

- Address the glossary and the benchmarks with the Scientific Literacy. The Scientific Literacy glossary does not match what is in the columns for the levels of learning.
- Not consist from rubric to rubric.

- Suggest to bring in science faculty or other faculty members who use Scientific Literacy Rubric in their assignments.
- To have a single format for consistency may not work for every class taught.

1. Explain phenomenon using scientific

- a. Take out “Student” under “Explain phenomenon using scientific principles” to make it consistent with the other rows. Apply Scientific principles to explain scientific phenomenon instead of “explain. .”
- b. Benchmark 1 – if students do not meet the benchmark then it will be given a “0.”
- c. What principle(s) will be applied to find the best solution to do the assignment.
- d. Change “connections to wider applications” to “connects to broader applications.”

2. Demonstrate proper usage

Take out “may” under “Demonstrate proper usage. . .”

- a. Analyze should be analyzes under “Demonstrate proper usage. . .”
- b. Take out scope of under “Demonstrate proper usage. . .”

3. Identify or apply add “Develop”

- a. Understands is added
- b. Remove inquiry and add demonstrates – Benchmark
- c. Applies fundamental methodology. . . undeveloped take out incorrectly.
- d. Add the word “develop” for capstone and milestone.

4. Organize and interpret. . .

- a. Benchmark 1 instead of “poorly” – add presents to poorly
- b. Take out “interpret” for number 2 add organizing evidences, but is not effective. . .
- c. Leave level 3 and 4 as is.

5. Draw conclusions. . .

- a. Take out “because” for 2 and use instead States a conclusion that is so general, but applies beyond. . .
- b. Capstone 4 – change “or” to “and.”

6. Looking at the glossary and the framing language for the Scientific Literacy Rubric.

7. Look at the Scientific Literacy Rubric with the changes.

- Instruction Modalities changes to the schedule when offering classes to students.

- Mentioned in the meeting how is this presented to students when they are looking at the class schedule.
8. The Instruction Modalities list was presented by Dr. Summers to the governance committees.
- Make a suggestion on a policy for Zoom attendance – recommendations on what the policy should look like.
  - There is no easy way to take attendance in Zoom.

**Recommend course modality guidelines/standards (New Charge).**

- Change charge 2 wording at the end . . .working with Distance Learning and Technology Committee.

**V. New business**

No new business

**VI. Next Meetings**

2022-2023 Academic Meeting Dates. Location: Zoom for Fall semester: November 4 (Zoom), December 2 (Zoom), Zoom for Spring semester January 6 (TBD), February 3 (TBD), March 3 (TBD), April 7 (TBD), May 5(TBD).

**VII. Adjournment**

The meeting adjourned at 11:52 a.m.