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# Summer 2016 Faculty Meeting Minutes

1 message

**Melisa Bent-Hamilton** <melisa.hamilton@icci.edu.ky> Sat, Jul 23, 2016 at 4:08 PM
To: drmarshall@icci.edu.ky
Cc: David Marshall <drmarshall@icci.edu.ky>, Elsa Cummings <elsa.cummings@icci.edu.ky>, Lisa Wood <lisa.wood@icci.edu.ky>, S'Rah Yisrael <srah.yisrael@icci.edu.ky>, Alicia Law <alicia.law@icci.edu.ky>, Autry Foster <autry.foster@icci.edu.ky>, Michelle Gray-Williams <michelle.graywilliams@icci.edu.ky>, Robert Lynch <robert.lynch@icci.edu.ky>, Navlette Bishop <navlette.bishop1@icci.edu.ky>

Hello everyone,

My apologies on the delay of the minutes from our Summer 2016 Faculty Meeting held on Tuesday, July 5, 2016.

Attached are the relevant documents for your perusal:

- Agenda

- Sign In Sheets

- Mission Statement

- Meeting Minutes

- Writing Objectives using Bloom's Taxonomy

- Sample grading rubric for research papers and

Thank you.

***Best Regards,***

*Melisa Bent-Hamilton*



**5 attachments**

**Bloom%27s+Taxonomy+Writing+Student+Learining+Outcomes.pdf**
323K

**Sample+Grading+Rubric+for+Research+Papers.docx**
14K

**SUM+16_Faculty+Meeting_Sign+In+Sheets.pdf**
614K

**Summer+2016+Quarter+2015_Faculty+Meeting+Minutes.pdf**
260K

**ICCI+Mission+Statement.pdf**
248K

INTERNATIONAL COLLEGE CAYMAN ISLANDS

*The mission of the International College of the Cayman Islands (ICCI) is to prepare students for career placement and enhancement. The ICCI education instills attitudes, behaviors, sensitivities, skills and knowledge that are essential to life and learning. The ICCI experience advances the potential for leadership and a commitment to community service. ICCI equips graduates with practical skills of critical thinking, problem solving and self-directed learning for success in the 21st century job market.*

INTERNATIONAL COLLEGE CAYMAN ISLANDS

**Summer 2016 Quarter Faculty Meeting**
**July 5, 2016**
**6:00 p.m.**
**MH2**

**AGENDA**

Welcome..... Melisa Bent-Hamilton
*Dean*

Reading of the Mission..... Dr. Alicia Law
*Associate Professor of Business*

Introduction of Instructors/Staff..... Faculty/Staff

Greetings from the President Emerita ..... Dr. Elsa Cummings
*President Emerita*

Updates on IACBE/ASIC & other updates .....Dr. David Marshall
*President*

Introduction to Turnitin & Plagiarism ..... Michelle Gray-Williams
*Librarian*

Updates on Teaching and Learning Outcomes..... Dean Hamilton

***Questions & Answers***

## Important Dates to Remember

**July 6, 2016** **Summer 2016 Quarter's Classes begin**

Please come prepared to "walk through" entire syllabus with students, answers any questions, discuss community resource activities, explain style of teaching/facilitation and set the mode for the course.

**August 8 – 9, 2016** **Midterm Examinations**

**August 11-14, 2016** **Summer 2016 Quarter's Seminar**

BE 434 Seminar on Travel & Tourism scheduled for undergraduates. Kindly note that the participating students are excused from classes on August 11th.

**August 15, 2016** **Midterm Progress Reports due**

Instructors are asked to create midterm progress reports (with special emphasis on a recommended plan of action to assist students to succeed) for each student in the class. This should be done for all students so that whether the student is doing well or not at midpoint, some form of feedback is afforded to each student.

**August 25, 2016** **Career Readiness Workshops (students)**

**In-Service Training Session (faculty)**

No classes will be held. Please encourage students to attend Career Readiness Workshops. Students should be given points (a part of

the Discussion Grade) for posting a report of the session attended online.

All faculty members are required to participate in the In-Service session.

**September 21-22, 2016 Final Examinations Days**

All courses should have a final exam, and proctored on the final class day (not earlier). Please remind students that no one will be allowed to sit the final exam earlier than the scheduled date.

**September 26, 2016 Finalization of grades on Populi**

All courses should be finalized on Populi and the end-of-quarter checklist completed. Once the checklist has been signed off on, checks will be disbursed accordingly.

**September 27, 2016 End of Quarter Faculty Social**

***Fall 2016 Quarter- October 3 – December 15, 2016****

INTERNATIONAL COLLEGE CAYMAN ISLANDS

**Summer Quarter 2016**

**Faculty Meeting Minutes**

**Held July 5, 2016**

There were 20 faculty members in attendance at our Summer 2016 Quarter Faculty Meeting.

The major highlights of the meeting are as follows:

- The meeting commenced at 6:30pm opening with the reading of the Mission Statement.

- The relevant introductions of faculty members and staff were carried out accordingly.

- President Emerita, Dr. Elsa Cummings, welcomed the faculty members, especially the new ones, and thanked all for their continued support of the college. Apologies were made on behalf of the President, Dr. Marshall, who was conducting Orientation with the new students at the same time.

- Ms. Michelle Gray-Williams, our on-site librarian, reminded instructors of the multi-media resources available to them; both online and on site. She reminded us the use of the Turnitin Resources and how instructors will need to first set up their individual course(s), and then pass on the access information the their students. The message of zero-tolerance for plagiarized work was emphasized and all instructors were asked to remind

INTERNATIONAL COLLEGE CAYMAN ISLANDS

Summer 2016
Faculty Meeting
July 5, 2016
6:00pm

| Name | Course(s) Teaching | Signature |
|---|---|---|
| Alicia Law | Business | Alicia Law |
| Elsa M. Cummings | President Emerita | Elsa M. Cummings |
| SAMIT GHOSH | Banking / Finance (Guest Lecturer) | |
| Peter Spratt | Business / IT | |
| Southilla Moore | Spanish II | |
| Racquel Goring | EN090 EN001 | RGoring |
| Clayton Garwood | AP108 | |

INTERNATIONAL COLLEGE CAYMAN ISLANDS

Summer 2016
Faculty Meeting
July 5, 2016
6:00pm

| Name | Course(s) Teaching | Signature |
|---|---|---|
| Margaret Macpherson | EN 301<br>EN 000 | mgmacpherson |
| Katherine Whittaker | EN101, 102<br>AP0140 | |
| Tania Johnson. | BI 203 | |
| CLAUDE BAILEY | AP-009<br>MA 101 | |
| Melisa Hamilton | BE 434<br>AP.BE. 250/444 | |
| Sarah Israel | PY. SO 315 | |
| Brenda Dawkins | GR 506 | |

repeats

INTERNATIONAL COLLEGE CAYMAN ISLANDS

Summer 2016
Faculty Meeting
July 5, 2016
6:00pm

| Name | Course(s) Teaching | Signature |
|---|---|---|
| MARJORIE BUSH-DIXON | BE 332 | |
| D'Neil Duncan | AP114<br>AP208 | |
| Felicia Robinson | BE110<br>ED 201 | |
| PATRICE DONALDS | BE 303 | |
| stacie sybersma | BI 203<br>~~BIO 104~~? | |
| S'rah yisrael | PY315 | |
| Catharine Faulkner-Peart | EN102 | |

## Grading rubric for Research Papers

The Research paper should be no less than ten pages, double spaced. It should be done in APA format and all citations must consistently be in the same style. The page requirement does not include your abstract, cover page or bibliography. The font is to be Courier or Times New Roman - size 12.

You must also have an appropriate abstract that sets out what the paper will cover, how it will do so and what conclusions it will draw. I suggest you look up appropriate abstract preparation in your English text or on the internet and make sure your abstract is in the proper form.

You are expected to cite from a minimum of (5) relevant resources of which some should be taken from LIRN; including periodicals, journals and other reference sources in the body of your paper and to have appropriate foot or end notes. You are also expected to use proper in- text citations as well as having a proper bibliography in an approved format.
**Wikipedia is not an approved source and may not be cited or used in your paper.**

Students are reminded to review the school policy on academic dishonesty. Plagiarism will not be tolerated and will be cause for failure of the course. **All final submitted work must be posted on Populi under the "Discussion" tab and accompanied with the Turnitin Plagiarism Checker Report.**

| Grade | Content, Focus, Use of Text/Research | Analysis and Critical Thinking | Writing Style, Grammar, APA Format (when assigned) |
|---|---|---|---|
| % | 50% | 30% | 20% |
| 90-100% | Response successfully answers the assignment question(s); thoroughly uses the text and other literature when required. | Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation). | Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned. |
| 80-89% | Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature when required. | Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis). | Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned. |
| 70-79% | Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature when required. | Response exhibits limited higher-order critical thinking and analysis (e.g. application of information). | Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned. |
| 60-69% | Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature when required. | Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension. | Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned. |

| | | | |
|---|---|---|---|
| 0-59% | Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature when required. | Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter. | Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level. Unacceptable use of APA format when assigned. |

students to make full use of the English Support Labs available to all students.

- The Dean, Melisa Bent-Hamilton, discussed the contents of the Orientation Package and reminded the group of some of the key areas of the syllabus such as the tangible, specific and measurable Student Learning Outcomes (SLOs). We spent some time exploring how these SLOS are created, using effective verbs that would cover the key learning domains as identified in Bloom's Taxonomy Model (attached are additional notes on this). We also discussed the Standard Assessment Grid, rubrics for all graded assignments, Writing across Curriculum (WAC) project, Community Resource activities, midterm progress reports (a sample one is attached) and the standard midterm and final exam dates. We then discussed the scheduled events for the quarter (these are attached to the agenda) and instructors were reminded that part of their role includes attending the faculty meetings, in-service sessions, and curriculum review meetings.

- Questions and answers were entertained with faculty members and the administrative team.

- The meeting adjourned at 8:00 pm.

## Writing Objectives Using Bloom's Taxonomy

Various researchers have summarized how to use Bloom's Taxonomy. Following are four interpretations that you can use as guides in helping to write objectives using Bloom's Taxonomy.

From: http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

| Level | Level Attributes | Keywords | Questions |
|---|---|---|---|
| 1: Knowledge | Exhibits previously learned material by recalling facts, terms, basic concepts and answers. | who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select | What is ...? How is ...?<br>Where is ...? When did _____ happen?<br>How did _____ happen?<br>How would you explain ...?<br>Why did ...? How would you describe ...?<br>When did ...? Can you recall ...?<br>How would you show ...?<br>Can you select ...?<br>Who were the main ...?<br>Can you list three ...?<br>Which one ...? Who was ...? |

| Level | Level Attributes | Keywords | Questions |
|---|---|---|---|
| 2: Comprehension | Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. | compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify | How would you classify the type of ...?<br>How would you compare ...? contrast ...?<br>Will you state or interpret in your own words ...?<br>How would you rephrase the meaning ...?<br>What facts or ideas show ...?<br>What is the main idea of ...?<br>Which statements support ...?<br>Can you explain what is happening . . . what is meant . . .?<br>What can you say about ...?<br>Which is the best answer ...?<br>How would you summarize ...? |
| 3: Application | Solving problems by applying acquired knowledge, facts, techniques and rules in a different way. | apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify | How would you use ...?<br>What examples can you find to ...?<br>How would you solve _____ using what you have learned ...?<br>How would you organize _____ to show ...?<br>How would you show your understanding of ...?<br>What approach would you use to ...?<br>How would you apply what you learned to develop ...?<br>What other way would you plan to ...?<br>What would result if ...?<br>Can you make use of the facts to ...?<br>What elements would you choose to change ...?<br>What facts would you select to show ...?<br>What questions would you ask in an interview with ...? |

| Level | Level Attributes | Keywords | Questions |
|---|---|---|---|
| 4: Analysis | Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. | analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion | What are the parts or features of ...?<br>How is _____ related to ...?<br>Why do you think ...?<br>What is the theme ...?<br>What motive is there ...?<br>Can you list the parts ...?<br>What inference can you make ...?<br>What conclusions can you draw ...?<br>How would you classify ...?<br>How would you categorize ...?<br>Can you identify the difference parts ...?<br>What evidence can you find ...?<br>What is the relationship between ...?<br>Can you make a distinction between ...?<br>What is the function of ...?<br>What ideas justify ...? |

| Level | Level Attributes | Keywords | Questions |
|---|---|---|---|
| 5: Synthesis | Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change | What changes would you make to solve ...?<br>How would you improve ...?<br>What would happen if ...?<br>Can you elaborate on the reason ...?<br>Can you propose an alternative ...?<br>Can you invent ...?<br>How would you adapt _____ to create a different ...?<br>How could you change (modify) the plot (plan) ...?<br>What could be done to minimize (maximize) ...?<br>What way would you design ...?<br>What could be combined to improve (change) ...?<br>Suppose you could _____ what would you do ...?<br>How would you test ...?<br>Can you formulate a theory for ...?<br>Can you predict the outcome if ...?<br>How would you estimate the results for ...?<br>What facts can you compile ...?<br>Can you construct a model that would change ...?<br>Can you think of an original way for the ...? |

| Level | Level Attributes | Keywords | Questions |
|---|---|---|---|
| 6: Evaluation | Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. | award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, ,support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct | Do you agree with the actions ...? with the outcomes ...?<br>What is your opinion of ...?<br>How would you prove ...? disprove ...?<br>Can you assess the value or importance of ...?<br>Would it be better if ...?<br>Why did they (the character) choose ...?<br>What would you recommend ...?<br>How would you rate the ...?<br>What would you cite to defend the actions ...?<br>How would you evaluate ...?<br>How could you determine ...?<br>What choice would you have made ...?<br>What would you select ...?<br>How would you prioritize ...?<br>What judgment would you make about ...?<br>Based on what you know, how would you explain ...?<br>What information would you use to support the view ...?<br>How would you justify ...?<br>What data was used to make the conclusion ...?<br>Why was it better that ...?<br>How would you prioritize the facts ...?<br>How would you compare the ideas ...? people ...? |

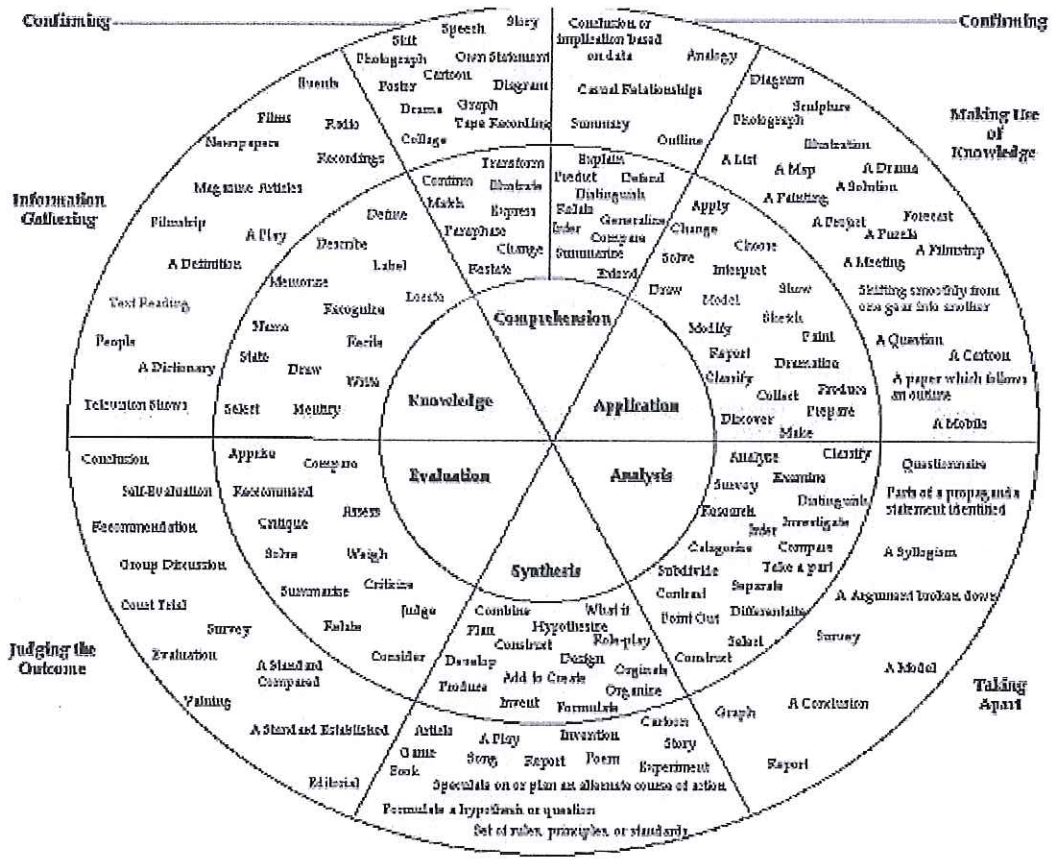
From: http://www.umuc.edu/ugp/ewp/bloomtax.html

**Bloom's Ranking of Thinking Skills**

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|---|---|---|---|---|
| List | Summarize | Solve | Analyze | Design | Evaluate |
| Name | Explain | Illustrate | Organize | Hypothesize | Choose |
| Identify | Interpret | Calculate | Deduce | Support | Estimate |
| Show | Describe | Use | Contrast | Schematize | Judge |
| Define | Compare | Interpret | Compare | Write | Defend |
| Recognize | Paraphrase | Relate | Distinguish | Report | Criticize |
| Recall | Differentiate | Manipulate | Discuss | Justify | |
| State | Demonstrate | Apply | Plan | | |
| Visualize | Classify | Modify | Devise | | |

From: http://www.stedwards.edu/cte/bwheel.htm

## Task Oriented Question Construction Wheel Based on Bloom's Taxonomy




Task Oriented Question Construction Wheel Based on Bloom's Taxonomy. ©2001 St. Edward's University Center for Teaching Excellence.
www.stedwards.edu/cte/bwheel.htm

From: http://epitome.ce.gatech.edu/iowa/how.html

According to Benjamin Bloom, and his colleagues, there are six levels of cognition:
Knowledge: rote memorization, recognition, or recall of facts
Comprehension: understanding what the facts mean
Application: correct use of the facts, rules, or ideas
Analysis: breaking down information into component parts
Synthesis: combination of facts, ideas, or information to make a new whole
Evaluation: judging or forming an opinion about the information or situation

Ideally, each of these levels should be covered in each course and, thus, at least one objective should be written for each level. Depending on the nature of the course, a few of these levels may need to be given more emphasis than the others.

Below are examples of objectives written for each level of Bloom's Taxonomy and activities and assessment tools based on those objectives. Common key verbs used in drafting objectives are also listed for each level.

| Level | Level Attributes | Keywords | Example Objective | Example Activity | Example Assessment |
|---|---|---|---|---|---|
| 1: Knowledge | Rote memorization, recognition, or recall of facts. | list, recite, define, name, match, quote, recall, identify, label, recognize | "By the end of this course, the student will be able to recite Newton's three laws of motion." | Have students group up and perform simple experiments to the class showing how one of the laws of motion works. | Use the following question on an exam or homework. "Recite Newton's three laws of motion." |

| Level | Level Attributes | Keywords | Example Objective | Example Activity | Example Assessment |
|---|---|---|---|---|---|
| 2: Comprehension | Understanding what the facts mean. | describe, explain, paraphrase, restate, give original examples of, summarize, interpret, discuss | "By the end of this course, the student will be able to explain Newton's three laws of motion in his/her own words." | Group students into pairs and have each pair think of words that describe motion. After a few minutes, ask pairs to volunteer some of their descriptions and write these descriptions on the board. | Assign the students to write a simple essay that explains what Newton's laws of motion mean in his/her own words. |
| 3: Application | Correct use of the facts, rules, or ideas. | calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model | "By the end of this course, the student will be able to calculate the kinetic energy of a projectile." | After presenting the kinetic energy equation in class, have the students pair off for just a few minutes and practice using it so that they feel comfortable with it before being assessed. | On a test, define a projectile and ask the students to "Calculate the kinetic energy of the projectile." |

| Level | Level Attributes | Keywords | Example Objective | Example Activity | Example Assessment |
|---|---|---|---|---|---|
| 4: Analysis | Breaking down information into component parts. | classify, outline, break down, categorize, analyze, diagram, illustrate | "By the end of this course, the student will be able to differentiate between potential and kinetic energy." | Present the students with different situations involving energy and ask the students to categorize the energy as either kinetic or potential then have them explain in detail why they categorized it the way they did, thus breaking down what exactly makes up kinetic and potential energy. | Give the students an assignment that asks them outline the basic principles of kinetic and potential energy. Ask them to point out the differences between the two as well as how they are related. |
| 5: Synthesis | Combining parts to make a new whole. | design, formulate, build, invent, create, compose, generate, derive, modify, develop | By the end of this section of the course, the student will be able to design an original homework problem dealing with the principle of conservation of energy." | Tie each lecture or discussion to the previous lectures or discussions before it, thus helping the students assemble all the discreet classroom sessions into a unified topic or theory. | Give the students a project in which they must design an original homework problem dealing with the principle of conservation of energy. |

| Level | Level Attributes | Keywords | Example Objective | Example Activity | Example Assessment |
|---|---|---|---|---|---|
| 6: Evaluation | Judging the value or worth of information or ideas. | choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate | "By the end of the course, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem." | Have different groups of students solve the same problem using different methods, then have each group present the pros and cons of the method they chose. | On a test, describe a dynamic system and ask the students which method they would use to solve the problem and why. |