

Northland Pioneer College provides, supports and promotes lifelong learning.

Instructional Council Meeting
12-13-19, CC2, 8:00-10:45 a.m.
Agenda

- I. Roll Call
- II. Approval of 11-25-19 IC Minutes – Eric Bishop (Action)
- III. IC Subcommittees/Task Forces (Action as Needed)
 - a. Academic Standards – No Report
 - b. ASK – Judy Yip-Reyes
 - c. LT – Ruth Creek-Rhoades
 - d. PD-Magda Gluszek
- IV. Curriculum (Action as Needed)
 - a. Courses in ACRES-Eric Bishop
 - b. New Programs-None
 - c. Program Modification-None
 - d. Program Deletions-None
 - e. Program Suspensions-None
- V. Old Business Not Related to Curriculum (Action as Needed)
 - a. Instructional Support Specialist Job Description-Eric Bishop
 - b. Common Syllabus Statement-Pat Lopez
 - c. Course Improvement Survey Intro Text-Eric Bishop
 - d. Academic Advisor Access to ACRES-Eric Bishop
 - e. ATF Reports-Eric Bishop
 - f. Faculty Association Discussion Regarding D Grades and Adjunct Faculty-Eric Bishop
- VI. New Business Not Related to Curriculum (Action as Needed)
 - a. Bookstore Concerns-Pat Lopez
 - b. IC Meeting Prep Schedule-Eric Bishop
- VII. IS Matters-Curtis Stevens
- VIII. Agenda Items for Future Meetings-IC Members
- IX. Adjournment – Eric Bishop (Action)

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Northland Pioneer College Instructional Council (IC) 11-22-19 Meeting Minutes

Voting Members Present: Eric Bishop, Wei Ma Proxy for Ruth Creek-Rhodes, Brian Gardner, Michael Collier Proxy for Eric Henderson, Ryan Jones Proxy for Rickey Jackson, Madilyn Marshall Proxy for Dawn Johnson, Wes King, Pat Lopez, Gary Santillanes, and Ruth Zimmerman

Non-Voting Members Present: Jessica Clark, Josh Rogers, Jeremy Raisor, Rebekah Wilson, and Anne Lang (recorder)

Guests: Rachel Arroyo-Townsend, Jennifer Bishop, Amy Grey, Donna Keiser, Kurry Klingel, and Judy Yip-Reyes

- I. Roll Call
- II. Proposed change to the order of agenda -Eric Bishop
 - a. Move: V. c. VPLSS role in ACRES, V. d. Instructional Support Specialist – Status and Role, and V. e. Assistant to the VPLSS Role.
 - b. No objections.
- III. Approval of 11-8-19 IC Minutes – Eric Bishop
 - a. Gary Santillanes **MOVED** to approve the IC Minutes of 11-8-19.
 - b. **SECOND** by Pat Lopez.
 - c. Motion **APPROVED** by unanimous vote.
- IV. IC Subcommittees/Task Forces
 - a. Dual Enrollment – Amy Grey
 - i. We have seven High School Programs, which makes up half of our NPC enrollment.
 - ii. We can increase our enrollment by organizing our High school Programs.
 - iii. Dr. Clark held a Listening Session with all of our High school Programs to assess our needs and where to go from here.
 - iv. Deans and Directors are working on this issues Amy has mentioned.
 - v. This is not a committee recommendation; this is Amy Grey's recommendation.
 1. Amy Grey will go back to the committee to create a road map to lay out the process.
 2. Academic Standards Committee also ties into this discussion.
 - vi. Original charges were substantially a question of evaluation:
 1. Are the high school students getting the same quality education?
 2. How are the instructors being credentialed? And Monitored?
 - vii. VPLSS and Deans and Directors are already working on the issues, it is a main project. They will be bringing a proposal to Leadership Council.

- viii. Gary Santillanes **MOVED** to accept the report but not accept the recommendation.
 - ix. **SECOND** by Pat Lopez.
 - x. Motion **APPROVED** by unanimous vote.
 - xi. Guidance by IC, to go back to the basic charges.
 - b. PASS – Josh Rogers
 - i. Originally this committee was under the President, now the committee is under SPASC, that is why they are taking their recommendation to SPASC for approving the make-up of the committee moving forward.
 - ii. Big project they are working on right now is to define what student success is.
 - iii. PASS is not a standing committee under IC.
 - 1. IC would like a report once a semester or as needed.
 - 2. We will casually monitor if we have not heard anything in a while.
 - iv. Gary Santillanes **MOVED** to accept the report.
 - v. **SECOND** by Wes King.
 - vi. Motion **APPROVED** by unanimous vote.
- V. Old Business Not Related to Curriculum
 - a. VPLSS role in ACRES – Jessica Clark/Eric Bishop
 - i. Before Jessica Clark starts signing the forms in ACRES, she would like to have a definition of what her signature means.
 - ii. As the Chief Academic Officer the signature should have some type of approval or endorsement.
 - iii. Pat Lopez **MOVED** to define the Vice Presidents role for IC in ACRES as being the endorsement that the curriculum review process has been followed.
 - iv. **SECOND** by Gary Santillanes.
 - v. Motion **APPROVED** by unanimous vote.
 - b. Instructional Support Specialist – Status and Role – Jessica Clark/Eric Bishop
 - i. Update: there was a failed search.
 - ii. Propose to break apart the position, an Instructional Support Specialist and Carl Perkins Grant Specialist.
 - iii. A faculty member that might be interested in a 50/50 Faculty and instructional Support Specialist.
 - iv. Position needs to be at least a 10-month Faculty.
 - c. Assistant to the VPLSS Role – Jessica Clark/Eric Bishop
 - i. In the past the work of the Instructional Support Specialist was done by the Assistant to the Vice President.
 - ii. Areas of the Instructional Support Specialist job was not handed over.
 - iii. This role supports IC with our meetings and archiving curriculum.
 - iv. Eric has an admin account in ACRES.
 - v. Assistant to the VP job description has significantly changed.
 - vi. This discussion is just informational.
- VI. Curriculum ACRES – Eric Bishop
 - a. BUS 250 - Medical Administration Capstone

- i. Before we graduate a student we want them to show that they have a good understanding, not only on the medical side but also the business side, communication side, management side, that is what this Capstone will do, pull it all together into one class.
 - ii. Gary Santillanes **MOVED** to approve the BUS 250 Medical Administration Capstone.
 - iii. **SECOND** by Wes King.
 - iv. Comments by Ruth Creek-She really liked the changes that have been made, it seems more logical.
 - v. Eric Bishop **ABSTAINED**.
 - vi. Motion **APPROVED** by majority vote.
- b. New Programs – none
- c. Program Modifications-Four Business Program Modifications - Jennifer Bishop
 - i. Accounting Specialization (CP, CAS, AAS)
 - 1. Adding BUS 203 to the CP.
 - 2. Removing BUS 125 from the CP.
 - 3. Removing BUS 123 from the CAS.
 - 4. Adding BUS 206 to the CAS.
 - 5. Adding BUS 123 and BUS 125 to the AAS.
 - 6. Removing BUS 206 and ECN 211 from the AAS.
 - 7. **TASK:** Eric and Anne to meet with Lia Keenan to clean up the sequential numbering of these courses.
 - 8. Pat Lopez **MOVED** to approve modifications for Accounting Specialization (CP, CAS, AAS).
 - 9. **SECOND** by Gary Santillanes.
 - 10. Eric Bishop **ABSTAINED**.
 - 11. Motion **APPROVED** by majority vote.
 - ii. Entrepreneurship Specialization (CP, CAS, AAS)
 - 1. Removing BUS 112, BUS 202, and BUS 240 from the CP.
 - 2. Adding BUS 106, BUS 210, and BUS 231 to the CP.
 - 3. Removing BUS 106 from the CAS.
 - 4. Adding BUS 203 and BUS 225 to the CAS.
 - 5. Removing BUS 128 from the AAS.
 - 6. Adding BUS 217 to the AAS.
 - 7. **TASK:** Eric and Anne to meet with Lia Keenan to clean up the sequential numbering of these courses.
 - 8. Gary Santillanes **MOVED** to approve modifications for Entrepreneurship Specialization (CP, CAS, AAS).
 - 9. **SECOND** by Ruth Zimmerman.
 - 10. Eric Bishop **ABSTAINED**.
 - 11. Motion **APPROVED** by majority vote.
 - iii. Management & Leadership Specialization (CP, CAS, AAS)
 - 1. Change is because our partnership with Western Association of Food Chains has ended and to better align program outcomes with the appropriate course.
 - 2. Removing BUS 217, BUS 225, and BUS 230 from the CP.

3. Adding BUS 105 and BUS 185 to the CP.
 4. Removing ECN 211 from the CAS.
 5. Adding BUS 206, BUS 217, and BUS 230 to the CAS.
 6. Removing BUS 105, BUS 206, and CIS 105 from the AAS.
 7. Adding BUS 225 and ECN 211 to the AAS.
 8. **TASK:** Eric and Anne to meet with Lia Keenan to clean up the sequential numbering of these courses.
 9. Pat Lopez **MOVED** to approve modifications for Management & Leadership Specialization (CP, CAS, AAS)
 10. **SECOND** by Brian Gardner.
 11. Motion **APPROVED** by majority vote.
 12. Eric Bishop **ABSTAINED**.
- iv. Medical Office Administration Specialization (CP, CAS, AAS)
1. Moving BIO 160 from the AAS to the into the CP.
 2. Using BIO 160 in conjunction with HES 170 as a strong base before medical courses. There will be prerequisites coming to IC soon.
 3. Adding BUS 105 and BUS 231 to the CP.
 4. Removing BUS 108, BUS 144, BUS 202, and BUS 203 from the CP.
 5. Adding BUS 210 to CAS.
 6. Removing BUS 103, BUS 105, and BUS 231 from the AAS.
 7. Adding BUS 230 and BUS 250 (New Medical Administration Capstone course) to AAS.
 8. Take Discipline Studies back to seven.
 9. **TASK:** Eric and Anne to meet with Lia Keenan to clean up the sequential numbering of these courses.
 10. Wei Ma Proxy for Ruth Creek **MOVED** to approve modifications for Medical Office Administration Specialization (CP, CAS, AAS), tweaking the sequence of courses based in the numeric number, changing the discipline studies from three to seven and including the language for science class, in addition to the arts and humanities or social behavioral sciences and changing membership electives from eleven to seven.
 11. **SECOND** by Ruth Zimmerman.
 12. Eric Bishop **ABSTAINED**.
 13. Motion **APPROVED** by majority vote.
- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum - none
- VII. Old Business Not Related to Curriculum
- a. The anonymity of student survey responses in Moodle - Judy Yip-Reyes
 - i. Options:
 1. Stay with the current set up in Moodle and disable the Activity Completion Report feature.
 2. Stay with the current set up faculty will still be able to see the Activity Completion Report. If the participation results are below the threshold the instructor will not get the results.
 3. Judy will aggregate the results to be received later.

4. Create a Moodle shell that is inaccessible to the instructor.
 5. Remove from Moodle, use Qualtrics.
 - ii. Continue to do what we are doing with a statement in the introduction of the Course Improvement Survey. Explain, your instructor will not be able to see the results of the survey until after the end of the semester. Instructor may be able to see when and if you have taken the survey. Based on small class sizes it might be easy to correlate responses to students.
 - iii. **TASK:** Judy will send to IC what the introduction already says.
 - iv. **TASK:** IC to revisit this at the next meeting to discuss the statement Judy will be sending.
 - b. Syllabi Statements - Pat Lopez
 - i. To be put on the agenda for the next meeting due to time constraints.
- VIII. New Business Not Related to Curriculum
- a. AV system discussion - Wei Ma
 - i. System test on November 15, we appreciate the people that participated.
 - ii. Primarily found some pros and cons to each different modality.
 - iii. Retested Zoom, WebEx and Cisco TelePresence.
 - iv. Issues with data share on TelePresence. Zoom and WebEx work very well.
 - v. Settings are being reconfigured to try to deal with the choppiness of the videos.
 - vi. Zoom or WebEx work better for off campus students.
 - vii. All college AV testing on December 6th, to test Zoom and WebEx in the Audio, Model and CCP rooms, to test in a real test environment.
 - viii. Wait to see what information we receive at the December 13th meeting before making any decisions.
- IX. Other
- a. Academic Advisor access to ACRES request - Donna Krieser
 - i. To be put on the agenda for the next meeting due to time constraints.
- X. Adjournment – Eric Bishop
- a. Gary Santillanes **MOVED** the meeting to be adjourned.
 - b. **SECOND** by Ruth Zimmerman.
 - c. Motion **APPROVED** unanimously.

Faculty Professional Development Subcommittee Report

December 13, 2019, Instructional Council meeting

Charge from IC to PD for 2019-2020:

- a. Continue with their evaluations of professional development applications
- b. Review possibility of funding tuition for coursework
- c. Develop a procedure for more clear compensation for in-house training

- The committee has approved 8 applications for Faculty Professional Development for a total of \$16,126.33
 - I will be on sabbatical for the Spring 2020 semester. Ruth Creek Rhoades has agreed to serve as interim Chair of the FPDC
 - After several discussions with Ruth Creek Rhoades and meeting with LTC, I'd like to request some more specific information from IC about FPDC's charge regarding in-house training (charge c.):
 - As I understand it, there are currently 2 models for NPC in-house trainings (4th Friday Trainings and Instructional Skills Workshops). ISWs have a compensation scheme for both attendees and facilitators that is paid from the EDU/CCP budget. There is no compensation scheme for developing the ISWs because the curriculum is taken from a re-developed model.
- 4th Friday trainings currently have no compensation for developing, teaching or attending.
- Should FPDC be focusing only on creating an in-house training application to support 4th Friday trainings? Are we assuming that ISWs are adequately supported?
 - If focusing solely on 4th Friday Trainings, is FPDC expected to develop an application form to address compensation for **development, teaching** and/or **attending** in-house trainings?
 - If the focus should be on providing FPD funding to **develop** trainings, We need to provide applicants a guideline for amount of funding they can request for developing a new workshop. Right now, faculty get paid 2 teaching loads (per their individual salary/step) to *teach* an ISW (16 hrs = 2 load). ISW curriculum is pre-developed, so there is no precedent for how much someone should be compensated for developing an in-house training. **How much should a faculty be able to request (per contact hour) for**

developing an in-house training? < Can IC provide some guidance as to how to determine this compensation?

ASK Committee Report **Submitted December 6th, 2019**

Charge from IC to ASK for 2019-20:

- Implement plan to help the individual departments assess student learning across modalities as applicable;
- Continue with the assessment of student knowledge process;
- Send information to the Instructional Division about ASK events, including Planning Day, Reading Day and Dialogue Day;
- Review methods for collecting assessment reporting;
- Look at the implementation of having a Learning Outcomes Workshop prior to Planning Day; and
- Make recommendations related to institutional learning outcomes.

Composition of ASK for 2019-2020:

ASK is a full committee for the 2019-2020 academic year. Dr. Allison Landy is serving her second year as chair, and Dr. Judy Yip-Reyes has been selected as the vice chair. Current membership includes:

- Allison Landy (Chair), AS
- Judy Yip-Reyes (Vice Chair), Director of Institutional Effectiveness
- Sam Harris, CTE
- Terry Hayes, NAH
- Melody Niesen, AS
- Harshika Bhatt, AS
- Cynthia Hutton, AS
- Joan Valichnac, AS (until December 31st, 2019)

Latest Committee Accomplishments and Activities:

- The committee held its second meeting on December 5th, 2019.
- The committee has focused this semester on providing departments/units feedback on Planning Day Reports/procedures. We developed a feedback form (Attachment A) to use in a review of all the reports that addressed strengths and items or thoughts to consider or clarify. We then divided the reports evenly among committee members for review.
- In addition to discussing the overall quality of the reports, the committee spent time aligning the feedback form with the reporting template. The intent was to ensure that committee members were all looking at similar questions to review reports. Discussion summary will be posted on the ASK page on MyNPC to serve as guidance for new members who might join the committee and use the form in the future.
- To date, 21 Planning Day reports have been submitted. Although we asked deans to provide a list to the committee of which reports to expect (per IC recommendation in the last report out), we only received follow up from a few department chairs. We are still uncertain if (and/or how many) reports are missing. Part of the challenge we also recently discovered is that the original email, which was sent to "AllNPCFaculty" did not actually get to "all" faculty, nor are deans included on that email list. We now know that deans need to be cc'd on any "all" faculty email, and we will adjust for Reading Day.
- The committee is excited to report that a MyNPC page for ASK has been developed (thanks to Dr. Yip-Reyes) to house all ASK related documents and materials. The plan is to keep the last three years' worth of reports online so that trends can be viewed and samples of department/unit reports can be shared. We are also working on starring those reports that might be considered exemplars of the

process. Screenshot of page provided:

Employee > ASK

EMPLOYEE

Home

Convocation Feedback

Archives and Records

ASK

NPC Cost Savings Suggestions

Faculty-Adjunct Faculty Information

Veteran Training & Resources

PASS

Payroll

Human Resources

HR Training

United Way

What I DO

Change Advisory Board

Business Office and Purchasing

Budget Lookup and View

Budget View and Requisitioning

Marketing and PR

Printing and Duplicating

Budget Information

Committee Membership Lists

Institutional Effectiveness

MSDS Management

Temp Time Cards

ASK

Assessment Plan and Report Repository

Annual Reports

AY 2018-19 | AY 2017-18

Committee Reports to IC

2019-20 (10-3-2019) | 2018-19 (10-12-2018 / 12-14-2018) | 2017-18 (11-03-2017 / 02-09-2018)

Note: The "Plan" link will get you to the department's planning day report. Likewise, when you click the "Read" link, it will get you to the reading day report.

CTE Division

AJS - 2019-20 (Plan) | 2018-19 (Plan/Read) | 2017-18 (Plan/Read)

ATO - 2019-20 (Plan) | 2017-18 (Plan)

BUS - 2019-20 (Plan) | 2018-19 (Plan/Read) | 2017-18 (Plan/Read)

CIS - 2019-20 (Plan) | 2018-19 (Plan/Read) | 2017-18 (Plan/Read)

CCL - 2017-18 (Plan/Read)

CON - 2018-19 (Plan/Read) | 2017-18 (Read)

COS - 2019-20 (Plan) | 2018-19 (Plan) | 2017-18 (Read)

EIT - 2019-20 (Plan) | 2018-19 (Plan) | [IMO-MET] 2017-18 (Plan/Read)

FRS - 2019-20 (Plan) | 2018-19 (Plan) | 2017-18 (Plan/Read)

WLD - 2019-20 (Plan;WMC-Plan) | 2017-18 (Plan/Read)

Assessment Timeline and Templates

Planning Day Report

Due November 15 to Dr. Allison Landy (please copy your deans)

Template: Planning Day Report_AY19-20FINAL.docx (Please use this template for developing your assessment plans)

Planning Day Report Feedback Form (for ASK subcommittee members to use): PLANNING DAY REPORT FEEDBACK FORM AY19.docx

Reading Day Report

Due date: TBD

Template: (Please use this template for summarizing the implementation of your assessment plans)

Instructional Council Charge and Composition

AY 2019-20

Institutional Council Charge and Composition

Membership:

Allison Landy, EDD - A&S (Chair)

Judy Yip-Reyes, PhD - Office of Institutional Effectiveness (Vice-chair)

Melody Niesen - A&S

Sam Harris - CTE

Terry Hayes - N&AH

- The committee has been presented with draft Institutional Level Learning Outcomes along with potential evaluation methods that could be adopted. However, we were unable to discuss this in the last meeting due to the rich dialogue occurring related to the Planning Day feedback and reports.

Committee Next Steps:

- Reading Day templates and emails to be sent out by late January
- Next committee meeting is scheduled for early February; at which time we will create recommended institutional level learning outcomes
- Schedule Dialogue Day (have reached out to Dr. Clark's office regarding times)
- Continue discussing ASK's role in co-curricular assessment and develop recommendations for integrating planning and implementation of college/student assessment
- Continue reviewing the current assessment cycle/process and make recommendations.

Outstanding Questions:

- Should a short overview of our assessment review be presented at Spring Convocation? Although not in the same timeline as the charge (*Look at the implementation of having a Learning Outcomes Workshop prior to Planning Day*), this could align with the charge to provide a "workshop." At the very least, this could be an opportunity for faculty unfamiliar with the process to build some understanding.

Attachment A

PLANNING DAY REPORT FEEDBACK FORM AY19-20

Report Elements	Strengths	Suggestions
<p>Student Learning Outcomes</p> <ul style="list-style-type: none">• Outcomes are described in measurable terms.• Outcomes are clearly aligned with the unit mission.		
<p>Assessment Process</p> <ul style="list-style-type: none">• Behavioral objective(s) is identified and aligned with the outcome being assessed.• Objective is described in behavioral terms.		
<p>Assessment Method</p> <ul style="list-style-type: none">• Method of measuring objective is described• Measurement/tool/instrument makes sense for the objective being measured (will accurately measure behavior).		
<p>Data Analysis</p> <ul style="list-style-type: none">• Method to collect and analyze the data reflects good practice.• Data analysis considers the reliability of the information collected (accuracy or trustworthiness)		
<p>Use of Results</p> <ul style="list-style-type: none">• Report describes how prior results influenced process• Report includes information about how results analyzed will inform instruction, modalities, curriculum, etc)		

Northland Pioneer College

Position Description

TITLE:	Curriculum Coordinator
DIVISION:	Learning & Student Services
DEPARTMENT:	n/a
CLASSIFICATION:	Faculty

POSITION DESCRIPTION:

Northland Pioneer College seeks an innovative, faculty leader committed to the mission, vision, and values of the College to serve as the Curriculum Coordinator. The Curriculum Coordinator, who reports directly to the Vice President for Learning and Student Services, assists faculty in coordinating curriculum for courses and/or programs, and assists Instructional Council in coordinating the curriculum approval process and archives. In addition, the Coordinator serves as a non-voting member of Instructional Council. Responsibilities of the coordinator include teaching between 6-8 credits annually, coordinating faculty development and assessment of curriculum, and coaching and developing faculty. The Coordinator also attends the Vice President for Learning and Student Services council meetings, as well as other various instructional and student services committees designed to assist with strategic initiatives and planning for the institution.

ESSENTIAL FUNCTIONS:

1. Coordinates the curriculum development process for faculty and Instructional Council (i.e. course/program development and revisions).
2. Serves as a non-voting member of Instructional Council.
3. Teaches 6-8 credits annually, in field of expertise.
4. Coaches and trains faculty on curriculum development and assessment in alignment with accreditation expectations.
5. Reviews, edits, and coordinates curriculum submissions via the electronic system.
6. Facilitates the development of instructional guidelines and program mapping.
7. Supports and participates in the faculty mentorship program and Instructional Skills Workshops.
8. Assists in analyzing student achievement data and collaborates with faculty and staff to make instructional decisions based on data.
9. Guides and facilitates collaborative discussions to advance the learning system.
10. AZ Transfer facilitator and liaison.
11. Perform related work as required.

MINIMUM QUALIFICATOINS:

1. Master's Degree from an accredited institution (degree completion required by January 2020) or equivalent as recognized by Career and Technical Education.

2. Minimum of 18 graduate credits in the specific content area if teaching transferable courses.
3. Two years teaching experience at post-secondary level.

PREFERRED QUALIFICATIONS:

1. Five years teaching experience at post-secondary level.
2. Community college teaching experience.
3. Coursework and/or training in curriculum design or program review.

ORGANIZATION RELATIONSHIPS: Reports to Vice President for Learning and Student Services

BENEFITS:

Located in rural, Northern Arizona, Northland Pioneer College serves two counties (Navajo and Apache Counties) by providing a vast array of educational opportunities to a diverse population. The College consists of 4 campuses and 5 centers (three of which are on the Apache, Hopi, and Navajo Reservations). There is ample opportunity in this region to make a difference in students'/community members' lives, while enjoying a rural lifestyle with outdoor recreation and wide-open, tranquil landscapes. Northland Pioneer College is committed to providing, supporting, and promoting lifelong learning.

Navajo County Community College District, *dba* **Northland Pioneer College**, is an affirmative action/equal opportunity employer. Northland Pioneer College does not discriminate on the basis of race, color, national origin, veteran status, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the **Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, AZ 86025, (928) 524-7471**. The Section 504 Compliance Officer is the **Coordinator of Disability Resource and Access, 1001 W. Deuce of Clubs, Show Low, AZ 85901, (800) 266-7845**. The lack of English language skills will not be a barrier to admission and participation in vocational education programs. Revised 9-12-14.

From: [Lang, Anne](#)
To: [Instructional Council](#)
Subject: FW: IC assigned task: Course Improvement Survey Introductory Text
Date: Monday, November 25, 2019 4:08:57 PM

*Anne Lang
Northland Pioneer College
Assistant to the Vice President
For Learning and Student Services*

From: Yip-Reyes, Judy Y.
Sent: Friday, November 22, 2019 11:27 AM
To: Lang, Anne <Anne.Lang@npc.edu>
Cc: Bishop, Eric <eric.bishop@npc.edu>
Subject: IC assigned task: Course Improvement Survey Introductory Text

Anne,

Below is the introductory text associated with the course improvement survey.

The purpose of this course improvement survey is to obtain your opinion about the quality of this course, the effectiveness of your instructor, and your own level of engagement with the material. Information from this survey will be made available to the College and your instructor after the end of this semester. The College will use the information you provide to review and improve the course. Your instructor will use your evaluation to review all aspects of his/her instruction in this course. Your thoughtful and honest responses to the following questions play a key role in improving the quality of education NPC provides. Please click on the following link to enter the survey.

If you are taking multiple sections within this course, please complete this survey only once. You don't need to complete the survey for every single section you enroll for this course.

Thanks,
Judy

Judy Yip-Reyes, Ph.D.
Director of Institutional Effectiveness
White Mountain Campus
Northland Pioneer College
1001 W. Deuce of Clubs
Show Low, AZ 85901
928-532-6148

Judy.Yip-Reyes@npc.edu

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Common Syllabus Statement

Suggested Common Language for all Syllabi

As a substitute for the full language of required elements in your syllabus, please include the following:

Information pertaining to the Student Code of Conduct (Procedure 2625), Accessibility, Library Services, Tutoring, as well as a Moodle Guide can be found at the Moodle login page, under the Students tab <https://moodle.npc.edu>. In addition, NPC's statement of non-discrimination (Procedure 2710) can be found at <https://www.npc.edu/procedure-2710>

Proposed IC Meeting Prep Schedule

Week Before IC Meeting

- Thursday
 - VPLSS Assistant sends out call for agenda items no later than 9:00 AM

Week of IC Meeting

- Monday
 - **ALL** agenda items are due to VPLSS Assistant no later than 12:00 PM.
 - IC Chair and VPLSS Assistant will meet in the afternoon to prepare agenda.
 - We will attempt to email & post the agenda/packet by 5:00 PM.
- Tuesday
 - Firm deadline for email/posting the agenda and packet to IC is 12:00 PM if it wasn't sent out on Monday.
- Friday
 - IC Meeting

Week After IC Meeting

- Monday
 - VPLSS Assistant will prepare a draft of the IC Minutes
- Tuesday
 - IC Chair will assist in double checking the draft minutes and VPLSS Assistant will then upload to MyNPC group by 5:00 PM.

Holidays, college closure, and absences/illnesses may cause exceptions to this proposed schedule.

ATF Reports

1. Anthropology, Sociology, and General Education
 - a. AGEC Outcomes
2. Biology
3. Business
4. Chemistry
5. Computer Information Systems
6. Foreign Language
7. Geology
8. Humanities, Philosophy, and English
9. Math
10. Nursing
11. Philosophy (another version)
12. Psychology, History, Political Science, Geography

	ANTHROPOLOGY	SOCIOLOGY	GENERAL EDUCATION
The date of your last ATF meeting (or upcoming meeting if it has not occurred yet).	September 27, 2019 Chandler-Gilbert	November 2, 2019 Glendale	November 22, 2019 Attended virtually
Who attended from NPC?	Henderson	Henderson	Henderson
Were there any significant issues raised during the meeting?	What is done with D grades	Nothing of note	New policies related to substitution of math requirement, English Comp, and P grades; Brief discussion of Gen Ed outcomes
Any other information that you think might be beneficial for IC to know regarding your ATF meeting.	ASU – D passes within the institution; does not count in degree checklist for the Major; NAU – D passes; NPC – used to; Refer this topic to the Gen Ed ATF	UA did not attend ASU under-represented	THE REVISION of POLICY 301 IS ALONG THE FOLLOWING LINES: A substitution for the mathematics course requirement of the AGECE may be granted to a student who has a documented disability requiring a reasonable accommodation for mathematics related coursework NOTE Policy 305 For the purpose of meeting the AGECE First-year English composition requirement, a student will complete English Composition I and II (SUNENGL 1101 and SUN ENGL1102). An exception is made for ASU's ENG 105, NAU's ENG105, and UA's ENGL 109H, where that single course will meet this composition requirement.

AGEC Outcomes for each category:

Composition

Students will, using writing skills, communicate information, ideas, and arguments in a clear and effective manner.

Mathematics

Students will use analytical methods to solve problems.

Arts and Humanities

Students will develop an appreciation of the arts.

Social & Behavioral Sciences

Students will assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.

Physical & Biological Sciences

Students will promote scientific inquiry using the scientific method.

Special Requirements:

Intensive Writing and Critical Inquiry

Students will demonstrate critical inquiry through writing, by gathering, interpreting, and evaluating evidence.

Ethnic/Race/Gender Awareness

Students will analyze the complexity of humanity and its significance for the individual and for society.

Global/International or Historical Awareness

Students will provide and understanding of local, national, and world issues and events from a global, multicultural, and/or historical perspective.

General Critical Thinking:

Students will think critically, make informed decisions, solve problems, and implement decisions.

Computer Information Systems

Last ATF Meeting

October 25, 2019 @ NAU North Valley

NPC Representative

Eric Bishop

Significant Issues Raised During the Meeting

1. The ongoing saga of Credit by Examination.
 - a. The CS/CIS departments at the community colleges have experienced significant pressure during the past few years from AZTransfer staff to change the status of our acceptance of various exams from "Under Review" to something else like Not Accepted or Accepted.
 - b. We have pushed back in previous years because the Universities still had not committed to accepting them or not accepting them and we thought we could potentially hurt students by accepting exams at the CC's if the Universities were not going to accept them.
 - c. At this last meeting, it was announcement that the Universities went in and did their changes to accept or not accept the exams. I now need time to review those and potentially bring forward a recommendation to IC to consider accepting certain exams.
2. ASU continues to frustrate the CC representatives.
 - a. Their CS department has moved some of their introductory courses (100/200 level) to the 300 level. This prevents us from teaching them at the CC level for transfer. Their reasoning for doing this was not a good reflection on the half-life of their program. I can explain further during the IC meeting. One CC rep stated that ASU might be in violation of A.R.S 15-1824 and that they should be sued for this behavior.

Geology ATF – September 23rd – Phoenix, AZ

NPC Representative – Amelinda Webb

No major changes were discussed at the Geology ATF; the majority of the discussion was updates on minor changes at each college/university (personnel, course numbering, etc.). A discussion on why GLG 101/102 does not count towards the AGEC-S requirements in the AS degree had some interesting historical information. About 20-25 years ago, the science ATFs discussed the necessary courses for an AS degree, with a focus on what students would need for a BS degree. Everyone agreed that Chemistry and Physics were the common requirements across all 4-year science degrees. Because the Geology ATF met early in the ATF meeting “season”, they put together the proposal, approved it, and passed it on to the next science ATF. Chemistry and Physics approved the proposal, but the Biology ATF met last and added BIO 181/182 to the list. The modified proposal went to the General ATF meeting and was approved. Several years ago, a group from the Geology ATF went to all of the colleges and science departments, and proposed adding GLG 101/102 to the list for AGEC-S. The proposal was met with strong support. However, due to a misunderstanding and a debate over the necessity of Geology during the General AFT session, the proposal failed by one.

Humanities ATF

- The date of your last ATF meeting (or upcoming meeting if it has not occurred yet). **The Humanities ATF met on October 11**
- Who attended from NPC? **Ryan Jones**
- Were there any significant issues raised during the meeting? **The meeting was fairly brief and largely focused on institutional updates**
- Any other information that you think might be beneficial for IC to know regarding your ATF meeting. **I requested that we include open access resources as a discussion topic. The group agreed that we need to work on developing open access resources for humanities courses, but several institutions reported that extensive searches revealed that few such sources exist in concise formats. The group created a Google folder to share resources, and the Maricopa colleges offered to develop a collaboration between its open access resource project and other institutions in the state.**

Philosophy ATF

- The date of your last ATF meeting (or upcoming meeting if it has not occurred yet). **Oct 11**
- Who attended from NPC? **Due to conflicts and because of the lack of significant agenda items for the meeting, no one from NPC attended**
- Were there any significant issues raised during the meeting?
- Any other information that you think might be beneficial for IC to know regarding your ATF meeting.

English ATF

- The date of your last ATF meeting (or upcoming meeting if it has not occurred yet). **The English ATF met on October 25th**
- Who attended from NPC? **Ryan Jones**
- Were there any significant issues raised during the meeting? **Most of the meeting was spent on institutional updates and credit by exam discussions.**
- Any other information that you think might be beneficial for IC to know regarding your ATF meeting. **Not much significant came from this meeting. ASU has reversed its decision to accept Cambridge International exams for English. The ASU rep did not know why, but was quite disturbed when it was suggested that the decision probably reflected the fact that ASU Prep Online was pushing Cambridge International to its students. That was the only dramatic note in the meeting.**

Faculty Association Discussion Follow-up

1. What is the purpose of D grades?
2. A holistic re-evaluation of Adjunct Faculty

Eric,

we had an energetic discussion about the D grade at today's FA meeting. The consensus was 1) don't eliminate the D; 2) we need continuing discussion of how D grades fit into the various degrees (should all degrees allow a certain # of Ds since it is a legit grade?) 3) An understanding of how other community colleges are approaching the D grade, and 4) a discussion of moving to a +/- grading system.

As for the adjuncts/part-time instructors, we know that Dr. Clark has been tackling strategies to create a more coherent strategy across the various programs that use Dual Instructor, adjuncts, etc. and perhaps your concerns (which we share) should be part of that effort. Alternatively, we feel that someone passionate and informed about Adjunct issues should chair an Ad Hoc committee of IC or Employee Relations to create a comprehensive strategy concerning part-time instructors/adjuncts.

Inez

Dr. Inez Schaechterle
Faculty Association President
English Faculty
Northland Pioneer College
Painted Desert Campus
928-524-7361
ischaechterle@npc.edu