

IC Minutes 1/28/22

Northland Pioneer College

Instructional Council (IC)

1/28/22

Meeting Minutes

[Agenda Packet](#)

[Task List](#)

Voting Members Present:

Pat Lopez, Wes King, Ruth Creek, Allison Landy, Brian Gardner, Dawn Johnson, Wei Ma, Renee Freese, Rickey Jackson, Susan Hoffman, Rachel Arroyo-Townsend

Advisory Members Present:

Cassie Dows, Michael Solomonson, Joshua Lowry, Josh Rogers, Michael Broyles, Donna Krieser, Rebekah Wilson, LaTonya Motley, Shannon Motter

Guests:

Alexander Henderson, Tamara Osborne, Lia Keenan, Melody Niesen, Frank Orona, Susan Jensen, Raeann Brittain

1. Roll Call
2. Approval of 01/14/22 IC Minutes (02) – Pat Lopez – (action)
  - a. Corrections were made prior to today's meeting
  - b. Motion to approve the CIS AAS, CAS, CP program modification is missing and needs to be added.
  - c. **MOTION** by Allison Landy to approve accept the meeting minutes
  - d. **SECOND** by Rachel Arroyo-Townsend
  - e. **DISCUSSION**
    - i. There was some confusion on the MAT course that was noted as MAT 162 but should have been MAT 160.
  - f. **MOTION AMENDED** by Allison Landy to approve the 1/14/22 minutes with the recommended edits
  - g. **SECOND** by Rachel Arroyo-Townsend
  - h. **ABSTAIN** by Brian Gardner
  - i. **APPROVED** by majority vote

### 3. Updates

- a. DEI (03) – Judy Yip-Reyes – (information)
    - i. Judy could not attend the meeting, but Michael Broyles gave an update on the previous day’s meeting.
    - ii. The Rehumanizing Conflict discussion was concluded yesterday and left attendees considering how to implement what was learned.
    - iii. Allison Landy and Matthew Chavez are working on a DEI logo.
    - iv. Group continues to work on land acknowledgement.
    - v. Spring edition will have Michael Broyles as the managing editor; inspired by Martin Luther King Jr. Day will focus on the theme of service and a call for contributions both on service and black history month will go out soon.
  - b. SSA – Melody Niesen – (information)
    - i. Ryan Jones and Melody Niesen presented a report to Leadership Council of quick fixes identified by employees after the student panel at convocation.
      - 1. The report will be taken to the Onboarding/Enrollment subgroup.
      - 2. Tasks that are already being worked on will be labelled with the names of the people managing them.
      - 3. Those tasks not yet in progress will be assigned to people who will be managing them.
    - ii. Spring semester goals
      - 1. Focus efforts on the mapping process.
      - 2. Faculty who find themselves in under load may be asked to assist with this.
      - 3. Also looking for faculty volunteers to help with this project.
    - iii. Enrollment/Onboarding group headed by President Hazelbaker are doing some amazing work.
    - iv. Student experience survey will be coming out soon touching on all points from registration to financial aid to their experience with faculty within the first two weeks of the semester.
    - v. Having conversations about how to solicit more genuine, more consistent feedback.
    - vi. A suggestion was made for the Instructional Council to take note of an issue with the Academic calendar that was pointed out to SSA regarding how registration is listed that could be confusing for students.
      - 1. The issue is that the academic calendar does not list things chronologically by academic year but breaks out dates by semester. Additionally, there are certain activities (like registration for fall 22 courses that occur in spring 22) that begin in the academic year that precedes the one being referenced and are not identified in the academic year in which they actually occur.
      - 2.
  - c. TAS – none
  - d. DII – none
- ### 4. Curriculum
- a. ACRES
    - i. Modality Field (4) – Michael Broyles – (discussion)
      - 1. Michael was tasked by IC last year with bringing back the Modality Field discussion.

2. A question was asked of the IC members as to what should be done with the Modality field.
  - a. Current options include:
    - i. Live classroom instruction
    - ii. Hybrid
    - iii. Internet class
    - iv. Laboratory
    - v. Practical
    - vi. Clinical
    - vii. Other
  - b. Potentially need to add Hyflex if these are kept.
  - c. Guidance received from AZ Transfer regarding HLC specification was that articulation cannot be dependent on modality.
  - d. Course forms originate from the dean's office and are made however the department chairs recommend scheduling.
  - e. Quality Matters was initially adopted to address the course design readiness (one of three mechanisms developed by the college about 10 years ago to ensure online and distance learning success; the other two being student readiness and instructor readiness); college decided for Quality Matters review to be mandatory for all online courses.
    - i. As of fall 2018 IC decision, online courses are no longer subject to QM review.
  - f. Concern posed that it is being framed by a binary online vs in-person
    - i. Certain courses should not be taught online for the need of hands-on instruction, for that reason, this field should not be eliminated from the course form.
  - g. The definitions of words used, like face-to-face, are not clear.
    - i. If we keep the modality box, the definitions need to be clarified.
  - h. Synchronous vs asynchronous modality has been vigorously debated in this group as early as 5 or 6 years ago.
  - i. In offering online courses, we must have the correct paperwork on file that allows us to teach what is considered a Distance Education course.
    - i. For financial aid purposes a Distance Education course requires:
      1. An instructor for the course
      2. Substantive interaction between student and instructor
      3. Regular, scheduled interaction
  - j. Keep modality boxes and allow for the checking of multiple boxes might be an option that allows for opportunity for instructor academic freedom and allowing a course to morph.
  - k. Michael Broyles will continue to observe this issue as well as the Hyflex modality.

- l. Michael will investigate other institutions to see if they denote the modalities on the course forms.
  - m. This modality information is important to be on the course form, because if there is a change to a course, such as one that has a lab and then the lab is removed, it would be helpful to those evaluating curriculum changes to know that this is happening in order to question why it is happening, although there would have been a change in contact hours.
- b. New Programs – none
- c. Program Modifications
  - i. AAEC Amendment to Request to Proceed (5) - Allison Landy – (discussion)
    - 1. This is the second time this academic year where there was a Request to Proceed where the proposer realized that there was a change that needed to be made to the RTP. The first time, Rachel Arroyo-Townsend was asked to bring an action item asking to amend the RTP. It was approved. Allison Landy did not want to bring it back to IC as an action item. That is why it was listed as a discussion item.
    - 2. Part of the *Instructions for Course Forms in Acres* states that while a form is open, everything is subject to change.
    - 3. Original RTP was to make some technical corrections to the form; it was initiated around August, and then there was the establishment of the bachelor's degree ad-hoc group; this new amendment is coming from that addition and the changes are in response to the future development of a BA degree in Early Childhood.
    - 4. Process would be that the administrator would work with the proposer to make the edits necessary to the ACRES form.
      - a. Administrators of ACRES
        - i. Curriculum Coordinator – Michael Broyles
        - ii. Dean of Instructional Innovation – Wei Ma
        - iii. Director of Student Services – Josh Rogers
        - iv. Instructional Council Chair – Pat Lopez
          - 1. Although in a situation like this, it would not be appropriate for the IC chair to make the edits.
    - 5. You will see this program modification at the next IC meeting for approval but be aware that it has these important modifications.
    - 6. At another meeting, we will be creating a proper process for bringing an amended request to proceed.
    - 7. Another thing to note in this strikethrough document is it is removing the electives and making those credits to be core requirements.
      - a. This goes against agreed upon principles laid out in the *Instructions for Course forms in ACRES*. This dates to a 2016 decision.
      - b. However, should a student want flexibility there is an AA degree that allows for 29 elective credits.
      - c. The specific degree in question is for applicability and transferability to educator preparation programs that are bound by rules of teacher certification.

- d. There is also the removal of CIS 105 which allows for 3 more credits out of Arts & Sciences which is a little more flexibility.
- 8. Part of this amendment is ensuring that a student who takes the AAEC as their degree will earn the AGEC-A.
  - a. IC members should keep in mind what happens to program modification if portions are approved, and others are not.
  - b. In situations like this, IC voting members are encouraged to come in prepared to state an amended motion rather than stopping the process.
  - c. For contextual history, the Early Childhood department has been stuck in program modification that was not approved that would have made a technical correction and because it was not approved, it had to wait another year to be corrected.
- ii. BUS – Associate of Business – Rachel Arroyo-Townsend – (action)
  1. There have been some coding changes in ACRES which may have caused some issues with the changing of formatting when uploading documents into ACRES
    - a. Please inform Michael Broyles if you experience such issues so that he will have documentation.
  2. It is important to note that Professors Arroyo-Townsend, Bishop, and Klingel inherited a program that needed very robust changes due to changes in the field and not failure on the part of past faculty, so they, along with IC past and present members, are appreciated for the patience and fortitude in working to correct these.
  3. The program description does not match what is in the Strikethrough and the word Calculus is also still spelled wrong; this is part of the issue that is causing formatting errors when a document is uploaded into ACRES.
  4. **MOTION** by Wes King to approve the ABUS program modification with the edits to Calculus spelling and the addition of the wording in the program description.
  5. **SECOND** by Ruth Creek
  6. **DISCUSSION**
    - a. Clarification was requested on the language of the motion.
  7. **MOTION AMENDED** by Wes King to approve the ABUS program modification with edits made regarding the spelling correction for Calculus on the Strikethrough document and the correction to the description in ACRES to match that on the Strikethrough document.
  8. **SECOND** by Ruth Creek
  9. **MOTION AMENDED** by Wes King to approve the ABUS program modification with edits made regarding the spelling correction for Calculus on the Strikethrough document and the correction to the description in ACRES to match that on the Strikethrough document and amend the Strikethrough to say MAT 211 or higher Calculus course.
  10. **SECOND** by Ruth Creek
  11. The language “MAT 211 or higher Calculus course” is confusing.
    - a. What does it mean to be a higher calculus course?

- b. Better language would be “MAT 211 or MAT 221 or any course which requires one of those as a prerequisite.”
    - c. This language matches other places in the catalog where we list things in a similar manner.
    - d. This change will ensure we are in alignment with the university requirements for statistics.
  - 12. **MOTION AMENDED** by Wes King to approve the ABUS program modification with edits made regarding the spelling correction for Calculus on the Strikethrough document and the correction to the description in ACRES to match that on the Strikethrough document and amend the Strikethrough to say MAT 211 or MAT 221, or any course for which either MAT 211 or 221 is a prerequisite.
  - 13. **SECOND** by Ruth Creek
  - 14. **ABSTAIN** by Rachel Arroyo-Townsend
  - 15. **APPROVED** by majority vote
- iii. BUS – Entrepreneurship – Rachel Arroyo-Townsend – (action)
  - 1. One suggestion was that the “Unrestricted Electives” was out of alignment with what IC had decided about listing electives as just “Electives.”
  - 2. **MOTION** by Allison Landy to approve the Entrepreneurship program modification with the correction made from “Unrestricted Electives” to “Electives”
  - 3. **SECOND** by Wes King
  - 4. **ABSTAIN** by Rachel Arroyo-Townsend
  - 5. **APPROVED** by majority vote
- iv. BUS – Management and Leadership – Rachel Arroyo-Townsend – (action)
  - 1. **MOTION** by Wes King to approve the Management and Leadership with the correction made from “Unrestricted Electives” to “Electives”
  - 2. **SECOND** by Allison Landy
  - 3. **DISCUSSION**
    - a. MAT 142 or higher on the Strikethrough document raised the question as to whether MAT 161 and MAT 162 (Math for Elementary Teachers I & II) would be options to fulfill this requirement.
    - b. The answer was no, for the following reasons:
      - i. MAT 142 or MAT 152 are the prerequisite for MAT 161.
      - ii. There is no placement score for MAT 161.
      - iii. There is no “instructor permission” option listed in the catalog.
  - 4. **ABSTAIN** by Rachel Arroyo-Townsend
  - 5. **APPROVED** by majority vote
- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum – none
  - i. Course Outcomes Discussion – Michael Broyles (6) – (discussion/action if needed)

1. This discussion was a request by IC members to discuss the way that course outcomes should be written on official curriculum forms in ACRES.
    - a. This is not to impede academic freedom, but more to guide probationary faculty.
  2. There has also been some tension around the issue which has impacted working relationships. This needs to be acknowledged as we approach this subject.
  3. The presentation excerpt is linked [here](#), it took place between 2:09:00 and 2:34:15 of this meeting.
  4. HLC criteria for accreditation under 3. a. states that the rigor of the institution academic offerings is appropriate to higher education and in the list of acceptable frameworks in which the institution determines program levels, Bloom's Taxonomy is an option for guidelines.
    - a. It is not a binary of practical vs conceptual.
    - b. A concern was posed regarding the measurability of outcomes; are we measuring student learning or are we just hoping for student growth?
    - c. Just because something is measurable does not mean it is quantifiable.
    - d. One of the things that Bloom's Taxonomy can do is provide a common vocabulary.
      - i. A [link](#) was shared with IC regarding a list of verbs that align with Bloom's Taxonomy in consideration of outcomes.
  5. We need to find a balance between academic freedom and introducing innovations and pedagogy.
  6. Next step – broaden this discussion and allow departments to discuss this process of gauging outcomes and understand that this is not intended to squash academic freedom
  7. We can use Bloom's Taxonomy as guidance for the rigor conversation, but those outcomes need to be written in a way that is measurable.
  8. **TASK – to assign Dept chairs the idea of discussion and consideration Michael's presentation – Michael Solomonson**
5. Old Business (not related to curriculum) – none
  6. New Business (not related to curriculum)
    - a. Transitioning the *NPC Catalog* to *Acalog* – Michael Broyles - (information)
      - i. Ann Hess, Lia Keenan, Deena Gillespie, Cassie Dows – are the team members implementing a transition from our PDF catalog to an interactive digital catalog through software purchased through Digarc called *Acalog*.
      - ii. This is just an update that this change will be going through soon.
    - b. Commencement Exercises – Michael Solomonson – (discussion)
      - i. Currently looking at holding the Commencement ceremony outdoors at a high school football field.
      - ii. Considering an outside Commencement ceremony, however, the temperature at that time of day is typically 81 degrees.

1. Looking for feedback on what would be the best decision on time due to the heat.
  2. Later start time or earlier start time
  3. Folks traveling back to the Navajo Nation is an issue if done later.
  4. 10 or 11am start time might be better.
  5. The ceremony typically lasts about one hour with another hour of reception time, but there is also the lineup time.
  6. Holding the ceremony on a football field gives the option for a lot more attendance, which has had to be restricted in the past due to space constraints.
  7. This also requires a backup plan for inclement weather.
  8. Robust communication and flexibility will be key.
7. Announcements & Reporting of Previous Tasks
    - a. Next meeting is supposed to be in person meeting, but details have not been nailed down yet. Once that has been decided, you will be notified.
  8. Future Agenda Items
  9. Adjournment – (action)