

IC Minutes 2/11/22

Northland Pioneer College
Instructional Council (IC)

2/11/22

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, Michael Broyles, Donna Krieser, LaTonya
Motley, Shannon Motter

Guests:

Alexander Henderson, Tamara Osborne, Lia Keenan, Susan Jensen, Ruth Zimmerman, Ryan
Jones, Elizabeth Oliphant

1. Roll Call
2. Approval of 01/28/22 IC Minutes (02) – Pat Lopez – (action)
 - a. **MOTION** by Allison Landy to approve the 01/28/22 meeting minutes with corrections suggested
 - b. **SECOND** by Rachel Arroyo-Townsend
 - c. **APPROVED** by majority vote
3. IC Subcommittees (action)
 - a. AS – Xander Henderson (03) – (action)
 - i. Talking about placement, the committee believes that the Placement exam does not work all that well.
 - ii. Suggesting that the word “placement” be removed from English and Math programs due to them being poor predictors of success.
 - iii. There is a revised version of the Academic Student Code of Conduct available for voting.

iv. **MOTION** by Allison Landy to accept the Academic Standards 02/11/22 report

v. **SECOND** by Wes King

vi. **DISCUSSION**

1. Clarification was given that the removal of “placement” would only be for English and Math courses.
2. English co-requisite courses are encouraged right now, but there is no real incentive for taking them.
3. The ideal way would be to setup a situation where there is a reward that draws the students through the courses.
4. It isn’t a good idea to eliminate the “or placement” language and replace it with “instructor permission,” because it is limiting the options for the instructor in advising their students.
5. Need to work more closely with Advisement to narrow in on what is going on, are students using Accuplacer, are they self-placing, etc?
6. This should be a charge for Academic Standards for next year to do a comprehensive analysis of placement.
7. DWF rates will be hard to determine accurately due to the pandemic.

vii. **APPROVED** by majority vote

viii. **MOTION** by Wes King to approve the Academic Student Code of Conduct

ix. **SECOND** by Brian Gardner

x. **DISCUSSION**

1. Looking at the definitions, the way that Administrator is defined needs clarification on the intention. It should be designated to the Dean of the area to handle rather than having one fixed administrator.
 - a. The intention was to allow the VPLSS to appoint an administrator on a case-by-case basis.
 - b. There is no explanation of when the administrator is assigned.
2. Under Sanctions IV. B. 2. is this a joint letter? Otherwise, the duplication is concerning.
3. Under Sanctions IV. B. 3. the word designer needs to be changed to designee.
4. He/She still needs to be changed to They.
5. Definition of Academic misconduct, since all the various on and off-site settings are listed, practicum needs to be listed there as well.
6. Definition of plagiarism sounds like the author of the work has to acknowledge that their work is being used.
7. Article III should read procedures for addressing or responding to academic misconduct to avoid confusion.
8. Article III. E. should state “such as, but not limited to”
9. There was a question on article III. F. that the paragraph that comes after the two listed “more severe” sanctions that states a hearing panel is triggered should come before the bulleted list of sanctions.
10. Suggestion made that article III. F. paragraph that states “three (3) or more charges” should say 2 or more charges so that it becomes a three (3) strikes rule.

11. Suggestion made that the second paragraph in article III. F. be moved to the appeals section.
 - a. The student appeal is yet another instance that triggers a hearing panel and so it needs to stay in this article.
 12. Suggestion that article IV. A. 3. seems redundant.
 13. Suggestion that any mention of “a” hearing panel should state “the” hearing panel.
 14. Suggestion was made that anything that has to do with appeals should be under the Appeals section. That section needs to clearly imply that a student does not just appeal a decision of a hearing panel but can also appeal the original instructor recommendations.
 - a. An appeal is not the correct word regarding the original decision, it is an objection or a dispute.
 15. Bulleting numbering/lettering needs correction as Sanctions and Appeals are both listed as B.
 16. Article II Jurisdiction third paragraph reads “the conduct occurred in the context of **its** employment” and there was confusion as to what “its” refers to.
 17. Concern was expressed at accepting this procedure in an old format.
 - a. Paul can help with this formatting change by supplying the correct template.
- xi. **MOTION** by Wes King to table the current motion until the next IC subcommittee meeting when the AS subcommittee has had a chance to edit the document to bring back.
 - xii. **SECOND** by Susan Hoffman
- b. ASK – none
 - c. BA/BS/BAS AdHoc – none
 - d. DE – Elizabeth Oliphant (04) – (action)
 - i. Rickey spoke with someone at Diné (Navajo) Nation, to be sure they had the correct information and clarified that permission needs to be received in writing.
 - ii. **MOTION** by Rickey Jackson to accept the Dual Enrollment report
 - iii. **SECOND** by Ruth Creek
 - iv. **DISCUSSION**
 1. For documentation purposes, the tribal agreements necessary for Dual Enrollment to teach courses such as POS112 (Navajo Government) will be attached to the curriculum document in ACRES.
 - a. This needs to be the responsibility of Dual Enrollment to ensure this documentation is sent to the Curriculum Coordinator to be added to the curriculum document.
 2. ISWs were created to assist content experts but not education experts with the skills needed to instruct.
 - a. This group of DE instructors do not necessarily need pedagogy training, but they would benefit more from an education on NPC procedures and such.
 - b. We should find some other moniker that would more accurately reflect what this course would do for HS instructors.

- c. Tailored ISW concept is part of the new FIPSE grant, where the task force has reached out to LaTonya Motley and Harshika Bhatt in regards to adding components to the current ISW to assist Dual Enrollment as the FIPSE grant requires a level of pedagogy training when it comes to training HS students with the expectation of NPC instruction. This is to provide equal access to professional development opportunities in faculty readiness.
 - v. **ABSTAIN** by Wei Ma
 - vi. **APPROVED** by majority vote
 - e. LT – Shannon Motter (05) – (action)
 - i. **MOTION** by Allison Landy to accept the LT report
 - ii. **SECOND** by Rachel Arroyo-Townsend
 - iii. **DISCUSSION**
 1. Troubleshooting guide should be 1-2 pages, laminated, and located in every classroom with technology.
 2. It would be helpful if there was a better way to compile the issues/resolutions other than the email chain which can get lengthy and confusing.
 3. TAS is supposed to be purchasing some version of Mind Meister, a mind map tool.
 4. Some technology glitches were mentioned regarding when system updates take place and there was a request that TAS be made aware of this.
 5. A suggestion was made that Item I more appropriately belong under Item F.
 - iv. **ABSTAIN** by Ruth Creek
 - v. **APPROVED** by majority vote
 - f. PD – none
- 4. Curriculum
 - a. ACRES
 - i. Please remember to review the curriculum in ACRES to keep these moving.
 - ii. Satisfactory Placement (06) – Michael Broyles (action if needed)
 1. What language is needed on the ACRES form?
 2. The *Instructions for Course Forms in ACRES* requires more language than what the faculty was putting on the form.
 3. A suggestion was made that the practice come into alignment with the instruction and an adjustment be made to the *Instructions* to change “requires writing/reading score” to say “specify writing/reading score.”
 - a. A question was posed as to how one specifies a higher or lower writing/reading score.
 - b. The language is confusing, for example, what does a higher or lower score mean?
 - c. Language needs to be more precise.
 - d. Perhaps it should say “work with current IC advisor member” for clarity in satisfactory placement.

- e. Conversion charts were used to supply these numbers as well as a placement committee would help bring those scores in. The individual departments and different instructors were able to look at that information and set their scores accordingly at the time.
 - f. Concern was voiced about naming a specific advisor position as it would cause a problem if the person in said position was unavailable for a prolonged period.
 - 4. This language would be confusing for students if in the catalog.
 - 5. Clarity may be necessary to prevent students from entering courses that they are not prepared to handle.
- b. New Programs – none
- c. Program Modifications
 - i. AAEC – Allison Landy – (action)
 - 1. **MOTION** by Ruth Creek to approve the AAEC program modification
 - 2. **SECOND** by Susan Hoffman
 - 3. **ABSTAIN** by Allison Landy
 - 4. **APPROVED** by majority vote
 - ii. MDA – Renee Freese – (action)
 - 1. **MOTION** by Allison Landy to approve the MDA program modification
 - 2. **SECOND** by Dawn Johnson
 - 3. **DISCUSSION**
 - a. BUS 114 should be listed above BUS 122
 - 4. **ABSTAIN** by Renee Freese
 - 5. **APPROVED** by majority vote
 - iii. TMP – Renee Freese – (action)
 - 1. **MOTION** by Allison Landy to approve the TMP program modification
 - 2. **SECOND** by Rickey Jackson
 - 3. **DISCUSSION**
 - a. What was the reasoning for the specific classes rather than stating 6 credits from the business department?
 - b. These courses were chosen due to the possibility of the student opening their own massage therapy business in the future.
 - 4. **ABSTAIN** by Renee Freese
 - 5. **APPROVED** by majority vote
- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum
 - i. NPCSync/NPCFlex course modalities – Wei Ma – (discussion)
 - 1. NPCSync and NPCFlex are two new modalities approved as a pilot by IC last academic year.
 - 2. The pilot team has been working diligently to gather the data needed for the evaluation of the pilot.
 - 3. Academic divisions and departments are working on getting ready for summer and fall course schedules.

4. Need to have a discussion on how we want to continue with these two modalities and how that might impact our learning environments, core scheduling, registration supervising, and even the ACRES forms.
5. Miscommunication is occurring with the Tech Aids coming in when they are not needed.
 - a. A central person who can handle this communication and scheduling would be helpful.
 - b. A decision was made to limit the use of Tech Aides to NAVIT classes, as the NPC classes should be comprised mostly of adults who should respect the equipment.
 - c. In the past, there were two forms of scheduling, room reservation and system reservation. These need to be combined, and hopefully will be under Ad Astra.
6. Arts & Science faculty are in full support in moving forward with the HyFlex option for students as it would be great for increased enrollment through providing more flexibility for students.
7. A question was posed as to whether there will be a standard of what HyFlex includes.
 - a. We need to define instructional best practice.
 - b. We need to define faculty expectations regarding HyFlex.
 - c. We need to consider student needs.
 - d. We need to decide how we explain this modality to students that emphasizes their best learning outcomes.
8. These modalities will not be options for selection in ACRES until the pilot is completed.
9. HyFlex course is a course that has three different modality options for students.
 - a. An in-class synchronous traditional modality.
 - b. An online synchronous modality.
 - c. An online asynchronous modality.
10. Our past Instructional Designer, Wenting Weng, worked closely with the pilot instructors to design the framework for their courses.
11. Three to four semesters worth of data should be garnered before making any decision on this modality option.
 - a. This data needs to be looked at by modality.
12. There needs to be a load discussion if this moves forward.
- ii. Request to Proceed Amendments (07) – Michael Broyles – (action)
 1. **MOTION** by Allison Landy that no amendments be required once IC has approved the original Request to Proceed
 2. **SECOND** by Brian Gardner
 3. **DISCUSSION**
 - a. It would be helpful to have this come back as an information topic to make IC aware of changes that are occurring on the form, so when voting, the members are aware that it is different from what they were originally presented with.
 - b. The motion is that no additional information is needed as it is listed in the rationale on the ACRES form.

4. **MOTION AMENDED** by Allison Landy to bring substantively amended Request to Proceeds before IC as information items only and to adopt the language proposed by Michael Broyles using the word information inside of the parenthetical
5. **SECOND** by Brian Gardner
6. **APPROVED** by majority vote
7. **MOTION** by Allison Landy to bring amended Request to Proceeds to IC by the meeting before the program modification deadline.
8. **SECOND** by Rachel Arroyo-Townsend
9. **APPROVED** by majority vote
- iii. Course Modifications that Require Transfer Reassessment (08) – Michael Broyles – (information)
 1. There are five instances in which a community college is **required** by AZTransfer to submit for reassessment. Changes to:
 - a. Course credit value
 - b. Course description
 - c. Competencies/Student learning outcomes content
 - d. Outline
 - e. Pre-requisites/co-requisites
 2. These are instances where faculty may want to consider reassessment:
 - a. Adding a concurrent requisite
 - b. Adding a cross-listing (the cross-listed course would go in for reassessment)
 - c. Any changes to the university curriculum
 - d. Removing a lab component
 3. The Transfer Reassessment form is different from an editorial form
 - a. Editorial form is for correcting name change or correction to the Course Equivalency Guide (CEG) based on information that was already approved.
5. Old Business (not related to curriculum)
 - a. Testing Survey – Wei Ma – (information)
 - i. Survey conducted on faculty testing needs for spring/fall testing.
 - ii. Thirty-nine respondents, which is approximately half of our faculty members.
 - iii. Survey results
 1. 56% do not require on-site testing
 2. 36% would have some classes that would need on-site testing
 3. Less than 8% said all their classes would require on-site testing
 4. 80% who stated that all their classes needed on-site testing were from Arts & Science division, mostly the Sciences, Social Behavior Sciences, Math and H.E.L.P. departments.
 5. Most Testing would be conducted through Respondus (28%), Moodle-based testing (67%), and in-class testing (59%).
 6. 30% of respondents stated that NPC needs a testing center to provide equitable testing experience for our students.
 - iv. **TASK** – to develop a plan to address the testing struggles and bring back to IC before the end of this academic year – Testing Task force
6. New Business (not related to curriculum)

- a. Partnership discussions with Mojave and Coconino – Michael Solomonson – (information)
 - i. Meets monthly with the other CAOs from around the state.
 - ii. Out of that group, the CAOs from NPC, Coconino, and Mohave trying to build up/strengthen partnership on I-40 corridor.
 - iii. Some things they are exploring are the idea of course sharing much like Acadium.
 - iv. Yavapai has expressed interest in joining also.
 - v. IC and faculty will be included in the discussion and any action once an agreement has been reached on direction
 - vi. A question was raised regarding whether either of these colleges were looking at doing baccalaureate degrees and whether that might be another course sharing opportunity, but nothing has been discussed along those lines as of yet.
 - 1. Will keep this in mind as discussions progress.
- b. AZTransfer Summit – Michael Broyles - (information)
 - i. AllNPC email was sent out regarding the AZTransfer Summit will take place March 24th through the 25th at the We-Ko-Pa Casino resort in Scottsdale, Arizona.
 - ii. AZTransfer wanted to send out an invitation to all faculty members who would like to attend and possibly speak.
 - 1. Deadline for proposals to speak is February 21st.
 - 2. Please contact Michael Broyles for more information or assistance with submitting proposals.
- 7. Announcements & Reporting of Previous Tasks
 - a. Please remember to keep the ACRES voting process moving forward.
- 8. Future Agenda Items
- 9. Adjournment – (action)
 - a. **MOTION** by Allison Landy
 - b. **SECOND** by Dawn Johnson