

## **Meeting Minutes**

Joint University-wide Curriculum Committee

September 15, 2022

11:45 a.m. – 12:30 p.m., Remote Meeting

**Members Present:** Leslie Bach, Bill Bosl, Robert Bromfield, Dave Donahue, Laura Hannemann, Katie Hoffman, Erika Johnson, Nick Leonard, Jo Loomis, Shirley McGuire, Michelle Millar, Megan O'Banion, Deborah Panter, Jeff Paris, Annie Pho, April Randle, Diane Roberts, Natacha Ruck

**Members Absent:** Rosana Aguilar, Cathy Goldberg, Nate Hinerman, and five TBA members.

### **I. Welcome and Approval of the Minutes (5 mins)**

Co-Chair and Senior Vice Provost Shirley McGuire welcomed all members and officially started the meeting. Co-Chair McGuire reminded members to familiarize themselves with the ByLaws and introduced JUCC administrative supporting member, Katie Hoffman. Members then introduced themselves by name and the departments they represent. Co-Chair McGuire mentioned the representative seats being filled, by the faculty union and the two student unions, and indicated that there were enough members present at the meeting to discuss and vote on the Instructional Modalities recommendations from the Subcommittee.

Co-Chair McGuire asked members for comments, clarifications, and suggested changes to the minutes from the April 7th meeting. None were reported. Co-Chair McGuire asked for a motion to approve the minutes. April Randle motioned to approve. Deborah Panter seconded the motion. Minutes from the April 7th meeting were approved.

### **II. Review and Vote on JUCC Subcommittee Recommendations: [Instructional Modalities](#) Definitions (40 mins)**

Co-Chair McGuire introduced the topic of Instructional Modalities which were discussed over the spring 2022 semester. The Instructional Modalities Subcommittee, chaired by JUCC Co-Chair and Associate Professor, Jo Loomis, was created to address issues that arose from these discussions. A draft of the new, recommended definitions for

instructional modalities, including recommended guidelines was shared. Co-Chair Loomis explained that the Subcommittee honed in on four (4) definitions for terms, *In-Person*, *Online Synchronous*, *Online Asynchronous*, and *Hybrid*. The next step of the Subcommittee was to write additional guidelines with language to use in Simple Syllabus and in course descriptions. The language would further define the terms and put parameters around the definitions. Co-Chair McGuire asked if there were any questions. A discussion commenced.

Key points and questions discussed were:

- Deviations from the official modality
  - For in-person courses, consider when a significant portion of classes have to be switched (to something like) a hybrid modality or if they need to meet elsewhere. For example, Community-Engaged Learning courses meet in the city of San Francisco. Other courses meet off-campus (e.g. museum). Additionally, faculty may need to hold (a)synchronous online classes when they are traveling (e.g. to a conference)
  - In-person courses that meet off-campus are indicated in the Schedule of Classes
  - For an in-person class that does not meet on campus to meet the modality definition for in-person, we can delete the term “on-campus” from the definition
  - The asterisk, “10% of classes for in-person modality can be done remotely due to extenuating circumstances” would cover extenuating absences (e.g. fires, conferences)
- Where modalities should be expressed
  - Is the intended modality defined initially within the course description?
  - Rather than the School Catalog, the modalities are indicated in the Schedule of Classes
  - The concern was that students should have the opportunity to to understand the course modality (and when the course would meet) before they register for the course. The details can be expressed in the syllabus.
- How might the definitions impact student statuses and financial aid?
  - There are students who are required to be 100% in-person
  - The condition of some international students’ sponsorships require certification of students taking in-person classes and these students are already aware of their requirements
  - Other students (e.g. veterans) may not be aware of the impacts and need guidance when selecting courses

- Language for guidance point on 10% exception
  - Clarify the language. There is a difference between the written phrase, “unexpected emergencies,” and the phrase in conversation, “extenuating circumstances.” The latter phrase involves intentionality and action with advanced notice
    - Agreement to change the phrase in the definition to “extenuating circumstances” and add “with Dean’s approval”
  - Suggestion to raise the 10% threshold. It does not accurately apply to all classes, considering the variation in the number of class meetings
  - The 10% is not enough as sometimes it makes better sense pedagogically to move classes online (e.g. global speaker)
    - This situation could indicate a hybrid modality. Maybe USF sees a growth of hybrid as it suggests flexibility. Hybrid could be 20%
    - With hybrid, we need to think through indicating the specific days when the class will meet in-person or online for student planning
      - This is indicated in the Schedule of Classes
  - The accumulation of unexpected circumstances/ opportunities (e.g. pedagogical opportunity, faculty has COVID, faculty has childcare emergency) may often push over the 10% threshold in a semester; the 10% line may worry faculty. They may move away from a remote pedagogical opportunity if they already have too many unexpected circumstances
  - The intentional remote modality for pedagogical purposes is hybrid. That is different from [unexpected emergencies]
  - In the asterisk, rather than stating a percentage, we might state the process for unexpected emergencies. “Instructors will be able to ask for permission for the following reasons”
  - In the guidelines, make a distinction for when a course is hybrid vs. in-person. A course is hybrid when it has planned online classes
- Is the exception for teaching remotely/online going to continue?
  - After this semester, we will come out of having blanket approval to hold classes online without permission and we will have to be intentional. We will have to go through a formal approval process to move any classes online. We need the guidelines and the process set so that programs and courses can be formally approved (i.e. providing guidelines to curriculum committees, Associate Deans, and faculty)
- Adding intentionality into the guidelines to help everyone understand the percentages and exceptions

- When we say course formats can be greater than or equal to ( $\geq 50\%$ ), we might want to specify how the other 49% can be conducted
- Spell out the exceptions process. We need to keep our eye on the issue that some students need the majority of their classes to be in-person (their financial aid can be tied to this)
- Include the word, “majority” alongside 51%
- Include a grid that may help everyone understand the 50-51% WSCUC determination for online status in accordance with the variety of the number of class meetings. For example, say, “for your 16 week class, we are talking about this many classes online”
- Give everyone tools to work with. For example: a hybrid class is 55% in-person. Any extenuating circumstances must be approved by the Dean so that the class does not wind up unintentionally moving into 40% in-person
- HyFlex is a classroom management tool instead of a modality
  - When teaching HyFlex, we are looking into creating a section of a class to be listed online. This is because the Department of Veterans Affairs wants to know the modality and wants USF certify how students are taking a class
  - Students will sign up for HyFlex modalities with the expectation that they will only attend online. Taking HyFlex out of the modality options moves it out of the realm of student choice and into the realm of intentionally and instructor-choice
  - Reiterate that there are different sections rather than expecting a teaching to offer two modalities at the same time
    - There still may be student choice if there is a section using HyFlex as a classroom management tool, where an instructor is teaching in two modalities
- When do the modalities take effect?
  - A soft launch would be spring 2023
  - A hard launch would be fall 2023
  - Confirmed possible by Registrar, Robert Bromfield

The Co-Chairs suggested that the Committee vote on recommending the current definitions for the four modalities, to start in fall 2023, and make the the following minor changes:

- Delete “on-campus” from the in-person definition
- Delete “or fewer” following “less than 50%”

The definitions were approved by the Committee.

~~III. JUCC Core Task Force Recommendation: Update (5 mins)~~

~~IV. Clarifications on the Final Exam Week Scheduling Requirement (5 mins)~~

**V. Closing / Action Items (5 mins)**

- The JUCC will clarify definitions and put guidelines in place during the October meeting
- The subcommittee will meet and work on the guidelines before the October meeting
- All remaining agenda items will move to the October meeting

Co-Chairs McGuire and Loomis officially closed the meeting.