Meeting Minutes

Joint University-wide Curriculum Committee

March 10, 2022

11:45 a.m. – 12:30 p.m., Remote Meeting (please see Google invite for Zoom link)

Members: Leslie Bach, Bernadette Barker-Plummer, Bill Bosl, Robert Bromfield, Cathy Goldberg, Katie Hoffman, Ryan Langan, Nick Leonard, Jennifer Loli, Jo Loomis, Deborah Panter, Jeff Paris, April Randle, Natacha Ruck, Basilos Tesfai, and three TBA members.

Members Absent: Rosana Aguilar (on leave), Richard J Ayers, Nate Hinerman, Erika Johnson, Shirley McGuire, Michelle Millar, Megan O'Banion, Annie Pho

I.   Welcome and Approval of the Agenda & Minutes (5 mins)

Co-Chair Jo Loomis welcomed all members and officially started the meeting. Co-Chair Loomis asked members to approve the agenda and asked for additions or corrections. None were reported. Jeff Paris motioned to approve the agenda and Nick Leonard seconded the motion. The agenda was approved.

Co-Chair Loomis asked members to review the minutes from the February 10th meeting and asked for additions or corrections. None were reported. Co-Chair Loomis called for any objections or abstains. None were reported. Deborah Panter motioned to approve the minutes and Leslie Bach seconded the motion. Minutes from the February 10th meeting were approved.

II.   Proposal: Instructional Modalities (25 mins)

Co-Chair Loomis asked for comments on the Proposal and whether members were able to take it back to their representees or curriculum committees for feedback. Key comments were:
- Percentages
  - Hybrid and Remote modalities are almost identical to each other yet are differentiated by one percent (1%), causing some confusion among faculty

members planning their courses. As Hybrid is defined as 51% (on-campus in-person or more) and Remote is defined as 50% (synchronous online or more), would it be easier to change both definitions to 50%?
- Clarification: This distinction is due to USF's accreditor; WSCUC's definition of distance education is 50% or more of a class online
- A clearer rationale is needed. There's not a clear designation for a class that is 50% in-person and 50% remote
  - Clarification: WSCUC provided some flexibility during the pandemic. However, according to WSCUC's definition, if a class is 50/50, it is considered an online class
- Simplifying the language in the definitions (and faculty control)
  - The definitions should be as few and as simple as possible in order to allow for flexibility for faculty (e.g. holding classes in the predetermined synchronous or asynchronous formats when faculty may need to switch the format based on real-time pedagogical needs)
  - When are these designations decided? Who decides them?
  - "A la carte" education is driven more by student convenience (e.g. they drop in to a hyflex class whenever it is convenient for them) rather than by pedagogical needs of the teacher or the curriculum
  - Before classes are scheduled, faculty can determine their class modality
    - By working with their department chair
    - Based on program needs
  - After classes have begun, how can faculty shift the course within modalities without disrupting the general category of modality in which the class is labeled?
  - SONHP school curriculum committee suggested dropping the term, "remote," and using "synchronous or asynchronous" and "online or in-person"
  - Timing of designating modalities and communicating with students: students will need to know whether they will need to be online at a certain time
    - A year in advance - consider having courses designated as Hybrid In-Person without a distinction of synchronous/asynchronous (for the online portion 49%) for flexibility
    - Before students choose classes - the more detailed structure of the class might be communicated via the syllabus

- - The distinction between Hybrid Online, Hybrid Remote, and Hybrid In-Person is not clear; why not a general Hybrid to cover all options, including a mix of synchronous and asynchronous?
    - Ryan Langan provided via chat to a visual aid of the modalities, "[Teaching Modalities (Visual) 2022-02-14](#)" created by Professor Tom Grossman (School of Management) (see Addendum)
- Changing modalities
    - What does it mean to "switch" modalities within the semester?
    - Environmental factors (i.e. wildfire smoke) may be an instance of switching modalities
    - Students need to be aware of the course structure because they may have a status-driven need for a certain class modality, such as:
        - International students on visas under strict requirements to be in a certain number of in-person classes
        - Students with scholarships
        - Military and veteran students
        - Other countries or agencies might require certification of in-person classes
- Process of approval
    - The purpose and the process of approval should be broken down
    - When and how are decisions going to be made? Will the modalities undergo change?
        - Large conversation needed
        - Discuss with stakeholders before adoption (part of this is the JUCC members inquiring representees)
    - How will the Proposal be communicated to the teachers and students?
    - What are the actionable items for teachers?
    - How does this impact student life and classes?

III.   Core Advisory Committee (CAC) Memo (10 mins)

Co-Chair Loomis asked members for comments on the Memo. Key comments were:
- Lack of awareness of the project
    - Clarification: the Core assessment project has gone on for five years and is complete, resulting in evidence for and recognition that the Core needs to be revised
- What is the JUCC's role and what actions should it take?

- The JUCC is better positioned to act on a recommendation (i.e. suggestions from the CAC or other such committee or working group)
- Clarification from meeting attendee, Cathy Gabor (College of Arts and Sciences, Co-Chair of Core Advisory Committee) via comment in the chat: *The CAC thinks it might be a good idea for CAC and JUCC to collaborate to set up a structure for [campus-wide] conversations*
- Identifying the process and next steps
  - Is the process that the JUCC will lend support to CAC for inclusive and evidence-based conversations about improvement to the Core (e.g. radical revision of Core, suggestions for strengthening areas, or adding/removing courses)?
  - Is the request for the JUCC to function as an open forum (without endorsement) for this revision effort?
    - There was a discussion of this function of the JUCC during the revision of the By-Laws: the JUCC is place where these types of discussions can be held
    - The JUCC serves a as connector for curriculum that affects multiple programs and schools (the Core impacts undergraduates in three schools)
    - What is the end result of the process? Would the JUCC make recommendations to the Provost for approval?
      - Cathy Gabor commented via chat: *The CAC is certainly willing to do the work on creating a structure for conversations to start*
    - JUCC members need time to process with further information and should invite a presenter from CAC to clarify:
      - details found in review; key outcomes
      - discus how to structure (themed) fora
        - size of core
        - distribution of core

Bernadette Barker-Plummer motioned for CAC to send a representative to JUCC to give a quick report on key points from the CAC's review of the current Core, and following, the JUCC will plan (topically-based) open fora, thinking about mobilizing community attendance and engagement. Natacha Ruck seconded the motion. The motion was approved.

IV.   Closing / Action Items (5 mins)

The JUCC will invite Cathy Gabor (or a representative of CAC) to the next meeting. Co-Chair Loomis tasked JUCC members with taking the conversation back to their representees. Co-Chair Loomis ended the meeting.

Addendum

Teaching Modalities (Visual) 2022-02-14 by Tom Grossman

Joint University-wide Curriculum Committee

March 10, 2022

Distinguish between a single class meeting (*SESSION*) and a package of multiple Sessions

A single SESSION is one of four types, depending on STUDENT LOCATION and on TIMING

STUDENT LOCATION	TIMING	
	Synchronous	**Asynchronous**
In-Person	In-Person Session	
Both In-Person + Not In-Person	Hyflex Session	
Not In-Person	Remote Session	Online Session

A COURSE uses one or more of the four SESSION types   Notes

In-Person Instruction	In-Person Session (100%)		Up to 10% of sessions may be Remote/Online Sessions for unexpected emergency
HyFlex Instruction	Hyflex Session (100%)		Up to 10% of sessions may be Remote/Online Sessions for unexpected emergency
Hybrid Instruction	In-Person Session (>50%)	Remote and/or Online Session (<50%)	
Hybrid-Remote Instruction	In-Person Session (>50%)	Remote Session (<50%)	
Hybrid-Online Instruction	In-Person Session (>50%)	Online Session (<50%)	
Remote Instruction	Remote Session (>50%)		
Remote Instruction	Online Session (>50%)		
(Novel Modality) Instruction	Hyflex Session (>50%)	Remote and/or Online Session (<50%)	Not mentioned in source doc, but perhaps an option for consideration?