**Agenda and Minutes for Tuesday Feb. 14 2023 (3:00-4:30pm via Zoom)**

<https://ucdenver.zoom.us/j/94577776037>

Attending: BT, CM, MFM, AH, MS, LE, SZ, NH, SG, CG, JL, JK, MD

Agenda:

* Credly system for Badging (Jeremy Lingle) 20 minutes
  + Our committee needs to discuss what we want/see our involvement in this conversation to be. For example, do we have a role beyond working on these committees?
  + We will say that we have not been consulted in this and to please not to list our committee as a collaborator. But if we have a formal charge regarding this topic, we will take it up in committee.
* Knowledge base platform for faculty support (Crystal) 10 minutes
* ChatGPT (Crystal and others)
  + Next Thinq/TIPS convo on March 7.
  + Does our committee need to write a statement on ChatGPT at some point? This is an open question.
  + How are we engaging students in this convo about ChatGPT?
* Course modalities redux ([our statement on the topic](https://olucdenver.sharepoint.com/sites/LETTS/_layouts/Doc.aspx?sourcedoc=%7B88189FF3-A7C4-42BE-98B2-ADFAC5C704AC%7D&file=LETTS_course_modality_statement.docx&action=default&mobileredirect=true))
  + “I think the primary audiences for the original definitions were students and faculty to help clarify their choices for courses and design, respectively. A couple of secondary audiences that we might need to include at this point would be our budget office and the registrar’s office since they have been using these definitions for other purposes. I would imagine that we don’t want several different definitions floating around that could be in conflict with one another, so we might want to consider if a revised set would replace the older set. Once we have something that you feel comfortable circulating, it might be useful to bring a group together for further discussion. A couple other pieces of feedback for your consideration: I think these read well as student-facing statements. For faculty, admins, and academic planning, some context on percentage of different modalities for each definition (e.g., if I have a remote course, how much can be asynchronous work? How do we decide when it becomes an online course?) may be important for planning and enrollment projections. The hybrid definition diverges a bit from what I’ve seen of the industry norm; let me know if you want to consult with anyone from the TIPS program development team if they can help provide some additional resources here.
* Any OIT reports?
* Other news