



AGENDA

STEERING COMMITTEE for Implementation of the *2025 Strategic Plan for Online Education* Teams Meeting November 18, 2020

11:00 a.m. – 1:00 p.m.

**Chair: Ralph Wilcox; Vice Chair: George Ellenberg
Members: Danilowicz, Furton, Glover, McRorie, McKee (non-voting)**

11:00 a.m. – Noon

- 1. Call to Order and Opening Remarks
Shared Languages Programs** **Provost Ralph Wilcox, Chair**
- 2. Approval of Minutes** **Chair Wilcox**
Minutes, January 29, 2019
Minutes, March 5, 2020
- 3. TOPkit** **Dr. Tom Cavanagh (UCF)**
- 4. Awards Program for High Quality Online Courses** **Jennifer Smith (UF) and
Dr. Julie Golden-Botti (FAU)**
- 5. Master Course Repository** **Dr. Andy McCollough (UF)**

Noon – 1:00 p.m.

- 6. Innovations in Instruction and Learning in a
Post-Covid World in the SUS** **Chair Wilcox**
- 7. Concluding Remarks and Adjournment** **Chair Wilcox**

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 18, 2020**

SUBJECT: Approval of Minutes

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the minutes of the Steering Committee meetings held on January 29, 2020, and March 5, 2020.

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meetings held on January 29, 2020 and March 5, 2020.

Supporting Documentation Included: Minutes, January 29, 2020
Minutes, March 5, 2020

Facilitators/Presenters: Chair Wilcox

MEETING NOTES
STEERING COMMITTEE FOR THE
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
January 29, 2020

1. Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 3:00 p.m. on January 29, 2020, with the following members present: Provosts Bret Danilowicz, George Ellenberg, Ken Furton, Joe Glover, Sally McRorie, and Associate Vice Chancellor Nancy McKee (non-voting).

Provost McRorie moved approval of the Meeting Notes of the October 2, 2019, and January 7, 2020, Committee meetings. Provost Glover seconded the motion, and the members concurred unanimously.

2. Performance Metrics: Basis for 50% and 75% Enrollment Goals for Graduate Students and Undergraduate Students

During the October 2019 Innovation and Online Committee meeting, Board members requested to see the data regarding the enrollment performance indicators and goals recommended by the Steering Committee and to better understand why the Steering Committee felt those goals were optimal.

Provost Danilowicz indicated cost and pedagogy were factors in determining modality, and Provost McRorie said many disciplines are not appropriate for online offerings. Provost McRorie suggested keeping the undergraduate goal of 75%.

Chair Wilcox expressed concern about including all graduate programs in one performance indicator and goal and suggested breaking out Masters programs. Dr. McKee said that she would ask Jason Jones to break out graduate programs included in the current performance indicator, and Chair Wilcox indicated the Steering Committee could have a conference call before the next Innovation and Online Committee to review the new data and recommend a performance indicator and goal.

3. Performance Indicator for Online Programs

Dr. McKee indicated the Board of Governors approved a "TBD" performance indicator and goal for Online Programs/Majors. Previously, the 2025 Strategic Plan for Online Education had the performance indicator of "Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online," with a corresponding goal of 60%. Chair Wilcox suggested reviewing online programs by CIP, major, level, and by approved academic programs.

4. Quality

Dr. Deb Miller indicated the Chancellor is planning to send a memo to provosts regarding the timeline for data collection for quality reviews. She said that data collection would begin at the end of the 2020 term and will be collected annually. Provost Glover suggested sending the Chancellor's draft memo to all provosts so they can shop it around and provide feedback before the final memo is distributed.

5. Marketing

Brittany Wise indicated there is a System \$300,000 campaign to target out-of-state industries to raise awareness of the value of the SUS. When people click on the ads, they will land on a page that will include a blurb about universities' offerings, including online offerings. They will then be able to go to the "For Business" tab on the flbog.edu site. The campaign started in November and will wrap up in late March/early April.

Mike Dieckman said the FLVC catalog will be used to assist with marketing. Bob Hartnett said he will create a marketing toolkit to push out through FLVC. Each institution will be asked to post certain information on its own social media sites. He would like to pull data to see if this approach has been effective.

6. Conversation with Governor Stermon

Governor Kent Stermon said he would like to have an open dialogue about what he can do to help universities be more successful.

7. Concluding Remarks and Adjournment

Chair Wilcox adjourned the meeting at 4:23 p.m.

MEETING NOTES
STEERING COMMITTEE FOR THE
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
Electronic Communication
March 5, 2020

Performance Metrics: Enrollment Goals for Undergraduate and Graduate Students

On March 5, 2020, Associate Vice Chancellor Nancy McKee emailed the Steering Committee regarding the two performance measures and goals for which the Committee had recommended no changes to the Board's Innovation and Online Committee at its meeting on October 30, 2019. The IOC had requested additional data for both measures.

Provost Wilcox reviewed the additional data provided by the Board's Office of Data Analytics and asked that Dr. McKee obtain feedback on the changes he thought should be recommended to the Innovation and Online Committee for the *2025 Strategic Plan for Online Education*:

1. CURRENT: Percentage of SUS undergraduate students enrolling in one or more online courses each year: 75%
 - REVISED Recommended Goal: 80%
 - Supporting Data:

Undergraduate Students Enrolled in at Least One Distance Learning course

ACADEMIC YEAR	AT LEAST ONE DL	DL ONLY	MIXED	NO DL
2013-14	58%	6%	52%	42%
2014-15	62%	7%	55%	38%
2015-16	66%	9%	57%	34%
2016-17	69%	10%	59%	31%
2017-18	72%	11%	61%	28%
2018-19	75%	11%	63%	25%

BOG ODA analysis, data extracted 2020-01-21.

2. CURRENT: Percentage of SUS graduate students enrolling in one or more online courses each year: 50%

- REVISED Recommended Performance Indicator and Goal:
Percentage of SUS Master's students enrolling in one or more online courses in the Fall term: 60%
- Supporting Data:

TERM	STUDENTS (N)	AT LEAST ONE DL	DL ONLY	MIXED	NO DL
FALL 2015	38,922	46%	27%	19%	54%
FALL 2016	40,453	48%	30%	18%	52%
FALL 2017	41,027	51%	33%	18%	49%
FALL 2018	40,946	53%	36%	18%	47%
FALL 2019	42,420	56%	38%	18%	44%

Provosts Danilowicz, Ellenberg, McRorie, Furton, and Wilcox voted to approve the proposed revisions, with Provost Glover voting in the negative. The revisions were approved for recommendation to the Board's Innovation and Online Committee.

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 18, 2020**

SUBJECT: Teaching Online Preparation Toolkit (TOPkit)

PROPOSED STEERING COMMITTEE ACTION

For Approval

BACKGROUND INFORMATION

The first goal in the 2025 Strategic Plan for Online Education is to create a culture of quality for online education. In support of that goal is Tactic 1.2.3:

Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disability Act.

UCF was selected through a system-wide competitive procurement process to lead this effort, and all provosts in the System have provided funding for the program for the past four years. This request is for a continuation of funding for the program.

In addition to usage data since its inception, highlights of the program described in the supporting documentation include:

Scope

Objectives that will be accomplished are for the purposes of enhancing practice across the state:

- Determine needed solutions or innovations for faculty development and tailor TOPkit community offerings accordingly.
- Offer highly regarded, effective professional development to those in faculty development roles (e.g., coordinators, instructional designers, instructional technologists, project managers, learning engineers).
- Provide a community for innovating, deepening, and expanding the role of faculty development efforts.
- Serve as a coordinating hub for sharing applicable faculty development models and openly licensed resources across institutions.

Key Deliverables

The key deliverables comprise a description of the work to be performed:

- Host and coordinate the annual TOPkit Workshop in a virtual format, awarding a badge for participation, and continually enhancing this offering.
- Maintain TOPkit.org and host additional openly licensed resources on the TOPkit website.
- Communicate effective best practices, tips, and features monthly via TOPkit Digest e-newsletter.
- Facilitate or coordinate professional development webinars or coordination of Online CoLAB speed networking events.
- Conduct an annual needs assessment or focus group of key stakeholders about faculty development trends, needs, and competency gaps. Share these results.

Efficiencies Comparative to Previous TOPkit Efforts

The initial proposed budget for TOPkit, then referred to as “Faculty Development for Online Education,” for 5 years was \$441,654 with an average cost per year of \$88,331. Compare that to the proposed total cost for 5 years at \$233,150 with an average cost per year for the next 5 years of \$46,630.

Listed are efficiencies built into the proposed project plan that differs from the previous TOPkit efforts:

- Hosting the TOPkit Workshop in a virtual format
- Reducing maintenance of the calendar of events
- Decreasing number of team members contributing to the overall team effort
- Holding fewer TOPkit Advisory Board Meetings
- Streamlining communications
- Increasing coordination efforts with greater reliance on contributors for key TOPkit community efforts
- Decreasing production efforts, like website development and content creation

These efficiencies serve to place concentrated efforts on activities that hold potentially more impact toward the goal of fostering a culture of quality online education across the state of Florida.

TOPkit Advisory Board Members

Members guide TOPkit's evolution and promote its openly licensed resources and events as part of the larger State University System of Florida and Florida College System effort to foster a culture of quality online education.

- Tom Tu, EdS (Chair), Distance Learning & Student Services, Florida Virtual Campus
- Amanda Major, EdD, CPLP, PMP, Instructional Designer, University of Central Florida
- Cindy DeLuca, EdD, Assistant Vice Provost, University of South Florida
- Phil Simpson, PhD, Provost for Titusville Campus & Eastern Florida Online, Eastern Florida State College
- Wendy Howard, EdD, Program Director, Pegasus Innovation Lab, University of Central Florida
- Brian Marchman, PhD, Assistant Provost and Director Distance & Continuing Education , University of Florida
- Kendall St. Hilaire, EdD, Assistant Dean of the Virtual Campus, Indian River State College
- John Oppen, PhD, Executive Director Distance Learning and Student Services , Florida Virtual Campus
- Tom Cavanagh, PhD, Vice Provost for Digital Learning, University of Central Florida
- Meredith Montgomery (Administrative Support), Administrative and Special Events Coordinator, Florida Virtual Campus
- Willie Freeman, Director for eLearning, Florida Atlantic University
- Kelvin Thompson, EdD, Executive Director, Center for Distributed Learning, University of Central Florida
- Page Jerzak, Assistant Vice President of Academic Technology and Training, Santa Fe College
- Rozy Parlette, Assistant Director of Online Course Development, University of North Florida

Supporting Documentation Included: TOPkit Project 5-Year Renewal Request
TOPkit Contributions from Universities

Facilitators/Presenters: Dr. Tom Cavanagh

TOPkit Project 5-Year Renewal Request

Executive Summary

TOPkit provides a community, workshop, and openly licensed resources that empower those responsible for faculty development programs, meeting State University System Board of Governors 2025 Strategic Plan for Online Education Tactic 1.2.3. TOPkit's excellent ratings and high engagement activity have demonstrated the value of TOPkit to state of Florida faculty development professionals.

Goals

The overarching aim of TOPkit is to foster a culture of quality for online education by expanding support for professional development in the state of Florida.

- Provide openly, licensed resources and models that may be adopted and adapted for professional faculty development practice.
- Enhance the practice of professionals in the field of faculty development.
- Facilitate support, career advice, innovations, collaborations, and partnerships among faculty development professionals.

Scope of Work Overview

Having completed work outlined in "ITN 2015-11 Faculty Development For Online Education," this proposal for the term July 1, 2021- June 30, 2026, is a continuation of that effort. The proposal is based on the Scope of Work with established deliverables and a description of the work to be completed as follows.

Pricing for TOPkit Renewal Request (July 1, 2021 – June 30, 2026)

Deliverables	Description of Work	Year 6 (July 1, 2021- June 30, 2022)	Year 7 (July 1, 2022- June 30, 2023)	Year 8 (July 1, 2023- June 30, 2024)	Year 9 (July 1, 2024- June 30, 2025)	Year 10 (July 1, 2025- Jun 30, 2026)	Total
Annual TOPkit Workshop	Host and coordinate the annual TOPkit Workshop in a virtual format, awarding a badge for participation, and continually enhancing this offering.	\$27,267	\$27,267	\$27,267	\$27,267	\$27,267	\$136,335
Annual Website Maintenance	Maintain TOPkit.org and host additional openly licensed resources on the TOPkit website.	\$7,568	\$7,568	\$7,568	\$7,568	\$7,568	\$37,840
Monthly Communications	Communicate effective best practices, tips, and features monthly via TOPkit Digest e-newsletter.	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$33,720
Facilitation of TOPkit Community	Facilitate or coordinate professional development webinars or coordination of Online CoLAB speed networking events.	\$4,259	\$4,259	\$4,259	\$4,259	\$4,259	\$21,295
Annual Assessments	Conduct an annual needs assessment or focus group of key stakeholders about faculty development trends, needs, and competency gaps. Share these results.	\$792	\$792	\$792	\$792	\$792	\$3,960
TOTAL		\$46,630	\$46,630	\$46,630	\$46,630	\$46,630	\$233,150

TOPkit Project 5-Year Renewal

Background of the Teaching Online Preparation Toolkit

The Teaching Online Preparation Toolkit (TOPkit) provides a community, workshop, and openly licensed resources that empower those who coordinate faculty development programs and prepare faculty to teach online in higher education institutions to achieve effective practice. TOPkit bridges the gap between academic preparation and practice, as well as addresses the topic of faculty development not often covered by professional association conferences. TOPkit specifically meets the State University System Board of Governors 2025 Strategic Plan for Online Education Tactic 1.2.3 crafted to reach the goal of fostering a culture of quality for online education in Florida.

TOPkit Advisory Board Members

Members guide TOPkit's evolution and promote its openly licensed resources and events as part of the larger State University System of Florida and Florida College System effort to foster a culture of quality online education.

- Tom Tu, EdS (Chair), Distance Learning & Student Services, Florida Virtual Campus
- Amanda Major, EdD, CPLP, PMP, Instructional Designer, University of Central Florida
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- Rozy Parlette, Assistant Director of Online Course Development, University of North Florida

Significant Contribution Since “Go Live”

From TOPkit’s inception on February 1, 2017, to present TOPkit contributed to fostering a culture of quality as well as to providing professional development complimentary to the efforts of Florida Virtual Campus Instructional Design Network within the State University System of Florida and Florida College System. Topics covered by TOPkit provide essential guidance about planning, developing, and evaluating faculty development programs with models for other institutions to adopt and adapt, for examples, the interactive features is the Faculty Development Decision Guide producing a report identifying the gaps and suggested plan of action as well as the downloadable sample course for preparing faculty to teach online or hybrid courses.

The most recent TOPkit Online CoLAB speed networking event received excellent ratings, as follows:

- 100% reported that they were very satisfied with the overall session
- 100% reported that they were very or somewhat satisfied with the Online CoLAB introduction
- 87.5% reported that they were very or somewhat satisfied with the instructions for participation
- 100% reported that they were very or somewhat satisfied with the speed-meeting facilitation
- 100% reported that they were very satisfied with the value of potential outcomes

The annual TOPkit Workshops occurring every March received impressive ratings, too. The most recent TOPkit Workshop occurring on March 4-5, 2020 received these ratings:

- 100% reported that the Workshop was very helpful or helpful
- 100% reported that they were extremely or somewhat satisfied with the Workshop
- 100% reported that they were extremely or somewhat likely to recommend the Workshop to others
- 96% found the App to be very helpful or helpful

These Workshops have received rave reviews with one participant reporting that they most appreciated the value of the event, “Thanks for putting this on. I’ve attended two years and both times have walked away with practical information I can start applying immediately.” Many others echoed similar sentiments.

Since “Go Live” on February 1, 2017, the TOPkit team has been tracking engagement in the community (to September 9, 2020). Regarding promotion and outreach, TOPkit has several social media followers:

- 348 on Twitter
- 122 on Facebook
- 828 on LinkedIn

The TOPkit website has experienced tremendous activity since its inception:

- 556 registered users
- 37,191 unique visitors
- 143,628 pageviews
- 639 TOPkit Digest subscriptions

Accolades for the openly licensed resources on the website are encouraging. Deb Miller, EdD, Assistant Vice-President for Digital Learning and Innovation at the University of North Florida, stated, “Instructional designers at UNF reference TOPkit for content and strategies to share with faculty. It’s a great place to get ideas when considering which topics to include in our faculty training and provides in-depth information on effective faculty development for online learning.” Jennifer Smith, Director of the Center for Teaching Excellence at the University of Florida, recounted, “As UF’s Office of Faculty Development & Teaching Excellence creates workshops and materials to support faculty and graduate assistants with teaching, TOPkit is our first stop. We check in to see the strategies that have worked for others as well as resources folks have shared. TOPkit is a great resource!”

The annual TOPkit Workshop occurring in March over the past three years has had the following participation. It is free to state of Florida public higher education institution’s employees but open for anyone else to participate at cost. Registration for the Workshop has been trending upward:

- 45 participants in 2017
- 71 participants in 2018
- 110 participants in 2019
- 102 participants in 2020 (global pandemic announced just prior to start)

The potential impact of the Workshop should be greater with increased registrations.

Goals

The overarching aim of TOPkit is to foster a culture of quality for online education by expanding support for professional development in the state of Florida.

- Provide openly, licensed resources and models that may be adopted and adapted for professional faculty development practice.
- Enhance the practice of professionals in the field of faculty development.
- Facilitate support, career advice, innovations, collaborations, and partnerships among faculty development professionals.

Scope

Objectives that will be accomplished are for the purposes of enhancing practice across the state:

- Determine needed solutions or innovations for faculty development and tailor TOPkit community offerings accordingly.
- Offer highly regarded, effective professional development to those in faculty development roles (e.g., coordinators, instructional designers, instructional technologists, project managers, learning engineers).
- Provide a community for innovating, deepening, and expanding the role of faculty development efforts.
- Serve as a coordinating hub for sharing applicable faculty development models and openly licensed resources across institutions.

Activities outside the scope of the TOPkit project are:

- Comprehensive, consultative faculty development interventions and
- Professional development for online design, development, and teaching effectiveness geared toward faculty rather than faculty development professionals.

Key Deliverables

The key deliverables comprise a description of the work to be performed:

- Host and coordinate the annual TOPkit Workshop in a virtual format, awarding a badge for participation, and continually enhancing this offering.
- Maintain TOPkit.org and host additional openly licensed resources on the TOPkit website.
- Communicate effective best practices, tips, and features monthly via TOPkit Digest e-newsletter.
- Facilitate or coordinate professional development webinars or coordination of Online CoLAB speed networking events.
- Conduct an annual needs assessment or focus group of key stakeholders about faculty development trends, needs, and competency gaps. Share these results.

Key Stakeholders

Stakeholders dedicated to the project:

Project Sponsor	State University System Council of Academic Vice Presidents
Project Partner	University of Central Florida's Division of Digital Learning PI's: Thomas Cavanagh, PhD and Wendy Howard, EdD
Project Manager	Amanda E. Major, EdD, CPLP, PMP
Project Team Members	Charlotte Jones-Roberts (Coordinator) Bren Bedford (Coordinator) Sue Bauer (Coordinator) Joseph Lloyd James Paradiso Roslyn Miller Denise Lowe

Project Milestones

Significant project milestones with start and end dates for each year of the TOPkit continuation effort:

Milestone	Start Date	End Date
Website Maintenance* Year 6	7/1/2021	6/30/2022
TOPkit Digest (Monthly Communications) Year 6	7/1/2021	6/30/2022
Facilitation of the TOPkit Community^ Summer Year 6	7/1/2021	8/30/2021
Facilitation of the TOPkit Community^ Fall Year 6	10/1/2021	11/30/2021
TOPkit Workshop Spring Year 6	7/1/2021	3/30/2022
Assessment Year 6	4/1/2022	6/30/2022
Website Maintenance* Year 7	7/1/2022	6/30/2023
TOPkit Digest (Monthly Communications) Year 7	7/1/2022	6/30/2023
Facilitation of the TOPkit Community^ Summer Year 7	7/1/2022	8/30/2022
Facilitation of the TOPkit Community^ Fall Year 7	10/1/2022	11/30/2022
TOPkit Workshop Spring Year 7	7/1/2022	3/30/2023
Assessment Year 7	4/1/2023	6/30/2023
Website Maintenance* Year 8	7/1/2023	6/30/2024
TOPkit Digest (Monthly Communications) Year 8	7/1/2023	6/30/2024

TOPkit Project Renewal Request

Facilitation of the TOPkit Community^ Summer Year 8	7/1/2023	8/30/2023
Facilitation of the TOPkit Community^ Fall Year 8	10/1/2023	11/30/2023
TOPkit Workshop Spring Year 8	7/1/2023	3/30/2024
Assessment Year 8	4/1/2024	6/30/2024
Website Maintenance* Year 9	7/1/2024	6/30/2025
TOPkit Digest (Monthly Communications) Year 9	7/1/2024	6/30/2025
Facilitation of the TOPkit Community^ Summer Year 9	7/1/2024	8/30/2024
Facilitation of the TOPkit Community^ Fall Year 9	10/1/2024	11/30/2024
TOPkit Workshop Spring Year 9	7/1/2024	3/30/2025
Assessment Year 9	4/1/2025	6/30/2025
Website Maintenance* Year 10	7/1/2025	6/30/2026
TOPkit Digest (Monthly Communications) Year 10	7/1/2025	6/30/2026
Facilitation of the TOPkit Community^ Summer Year 10	7/1/2025	8/30/2025
Facilitation of the TOPkit Community^ Fall Year 10	10/1/2025	11/30/2025
TOPkit Workshop Spring Year 10	7/1/2025	3/30/2026
Assessment Year 10	4/1/2026	6/30/2026

*Adding website resources, models, security/privacy measures, plug-ins, graphics

^Professional development or networking events

Project Budget

Recurring project expenses:

Major Activities	Total
Annual TOPkit Workshop (5 Years)	\$136,335
Annual Website Maintenance* (5 Years)	\$37,840
Monthly Communications (10 Per Year Over 5 Years)	\$33,720
Facilitation of TOPkit Community^ (2 Per Year Over 5 Years)	\$21,295
Annual Assessments (5 Years)	\$3,960
TOTAL	\$306,165

*Adding website resources, models, security/privacy measures, plug-ins, graphics

^Professional development or networking events

Constraints, Assumptions, Risks and Dependencies

Listed are constraints, assumptions, and risks and dependencies for successful accomplishment of the goals of the TOPkit project.

Constraints	<ul style="list-style-type: none"> • Low response rates to professional development surveys and needs assessments may limit comprehensive efforts to continually enhance offerings and tailor TOPkit offerings to state of Florida faculty development needs or innovative potentials, though multiple attempts will be made to collect the data. • Participation in TOPkit community events may vary.
Assumptions	<ul style="list-style-type: none"> • Institutions represented by the State University System Council of Academic Vice Presidents will collectively fund the TOPkit project. • Faculty development professionals from state institutions in Florida will produce content contributions of faculty development models and openly licensed resources to be housed on TOPkit. • Key representatives across the state of Florida have assessed needs and innovative potentials for their institutions to communicate it effectively via a TOPkit annual assessment. • TOPkit Ambassadors and Advisory Board members promote the TOPkit community and resources to those at their institutions who could apply strategies and practices from these. • Institutions provide support for faculty development professionals to apply the strategies and practices of the TOPkit community and resources. • At the point that funding is suspended, additional costs will incur to transition the project to a new partner or archive the project deliverables.
Risks and Dependencies	<p>The TOPkit team needs a small, dedicated group of individuals to produce key deliverables, on time, within budget, and with quality consistent with TOPkit's reputation.</p>

Efficiencies Comparative to Previous TOPkit Efforts

The initial proposed budget for TOPkit, then referred to as “Faculty Development for Online Education,” for 5 years was \$441,654 with an average cost per year of \$88,331. Compare that to the proposed total cost for 5 years at \$233,150 with an average cost per year for the next 5 years of \$46,630.

Listed are efficiencies built into the proposed project plan that differs from the previous TOPkit efforts:

- Hosting the TOPkit Workshop in a virtual format
- Reducing maintenance of the calendar of events
- Decreasing number of team members contributing to the overall team effort
- Holding fewer TOPkit Advisory Board Meetings
- Streamlining communications
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These efficiencies serve to place concentrated efforts on activities that hold potentially more impact toward the goal of fostering a culture of quality online education across the state of Florida.

TOPkit 2021 - 2026
Annual Contribution by Institution

Univ.	<u>UG</u>	<u>Grad</u>	<u>Total</u>	<u>%</u>	<u>Allocation</u>
FAMU	7,768	1,999	9,767	3.1%	\$ 1,429
FAU	21,922	3,495	25,417	8.0%	\$ 3,719
FGCU	12,449	919	13,368	4.2%	\$ 1,956
FIU	39,896	8,398	48,294	15.2%	\$ 7,067
FL POLY	1,266	20	1,286	0.4%	\$ 188
FSU	32,257	7,493	39,750	12.5%	\$ 5,816
NCF	879	20	899	0.3%	\$ 133
UCF	52,423	6,435	58,858	18.5%	\$ 8,612
UF	37,786	14,087	51,873	16.3%	\$ 7,590
UNF	13,282	1,714	14,996	4.7%	\$ 2,194
USF	34,992	8,856	43,848	13.8%	\$ 6,416
UWF	8,445	1,875	10,320	3.2%	\$ 1,510
SUS	263,365	55,311	318,676	100.0%	\$ 46,630

Source: 2020 Accountability Plan, 2018-29 FTE UG and Grad

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education

SUBJECT: Awards Program for High Quality Online Courses

PROPOSED COMMITTEE ACTION

For Approval

BACKGROUND INFORMATION

Tactic(s): Quality 1.1.1 - In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses. System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President’s Award given at the university level. The second level, the Distinguished Online Teaching Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor’s Quality Award that represents the best of breed throughout the state

Status: The committee approved previously (March 29, 2017) the proposal associated with Quality tactic 1.1.2 calling for “... identification [in Florida Virtual Campus course catalog] of ... President’s Award, Florida’s Quality Award, and Chancellor’s Quality Award courses.” The Quality Workgroup is reviewing existing institutional award programs within the Florida SUS along with exemplar awards programs nationwide to inform the new award rubrics and processes.

Recommendation(s):

Alignment Between Quality Courses and Awards Program

1) It is recommended that Florida’s designation of High Quality online courses serve as a prerequisite for award submissions. Further, while the quality designation levels address only course design, it is recommended that each of the awards address both exemplary design and teaching of online courses [with an emphasis on quality course delivery.] (*suggested addition*)

Relationship Between Award Levels

2) It is recommended that the three levels of awards (i.e., President’s Award, Distinguished Online Teaching Award, and Chancellor’s Quality Award) build upon each other in increasing rigor and notoriety with President’s Awards being prerequisite for system awards. Each institution will be responsible for conducting its own awards process. However, it is recommended that the

system-level awards rubric and supporting submission instructions be provided to each institution for local use, if the institution chooses to do so, in order to facilitate institutional alignment with the two statewide award levels.

Review Committee and Administration

3) It is recommended that one annual faculty review committee be formed with one qualified representative selected by the Faculty Senate from each SUS institution. Recommended prerequisite experience includes:

- Experience teaching online within the past 3 years
- Previously developed and taught at least one course designated as “High Quality”
- Familiarity with institutional course review standards

The recommended term of service is 3 years with a staggered length of commitment for the inaugural committee (2 or 3 years). In the event of a conflict of interest, the appropriate faculty senate will appoint an alternate representative.

It is recommended that three (3) Florida Student Association representatives from different institutions serve on the review committee in an ex officio capacity. Recommended experience includes:

- Successful completion of 3 or more online courses
- Undergraduate junior level or above
- Academic good standing

It is recommended that a Coordinating Committee composed of representatives from SUS institutions be formed to support the Faculty Review Committee in facilitating the annual awards application and review process. *See below for recommended qualifications. It is recommended that this Coordinating Committee function under the guidance of a lead institution and that this responsibility rotates amongst the SUS for three-year terms of service.

Evaluation Criteria and Review Process

4) It is recommended that the Faculty Review Committee be responsible for establishing evaluation criteria for the awards and for making selections based upon these criteria. It is further recommended:

- Awards criteria are consistent with existing awards at the state and national level.
- Submissions are evidence-based with multiple data sources and/or artifacts which may include, but are not limited to:
 - Direct access to the online course or
 - Significant excerpts from the course that provide evidence of exemplary teaching methods,
 - Evidence of student engagement, student success, student satisfaction, student learning gains, etc.

- An instructor narrative be submitted for review in order to make evident to reviewers the exemplary characteristics of the submitted online course.

Number and Frequency of Award Offerings

5) It is recommended that the three levels of awards be offered annually, as submissions allow, with the following number of award recipients:

- President’s Online Teaching Award – up to 1 per SUS institution (up to 12 total) annually
- SUS Distinguished Online Teaching Award – up to 3 annually
- Chancellor’s Online Teaching Award – no more than 1 annually

Recognition

6) It is recommended that award recipients at each of the three award levels be recognized with a presentation of a physical plaque and digital recognition in the state online course catalog. A digital badge image suitable for opt-in display by faculty within their online courses will also be made available to recipients.

***Coordinating Committee Qualifications**

- Project management expertise
- Experienced in applying the quality standards at their institution
- Service on institutional quality awards committee is recommended
- Completion of the APPQMR and PRC Quality Matters training is recommended

Supporting Documentation Included: None

Facilitators/Presenters: Jennifer Smith (UF) and Dr. Julie Golden-Botti (FAU)

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 18, 2020

SUBJECT: Master Courses (“CourseShare”)

PROPOSED STEERING COMMITTEE ACTION

For Guidance:

- Is this initiative still supported by the Steering Committee and, if so, what is the guidance for increasing faculty contributions and usage?
- Should the initiative be paused until COVID-19 is under control, or does COVID-19 create an urgency to move forward?

BACKGROUND INFORMATION

The *2025 Strategic Plan for Online Education* includes a tactic for the development of shared programs:

Affordability Tactic 1.2.2: Develop or co-develop master courses that would be available, but not required, for use in specific high-demand areas.

2017_03_29: In response to a recommendation by the Online Programs and Courses Workgroup, the Board’s Innovation and Online Committee approved the creation of a repository for the State General Education courses. The materials would be available to all SUS institutions; the adopting institutions would have searchable access to full courses, modules, videos, and/or other ancillary materials to establish, supplement or enrich the resident course in the SGEC courses. A faculty oversight committee would be established with system-wide membership, and the collection would be available on an opt-in basis.

2018_03_29: The Board included this issue in its 2018-19 Legislative Budget Request, but did not receive funding for it. At the March 29, 2018 Steering Committee meeting, UF, as the lead institution for this effort, indicated it would pilot a course preparation and review process on its campus using Canvas Commons as a repository and upon successful completion of the pilot, the initiative could be scaled up to the State University System and beyond.

Status: The Florida CourseShare Advisory Committee has been created. Representatives from all state universities, except New College of Florida, serve on it (see supporting documentation).

Materials available:

- 11 courses
- 2 assignments
- 1 discussion post
- 1 Canvas page

total number of downloads: 143

Most downloaded:

- “Chemistry for the Liberal Arts (Melanie Viece/UF): 60 downloads
- “CTE Online Toolkit” (Jennifer Smith/UF): 37 downloads

Universities that have donated:

- FAMU
- Florida Polytechnic
- UCF
- UF
- USF

UF has a web page explaining the program (<https://teach.ufl.edu/affordable-uf/florida-courseshare/>).

Supporting Documentation Included: Fall 2020 CourseShare Report
Florida CourseShare Advisory Committee
Members

Facilitators/Presenters: Dr. Andy McCollough

Fall 2020 Florida CourseShare Report

Materials Available:

- 11 courses
- 2 assignments
- 1 discussion post
- 1 Canvas page

Total number of downloads: 143

- Most downloaded
 - “Chemistry for the Liberal Arts (Melanie Viege/UF): 60 downloads
 - “CTE Online Toolkit” (Jennifer Smith/UF): 37 downloads

Institutions who have donated: 5

- FAMU
- Florida Polytechnic
- UCF
- UF
- USF

In Progress:

- CHM1025: Introductory Chemistry (donated by Melanie Viege)
- Contacting Exemplary Online Award winners for course donations.

Content Type	Title	Course Number (if applicable)	Donated By	Institution	Number of Downloads	Number of “Favorites”
Assignment	Join the Debate		Bruce Strouble	FAMU	0	0
Assignment	Architecture of Ancient Greece and Rome		Vicki Lowe	Florida Poly	0	0
Course	Chemistry for the Liberal Arts	CHM1020	Melanie Viege	UF	60	5
Course	Applied Physics Lab suitable for PHY2048L, PHY2049L, PHY2053L, PHY2054L	PHY2053L	Shawn Weatherford & Robert DeSerio	UF	3	2
Course	Calculus 1	MAC2311	Alexander York	UF	6	0

Course	College Algebra	MAC1105	Kevin Knudson	UF	2	1
Course	Expository and Argumentative Writing	ENC1101	Alison Reynolds	UF	0	1
Course	Argument and Persuasion	ENC1102	Alison Reynolds	UF	0	1
Course	Theatre Appreciation	THE2000	Charlie Mitchell	UF	1	0
Course	Physics 1	PHY2053	Shawn Weatherford & Robert DeSerio	UF	1	0
Course	USF Returning to Campus		Denise Haunstetter	USF	2	2
Course	English Composition I	ENC1101	Emily Proulx	UCF	5	3
Course	CTE Online Toolkit		Jennifer Smith	UF	37	2
Discussion	What is Racism and Who Can Be Racist - The Great Debate League		Bruce Strouble	FAMU	0	0
Page	What if Proctorio is Not Working		Autar Kaw	USF	26	1

Florida CourseShare Advisory Committee Members

As of May 28, 2020

University	Florida CourseShare Committee Member
FAMU	Beverly Gavin Coordinator, Instructional Technology
FAMU	Franzetta Fitz Director, Office of Instructional Technology
FAU	Dr. Edward Pratt Dean, Undergraduate Studies
FAU	Nicole Alford Project Coordinator, Center for e-Learning
FAU	Dr. Julie Golden-Botti Executive Director for Online and Continuing Education
FAU	Willie Freeman Associate Executive Director of eLearning
FGCU	David Jaeger Director, e-Learning and Academic Web
FIU	Gabriela Alvarez Manager, Instructional Design Team
FPU	Dr. Tom Dvorske Vice Provost, Assessment and Instructions
FSU	Dr. Vanessa Dennen Professor, Educational Psychology & Learning Systems
UCF	Dr. Thomas Cavanaugh Vice Provost, Center for Distributed Learning
UCF	Dr. Aimee deNoyelles Instructional Designer, Center for Distributed Learning
UCF	Dr. Linda Futch Interim Director, Center for Distributed Learning
UF	Dr. Andy McCollough Associate Provost, Teaching and Technology
UF	Jennifer Smith Director, Center for Teaching Excellence
UF	Micah Jenkins e-Text Coordinator, Center for Teaching Excellence
UNF	Dr. Krista Paulsen Associate Dean & Associate Professor, Sociology
UNF	Dr. Deb Miller Assistant VP, Digital Learning and Innovation

USF	Dr. Cindy DeLuca Associate Vice President, Innovative Education
UWF	Dr. Lisa Blalock Associate Professor, Psychology

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
November 18, 2020**

SUBJECT: Innovations in Instruction and Learning in a Post-COVID-19 World in the State University System

PROPOSED STEERING COMMITTEE ACTION

For Discussion/Guidance

BACKGROUND INFORMATION

Chair Wilcox will facilitate a discussion regarding the role of technology and innovation in teaching and learning across the SUS in a post-COVID-19 world. To help prepare for the discussion, he has provided the questions below, as well as links to the McKinsey Report, "Reimagining Higher Education in the United States" (<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/reimagining-higher-education-in-the-united-states>) and to a 15-minute EAB video, "Transforming university finance and operations strategy in response to COVID-19" (<https://eab.com/research/video/business-affairs/university-finance-operations-strategy-covid-19/>).

- What inherent limitations and weaknesses, and potential opportunities has the global pandemic revealed in higher education?
- What "best practices" have emerged and what are the most significant "lessons learned" with relevance to the future state of higher education delivery across the SUS?
- What might the "new normal" look like in higher education, post COVID-19, and what innovations are most likely going to gain traction and sustain in the mid- to long-term?
- What have emerged as the greatest deficits in higher education over the past eight months and how successful have we been in compensating through the use of technology?
- Please review the 2025 SUS Strategic Plan for Online Education and consider its relevance in a post COVID-19 world.
- How can the 12 SUS institutions collaborate more effectively in anticipation of a potential paradigm shift in higher education?

Supporting Documentation Included: None

Facilitators/Presenters: Chair Wilcox