STATE UNIVERSITY SYSTEM OF FLORIDA

AGENDA

STEERING COMMITTEE
for Implementation of the *2025 Strategic Plan for Online Education*
Virtual Meeting
February 19, 2021
1:00 p.m. – 3:00 p.m.

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

1:00 p.m..

1. **Call to Order and Opening Remarks** — **Provost Ralph Wilcox, Chair**
   - 2021 Work Plan
   - TOPkit Funding
   - Master Course Repository Memo

2. **Approval of Minutes** — **Chair Wilcox**
   - Minutes, Steering Committee, November 18, 2020
   - Minutes, Post-COVID Discussion November 18, 2020

3. **2025 Strategic Plan for Online Education: Recommendations for the Post-COVID World** — **Chair Wilcox**

1:45 p.m.

4. **Academic Considerations in a Post-COVID World**
   - Council of State University Librarians — Mr. Todd Chavez (USF)
   - Advisory Council of Faculty Senates — Governor William Self (UCF)
   - Vice Presidents for Research — Dr. Dan Flynn (FAU)
   - Implementation Committee — Dr. Cindy DeLuca (USF)
   - Academic Coordination Group — Provost Terry Parker (Poly)

5. **Shared Languages Program** — **Dr. Andy McCollough (UF)**

6. **Concluding Remarks and Adjournment** — **Chair Wilcox**

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
February 19, 2021

SUBJECT: Call to Order and Opening Remarks

PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

In his opening remarks, Chair Wilcox will reference:

- The attached 2021 work plan for the Steering Committee, which reflects its relationship to the Board's Innovation and Online Committee's proposed work plan that will be considered by the IOC at its February 24 meeting.

- Funding for TOPkit. At its November 18, 2020, meeting, the Steering Committee approved recommending to the CAVP that universities continue providing funding for TOPkit during 2021-2026. The Chair will share the outcome of the CAVP's discussion.

- Master Course Repository. At the November 18 meeting, the Steering Committee asked Dr. Andy McCollough and Ms. Jennifer Smith to draft a memo that could be sent to deans and faculty "to breathe new life and energy and enthusiasm into the pilot." The draft and a supplemental document are attached.

Supporting Documentation Included: 2021 Work Plan; Master Course Draft Letter to Deans and Faculty

Facilitators/Presenters: Chair Wilcox

Steering Committee

Work Plan for 2021

2021 Meeting Dates	Steering Committee	Innovation and Online Committee
November 18, 2020	Instruction and Learning in a Post-Pandemic World: Lessons Learning from COVID-19	
February 19	(1) Review of 2025 Strategic Plan for Online Education – are these still priorities in a post-COVID World? (2) Other Academic post-COVID World discussions/recs (Academic Planning, Faculty Success, Research, and other academic issues)?	
February 24 IOC		(1) Ralph Wilcox presents Instruction and Learning in a Post-Pandemic World: Lessons Learned from COVID-19 (2) IOC considers approval of work plan
March 23-24 IOC		Presentations on: (1) The review of the 2025 Strategic Plan for Online Education (2) Academic and academic support issues
May 14	Meeting with Student Affairs representatives re: advising, financial aid, career services, admissions and registrars, student government, diversity/equity/inclusion, international students, etc.	
June 22-24		Presentations on: (1) Student-related issues (2) 2019-20 Annual Report on Online Education
June 30	(1) Meeting with CFOs/Admin VP representatives re: work practices, auxiliaries, investments, and other related issues (2) Meeting with Medical School and Public Health Deans (3) Meeting with Lobbyists	
August 31/Sept. 1		Presentations on: (1) Financial and business practices (2) Medical/public health issues
Oct. 5	Review preliminary report and recommendations	
November 3-4		Approve final report and recommendations

Presentations will address Challenges, Best Practices, Innovations, Collaborations, and Recommendations.

Master Course Repository ("CourseShare") Memo

Tactics 1.2.2 (9) and 3.1.1 (10) the following note will be sent to the SUS Provosts with a request that it be distributed to the Deans of their respective colleges.

In response to Tactics 1.2.2 and 3.1.1, associated with the BOG 2025 Strategic Plan for Online Education, the University of Florida has developed and activated a repository (Florida CourseShare) which is intended to be an SUS collection of digital assets that can be used as a high quality and economical basis for course development. (attachment 1)

Attached is the information that has been disseminated to SUS members through the noted representatives on the CourseShare advisory board. This is a development that can, if used, contribute to the Affordability tactics articulated in the Steering Committee initiatives. Its utility in that regard remains to be tested. And testing will require participation.

Encourage your representatives to promulgate the information. Obviously, without participation, the efficiency of the current design is uncertain. Questions can be directed to Jennifer Smith, Director of Center for Teaching Excellence, Phone: 352.294.0810, Email: jksmith@ufl.edu.

DRAFT

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
February 19, 2021

SUBJECT: Approval of Minutes

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the minutes of the Steering Committee meeting and of the provosts meeting held on November 18, 2020.

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meetings held on November 18, 2020.

Supporting Documentation Included: Steering Committee Minutes, Nov. 18, 2020
Provosts Minutes, Nov. 18, 2020

Facilitators/Presenters: Chair Wilcox

MINUTES
STEERING COMMITTEE FOR THE
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
Virtual Meeting
November 18, 2020

1. Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 11:03 a.m. on November 18, 2020, with the following members present: Provosts Bret Danilowicz, George Ellenberg, Ken Furton (joined after the meeting began), Joe Glover, Sally McRorie, and Associate Vice Chancellor Nancy McKee (non-voting).

Provost Danilowicz moved approval of the Minutes of the January 29, 2020, Committee meeting. Provost Ellenberg seconded the motion and members concurred unanimously. Provost McRorie moved approval of the Minutes of the March 5, 2020, Committee meeting. Provost Ellenberg seconded the motion and members concurred unanimously.

2. Shared Languages Program

Chair Wilcox reminded the Committee that a Shared Programs Task Force had been created to focus on critical languages and had explored the possibility of sharing expertise and resources to meet limited student demand; however, a change in personnel had prevented the Task Force from moving forward.

Dr. Andy McCollough said that with the shift in personnel leading the effort, leadership had fallen to UF's Dr. Gillian Lord, who was co-chair. UF is interested in continuing this effort and currently teaches thirty languages, many of which are not offered at other institutions. Every year, the university receives requests from other institutions in the state and in other states.

Chair Wilcox said that perhaps this issue could be brought back to the next meeting.

3. Teaching Online Preparation Toolkit (TOPkit)

Dr. Tom Cavanagh stated that TOPkit provides a community, workshop, and openly licensed resources for those who coordinate faculty development programs and prepare faculty who teach online classes. He said the openly licensed resources can be adopted by campuses. The Advisory Board consists of staff from institutions in both the Florida College System and State University System. Attendees to the workshops have included people from FCS, private, and out-of-state institutions, as well as those from the SUS. He said the Digest has worldwide distribution. Dr. Cavanagh referred to the funding proposal in the agenda packet, stating that the total being requested is $46,630 annually for 2021 – 2026.

Chair Wilcox asked if the Committee wanted to continue funding TOPkit. If so, the next step would be to take the recommendation and funding proposal to the CAVP. Provost Danilowicz moved that the Steering Committee advance the recommendation for funding to the CAVP for approval. Provost McRorie seconded the motion, and members concurred unanimously.

4. Awards Program for Teaching High Quality Online Courses

Ms. Jennifer Smith indicated that the Steering Committee had previously requested the workgroup to streamline the awards process. She said that the Quality and High Quality designations recognize course

design, and the awards program would recognize faculty who teach at least one High Quality course. She said that each institution would have a President's-level award; from this group, there would be three faculty selected for state-level awards and one for the Chancellor's Award.

Institutions already have a process for Teaching Awards and would decide how to manage their own online education awards process; if allowed, faculty could go for both the institution's Teaching Award and this award. Dr. Julie Golden-Botti stated that the intent is to let institutions use their own processes for the awards, but to be informed by the system-level work.

Ms. Smith indicated that there would be an SUS Faculty Review Committee with representation from each institution. The Advisory Council of Faculty Senates recommended that the Faculty Senate at each institution select the representative from its institution. The workgroup recommends that a supporting committee drawn from multiple institutions support the faculty committee. The workgroup also recommends that the evaluation criteria be made available far enough in advance that institutions would have the option to use them in their own selection process.

Provost Danilowicz suggested that the faculty committee could be given flexibility regarding the number of awards; there may be other ways to determine the types of awards.

Ms. Smith said the group recommended a plaque, digital badge, and designation in the Florida Virtual Campus Catalog. Provost Glover was concerned about starring all of the faculty member's courses in perpetuity. Provost Ellenberg suggested that the Board of Governors have a gallery of winners. Provost Danilowicz said it would not be bad to have a list of winners in the catalog, but not a gold star across the board. Provost McRorie agreed.

Chair Wilcox asked that Ms. Smith and Dr. Golden-Botti refine the recommendations and bring them back to the Steering Committee, especially focusing on what, how, and where to recognize accomplishments. Is this a broader, sustained recognition of online education or a one-off? He prefers recognition of a sustained body of excellence in delivery of online education and sustained student learning. Provost Danilowicz said that he, too, liked the body of work. Dr. Golden-Botti indicated that the awards workgroup is at the rubrics stage now and the faculty committee would determine the body of work.

5. Master Course Repository

Dr. Andy McCollough stated that the last instruction from the Steering Committee was to develop a pilot program using Canvas Commons, and UF has done that. UF will continue with the repository, even if the Steering Committee decides not to continue it.

Ms. Smith demonstrated Florida CourseShare and indicated that it is recommended that courses in the repository will have undergone a Quality review. However, special requests from institutions shifting to online teaching due to COVID-19, several currently available courses have not yet been reviewed.

Dr. McCollough said that the repository has been operating as a pilot; it has not been marketed on other campuses. There are many faculty who are proud of their materials and do not mind sharing them. He said that if the Steering Committee wants the project to go further, UF will need to ask the System to financially support it. He can come back with a proposal showing what can be done and how much it will cost.

Ms. Smith said that she does track participation, but has not checked with users to see how they have used the repository and what recommendations they had for improvement. She said that one barrier to adoption has been that most institutions place videos on servers that are password protected, which requires that video content be gotten from somewhere else and placed in a location where it can be reached, then downloaded. So far, without funding, there is not a good solution for addressing this challenge.

Chair Wilcox said the repository has tremendous potential, and Provost Ellenberg indicated he sees great utility and use. Chair Wilcox suggested breathing new life and energy and enthusiasm into the pilot. If this group can tell them that a repository is being built that they would find useful, then can go to the next step and obtain financial support.

He said it would be helpful to have a memo drafted to send to deans and faculty at large.

Provost Ellenberg indicated the award-winning courses are ones that faculty need to see in CourseShare.

6. Concluding Remarks and Adjournment

Chair Wilcox adjourned the meeting at 12:17 p.m.

MINUTES
Provosts
Innovations in Instruction and Learning in a Post-COVID World in the SUS
Virtual Meeting
November 18, 2020

Chair Ralph Wilcox convened the meeting at 12:15 p.m. on November 18, 2020, with the following provosts present: Bret Danilowicz, Maurice Edington, George Ellenberg, Ken Furton (joining later), Joe Glover, Michael Johnson, Jim Llorens, and Sally McRorie.

Other attendees were incoming FGCU provost Mark Rieger, Associate Vice Chancellor Nancy McKee, and distance learning leaders on the SUS Implementation Committee: Tom Cavanagh (UCF), Cindy DeLuca (USF), Tom Dvorske (Polytech), Franzetta Fitz (FAMU), Robby Fuselier (FSU), Julie Golden-Botti (FAU), Michelle Horton (UWF), Andy McCollough (UF), Deb Miller (UNF), Lia Prevolis (FIU), and Aysegul Timur representing Paul Snyder (FGCU). Also in attendance were Kelvin Thompson (UCF) Jennifer Smith (UF), and Robert Seniors (FAMU).

Provost Wilcox facilitated a discussion regarding the role of technology and innovation in teaching and learning across the SUS in a post-COVID-19 world. He indicated the need to reflect on how COVID-19 experiences will affect the future of higher education in the SUS and referred to the questions below that were in the agenda packet for the Steering Committee:

- 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?

Chair Wilcox encouraged provosts to be giving thought to policies and regulations in the context of those experiences and to consider ways in which institutions can collaborate more collectively.

Issues identified during the meeting were:

1. Digital Divide for students of limited economic means
    - Provost Johnson indicated the digital divide for students of limited economic means was the biggest flaw in the attainment of higher education.
    - Chair Wilcox indicated that Governor Levine had raised this issue in the past. There is a geographic divide, as well as a socio-economic divide.
    - Provost Ellenberg said there is a lack of access to both technology and bandwidth. UWF purchased a lot of laptops for students.
2. Professional Development for faculty
    - Chair Wilcox mentioned USF had to invest in professional development for faculty who struggled with online teaching.

- Provost Edington said "investment" is the right word. FAMU had to identify resources that could be re-allocated for professional development. Professional development cannot be stopped, because things keep changing. FAMU is trying to adopt HyFlex courses now.

3. Student Mental Health
   - Chair Wilcox stated that COVID-19 is one event, but it will not be the last. There is a deficit in the understanding of students struggling – their anxiety and stress levels during this time.
4. Dependence on Auxiliary Services
   - Provost Danilowicz found the McKinsey article to be helpful, especially the section on the dependence on auxiliary services. Will institutions find ten years from now that they have overbuilt campuses and have a problem with deferred maintenance?
   - Chair Wilcox agreed there should be a focus on auxiliaries – housing, food services, athletics, parking. He said students are preferring to pay for daily parking at USF, rather than paying for parking for the term.
5. Sense of Community
   - Provost Glover said the campus at its core is a community and that community has been broken by faculty, students, and administrators being gone. Institutions are already faced with people not wanting to come back to campus. The community is people on campus, interactions, co-curricular activities. He thinks there will be a push for people to work from home. He sees it as a fundamental challenge for institutions.
   - Chair Wilcox asked "As we seek to rebuild the community, do we do so in its current form or will it look different?" He said there is a different set of challenges for research universities.
   - Provost Johnson indicated that the challenge of online is the larger social support to keep people doing well in this environment.
   - Chair Wilcox said that USF students are generally satisfied. What they sorely miss is the sense of belonging to the community.
   - Provost McRorie indicated that engagement is how you build community. It is much more difficult for Pell and disadvantaged students. There needs to be engagement opportunities through online means.
   - Provost Furton agreed with Provost McRorie. How do you engage the COVID generation? Institutions now have freshmen with more than a year of COVID experience. How do you engage them? SUS institutions can probably learn a lot from each other on how to engage this generation.
6. Policies and Regulations
   - Provost Wilcox indicated that simply maintaining existing policies and regulations does not make sense. For example, the policies and regulations for local fees have worked well in the past. Currently, funds in one area that may not have been expended because of COVID-19 cannot be deployed to meet identified needs in another area. For example, COVID-19 has placed a great strain on mental health, but universities do not have the ability to transfer funds from other fee accounts to meet this need. Other university systems also have more flexibility in the use of E&G and auxiliary funds.
   - Provost Glover said this may be a good subject for a task force. Input from Student Affairs, Business and Finance, and General Counsels would also be useful. For a System-level task force, representation from Board of Governors would be useful.

Chair Wilcox stressed that this was the beginning of a conversation to start asking what the new normal looks like. He said that Nancy McKee would communicate back to the group after talking to the Chancellor and Governor Stermon.

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
February 19, 2021

SUBJECT: 2025 Strategic Plan for Online Education: Recommendations for the Post-COVID World

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PROPOSED STEERING COMMITTEE ACTION

For Discussion/Approval

BACKGROUND INFORMATION

The 2025 Strategic Plan for Online Education contains 49 tactics, specific initiatives designed to help reach the Plan's goals. The Steering Committee will consider recommendations for continuing, discontinuing, or modifying these initiatives in the post-COVID-19 world.

Project Leads will bring to the attention of the Steering Committee those tactics highlighted in light yellow in the attachment; these are primarily tactics that either have not been completed or are recommended to cease implementation in the post-COVID world. In some cases, tactics are highlighted that have been completed and are recommended for continuation, but need to be reevaluated for potential adjustments due to COVID-19.

Supporting Documentation Included:	Initiatives in the 2025 Strategic Plan for Online Education: Recommendations for Continuation in the Post-COVID World
Facilitators/Presenters:	Chair Wilcox

Steering Committee

Initiatives in the 2025 Strategic Plan for Online Education: Recommendations for Continuation in the Post-COVID World

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
Quality Workgroup								
1.	**<u>Affordability 1.2.1</u>:** Co-develop a quality certification system with its own rubric to measure course quality or invest in state-level licensing agreements.	Yes	Yes. System committee will review institutional systems for comparability to QM standards	Florida Online Course Design Quality	Yes. Universities will review design of online course using the rubric or its equivalent	**March 29, 2017: <u>Motion</u>** to approve the recommendations from the Online Programs and Courses Workgroup *Note: Relevant recommendations from the Online Programs/Courses Workgroup are below:* **Quality Course Review** (1) In an effort to identify both quality and high-quality online courses across the State University System of Florida, it is recommended that a course review process be established with two levels of recognition: quality and high quality. (2) It is recommended that, because some institutions may have a quality course review process that they developed and would like to use, a formal process be developed by which institutions may elect to provide evidence that their internal quality review system is based on a	Yes	Deb and Kelvin
2.	**<u>Quality 1.1.3</u>**: Ensure implementation of a course certification system at all universities offering online education	Yes	Yes, at least through pilot	Quality course design designations in FLVC catalog will allow Board staff to monitor usage of quality course design process beginning Spring 2020	Yes. Board staff and universities		Yes	Deb and Kelvin

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	[Designate such courses in FLVC course catalog, per Quality 1.1.2 below]	Yes	Yes, at least through pilot	FLVC has created coding system, and universities are piloting the upload of quality course designations.	Yes. Universities, FLVC	documentable set of standards, is of comparable rigor, and adheres to a similar review process as those outlined above. (3) It is recommended that, as part of the Quality course review process, one or more course design templates be developed and shared system-wide for faculty to use, at their discretion, in the design of their online courses. (4) It is recommended that a statewide, shared service agreement be negotiated and obtained for a system subscription to Quality Matters. It is also recommended that the Florida Virtual Campus (FLVC) be the system centralized agency to manage the QM subscription	Yes	Deb and Kelvin
3.	**Awards for Quality Courses**: Quality 1.1.1. In conjunction with the FCS, create a statewide award system for exceptional online courses and coding structure for FLVC catalog. [**Update** from	**No**	---	---	---		Yes	Deb, Kelvin, Jennifer, and Julie

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	2019 June Steering Committee: *Workgroup should describe at the next meeting how the awards program will sit on top of the quality review initiative.* **Update** *from 2020 November Steering Committee: Refine recs and bring back to committee. What, how, and where to recognize accomplishments. Is this a recognition of sustained body of excellence in the delivery of online ed and sustaining student learning?*]							
4.	**Quality 1.1.2**: Create a coding system in the FLVC course catalog that allows for the identification of quality certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.	Yes	No	Coding in FLVC catalog	Yes	**March 29, 2017: Motion** to approve the recommendations from the Online Programs and Courses Workgroup *Note: Relevant recommendations from the Online Programs/Courses Workgroup are below:* **Quality Course Designation**	Yes, but may need to re-think how this is done in the future.	Deb and Kelvin

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
						(1) It is recommended that the "More Detail" section of the course description for each course in the FLVC catalog be modified to include a descriptive statement and possibly an appropriate logo/graphic (e.g., a unique seal or logo be developed for each designation) that identifies courses determined to be quality and/or high quality courses in accordance with the Florida Quality Course Review process to be developed as part of Tactic 1.1.3, as presented in the previous issue paper. (2) It is recommended that, in addition to the designation identified above, the FLVC staff revise the information collection process to include the opportunity for institutions to include in the submission of course data for the catalog courses that have been reviewed and identified as either Quality or High Quality courses and modify the filtering functions of the catalog to enable students to filter courses by courses with one of the quality rankings. **Status:** FLVC has created data elements for Quality and High Quality in its catalog; they are not publicly viewable in the pilot. The pilot does not include descriptive statements nor filters for searching.		

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
						June 13, 2019: **Motion** to substitute the current metric of "Percent of SUS course bearing a 'high-quality' rating in the Florida Virtual Campus Online Catalog" with a new metric requiring 100% of new and substantively revised online courses to meet Florida standards following an approved review process, and for existing and continuing courses to be considered for review on no less than a 5-year cycle and to forward the revised metric to the Strategic Planning Committee for its consideration.		
5.	**Quality 1.1.4:** Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.	Yes	No	Included in SUS Annual Report for Online Education	Yes. Board Office.		Yes	Deb and Kelvin
Online Programs and Courses								
6.	**Access 1.1.2** Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors	Yes	Yes. Periodic review by Steering Committee. The Research Consortium	Analysis and recommendations presented to IOC on March 29, 2017.	Yes. Board Office will maintain inventory of online programs/majors database. Universities	**March 29, 2017**: **Motion** to approve the recommendations from the Online Programs and Courses Workgroup *Note: Recommendations presented to the IOC on March 29, 2017 include:*	Yes	Andy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
	Approved Academic Program Inventory		may be able to assist with future analyses.		will keep database updated.	(1) Create "Fully Online" baccalaureate degree programs to address the 8 "Primary Gaps" as identified in the gap analysis. [1] (2) Create additional "Fully Online" baccalaureate degree programs to provide additional capacity for the 11 "Secondary Gaps" as identified in the gap analysis. [2] (3) Explore the possibility of converting the 2 existing "Primarily Online" undergraduate programs to "Fully Online" programs. [1] (4) Explore the possibility of converting the 11 existing "Fully Online Upper Level" undergraduate programs to "Fully Online" programs for all four years. [2] (5) Target the 12 STEM programs and 1 language program for "Fully Online" bachelors' degrees. Technical hurdles will need to be overcome to successfully deliver these online for all four years. [1] [1] Universities offering these programs on campus should determine the feasibility of offering them online.		

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
						[2] Institutions listed should determine the feasibility of expanding the identified programs to be fully online. **Status**: Inventory will be updated in March 2021 and will be reviewed afterwards by the Steering Committee.		
7.	**Access 3.1.2:** Ensure universities are using need and demand data when considering programs for online delivery [**Update** from 2019 June Steering Committee meeting: *will need to do survey*]	**No**	---	---	---		No. Survey is not needed. Need and demand drive offerings. Courses and programs without sufficient demand are either not developed or are discontinued.	Andy
8.	**Access 1.1.1** Establish and maintain an inventory of SUS online programs, as well as online courses. Ensure consistency of FLVC DL catalog with Board's Inventory.	Yes	Yes (monitoring)	Web-based inventory of online majors in Board Office cross-walks to programs in Board's Academic Program Inventory. FLVC	Yes. Universities, Board Office, FLVC.		Yes	Andy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
				staff checks their catalog's CIP codes against the inventory. FLVC maintains inventory of DL courses charging DL fees.				
9.	**Affordability 1.2.2:** Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas.	Yes	Yes	Repository (CourseShare) has been completed, but participation is limited. Memo has been drafted for distribution to encourage further participation (memo is in agenda packet with "Call to Order and Opening Remarks;" memo will also apply to next tactic)	---	**March 29, 2017: Motion** to approve the recommendations from the Online Programs and Courses Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:* **"Master" Courses** (1) The Committee will propose to the Board's Innovation and Online Committee a University to establish, maintain, and manage a Repository for the State General Education Core (SGEC) courses. (2) The materials in the Repository will be available to all SUS institutions for use in their local curriculum. The adopting institutions will have searchable access to full courses, modules, videos, and/or other ancillary materials to establish, supplement or enrich the resident course in the SGEC.	Yes	Andy, Jennifer

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
						(3) Establish a faculty oversight committee with system-wide membership to maintain oversight to assure quality and accessibility. (4) This collection of "master" courses will be available on an "opt-in" basis. (5) Provide/recommend provision of appropriate resources with an ROI metric to build and maintain this collection of courses which will converge on "Master" over time.		
10	**Affordability 3.1.1:** Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model. [**Update** from June 2019 Steering Committee meeting: *Shared Languages Program Task Force is underway.* **Update** from	No	Yes (this issue will be discussed later in the meeting; it is the last item on the Steering Committee agenda packet. Details are provided in that agenda item).	---	---	**March 29, 2017**: **Motion** to approve the recommendations from the Online Programs and Courses Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:* **Shared Programs** (1) Establish a complete portfolio of General Education Master Courses that constitute the State General Education Core (program). (2) Authorize a Shared Degree Program Task Force with appropriate SUS representation.	Yes	Andy, Jennifer

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	November 2020 meeting*: Bring back to next meeting.*]							
11.	**<u>Affordability 3.1.2:</u>** Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model. [**<u>Update</u>** from June 2019 Steering Committee meeting: *Some Complete Florida institutions are offering Competency-Based programs and UCF is piloting adaptive learning*. **<u>Update</u>** subsequent to 2020	<u>CBE</u>: Yes AL: Yes	CBE: No AL: No	CBE – Courses continuing in Complete Florida non-profit institutions. AL: UF, UCF, and FIU are working toward using AL, either piloting or implementing. All SUS institutions have access to AL through Canvas.	CBE: None required. Interested universities may develop CBE courses/programs. Lessons learned and best practices will be shared at the annual Innovation Summit. AL: None required. Interested universities may begin or continue using AL strategies. Lessons learned and best practices are shared at the annual Innovation Summit.		Yes	Andy, Tom

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
	Session: The Complete Florida program was discontinued. Whether any CBE credit courses are being offered in the SUS is unknown.]							
12	**Access 2.1.3:** Seek incentive funding to encourage institutions to implement innovations in online education	Yes	No	SUS LBR funding was requested, but issue was not funded by Legislature	---		No	Andy, Tom
13.	**Affordability 2.1.1:** Determine and promote methods to increase the use of open-access textbook and educational resources to reduce costs to students	Yes	Yes	The deliverable is a process, not a product. The System is now in the process of determining and promoting methods to increase usage. Examples are: the Affordability Counts website being hosted by FIU; TOPkit tools, techniques, strategies; and FLVC's system membership in	Yes. Universities. FIU will maintain Affordability Counts site for System.	**March 29, 2017**: **Motion** to approve the recommendations from the Online Programs and Courses Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:* **Increasing Usage of Open-access Textbooks and Educational Resources** (1) Improve adoption of existing OER/eText material through the selection and implementation of an OER/eText catalog tool. (2) Implement state-wide PR and marketing efforts to increase faculty awareness as well as coordinate usage, training, and technical support.	Yes	Andy, Jennifer, Dennis, Lia

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
				Open Textbook Network. Individual universities also have initiatives.		(3) Select and implement a repository tool to support sharing and adoption of new OER.		
14	**<u>Affordability 2.1.2</u>:** Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational material. [**<u>Update</u>** from June 2019 Steering Committee meeting: *Because of all the work underway, including at the System level with planned negotiations with publishers, this tactic should not be reflected as "completed."]*	No	Yes	This is a process, not a product. Some institutions have been successful in individually negotiating lower prices. System solicited and received Letters of Commitment from publishers and book- stores. Also, FLVC has purchased a system membership to Open Textbook Network, which contains over 400 open textbooks.	Yes. Universities and Board Office.	**March 29, 2017**: **<u>Motion</u>** to approve the recommendations from the Online Programs and Courses Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:* **<u>Open Access Textbooks and Resources: Reducing Costs</u>** (1) Recommend adoption of eTexts which can be made available more cheaply than print texts. (2) Negotiate volume pricing through the state system or other consortiums such as Unizin (through its Engage eText platform.) (3) Aggregate eText and OER options into one catalog tool as described in tactic 2.1.1.	Yes	Andy, Jennifer, Dennis

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
						(4) Leverage and expand library resources to support appropriate use-cases. (5) Implement PR and marketing efforts to support eText adoption. **August 28, 2019**: **Motion** to approve the Action Plan for the Pricing of Textbooks and Other Instructional Materials.		
15.	**Quality 2.1.1:** Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.	Yes.	Yes. UF lead, working with institutions.	Consortium created. Activities include: periodic research webinars; online research repository; and newsletter. Update attached.	Yes. UF Lead, working with universities.		Yes	Andy
16.	**Quality 2.1.2** Develop a process to share research-based best practices that are occurring across the different institutions.	Yes.	Yes	Sharing occurs via the annual Online Education Innovation Summit. In addition,	Yes. Universities (hosting and participation)	**March 29, 2017**: **Motion** to approve the recommendations from the Online Programs and Courses Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:*	Yes	Andy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
				research-based best practices are shared through activities of the Distance Learning Research Consortium (see description in previous tactic)		**<u>Innovation in Florida Online Learning</u>** (1) Establish a coordinating body at the system level to be called the Innovation in Florida Online Learning (IFOL) Coordinating Committee. (2) Convene an annual Florida Higher Education Innovation Summit where all awarded projects will present their programs and results to foster and accelerate the dissemination of innovation throughout the SUS (and potentially the FCS).		
17.	Access 1.1.3: (a) Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. (b) Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction. [**<u>Update</u>** from June 2019 Steering Committee	Yes	No	Subsequent to the adoption of this tactic, the Board created a Select Committee on 2+2 Articulation. Its 2+2 Articulation Implementation Plan was approved in 2017. Collaborations are included in Tactics in # 2, 3, 9, 10, 11, 15, 19, and 21.	Yes for those universities that choose to begin or continue collaborative relationships		Yes. Individual institutions will continue collaborations as desired.	Andy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	meeting: Reflect (a) as completed							
18.	**Access 3.1.1:** Encourage universities to work with employers in their respective regions to identify unmet continuing education needs. **[Update** from June 2019 Steering Committee meeting: *Consider completed]*	Yes	No	Compiled snapshot of continuing education programs in the SUS.	Yes. Universities will continue to work with employers.		Yes. Universities will continue to work with employers to meet needs.	Andy
19.	STEM Labs *(not in Strategic Plan. Update attached.)*	No	Yes	---	---	**January 25, 2018: Motion** to continue the work of the Task Force *[Task Force on STEM Labs for Online Students]*, with it proceeding to (1) have a conference for faculty who teach online and (2) launch a system-wide pilot for chemistry labs.	Yes	Andy
20.	**Affordability 3.1.3**: Implement a model to assess prior learning for the award of academic credit.	Yes	No	Board Regulation 6.006 provides mechanisms for awarding credit by exam and is being amended to include mechanisms for awarding of credit for military trainings (being led by the Board's	Yes, by universities		Yes, universities will continue to assess prior learning for credit.	Andy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
				Academic and Student Affairs Office)				
21.	**Affordability 3.1.4**: Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work.	Yes	Yes	OER, Online Innovations Summit, Shared Programs, CourseShare Repository, Professional Development, Florida Distance Learning Research Consortium.	Yes. Lead institutions and those institutions participating in initiatives.		Yes	Andy
Infrastructure and Shared Services Workgroup								
22.	**Quality 2.2.1**: Use a scorecard to ensure that each university has the technology needed to provide quality online education.	Yes	Yes	Technology Scorecard	Yes, periodically by universities	**January 25, 2018. Motion** for the Infrastructure Workgroup to administer the scorecard annually and provide guidance to institutions that may score "Insufficient" in any category. **January 25, 2018. Motion** to require each university, as part of the technology scorecard evaluation, to assure that access	Yes. Scorecard template should be distributed to universities for internal management purposes, with encouragement	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
						to the data collected by that process complies with laws that protect the privacy of such data.	to self-administer periodically.	
23.	**Quality 2.2.3:** Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.	Yes	No	Component of Technology Scorecard	Yes, universities to periodically self-administer survey.		Yes. Scorecard template should be distributed to universities for internal management purposes, with encouragement to self-administer periodically.	Cindy
24.	**Quality 2.2.2:** Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness	Yes	No	FLVC established web page to share available statewide agreements, services, and contracts.	Yes. FLVC and Institutional participation.	**March 29, 2017**: **Motion** to approve the recommendations from the Infrastructure Workgroup. *Note: Recommendations presented to the IOC on March 29, 2017 include:* **Facilitating Collaboration**	Yes	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
25.	**<u>Affordability 1.1.2</u>:** Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources.	Yes	No for FLVC deliverables	FLVC has: • Established a web page for proctoring; • Purchased a system membership in the Open Textbook Network (the Florida Orange Grove has been discontinue • Negotiated FCS and SUS pricing for Quality Matters; • Established a process to evaluate and negotiate pricing for shared software and services. SUS deliverables described in other tactics.	Yes, by FLVC	The infrastructure workgroup recommends the formation of the State Educational Licensing Committee (SELC) to enable discussions via quarterly meetings regarding the exploration, evaluation, and procurement of technology, software, and/or shared services to assist in the delivery of online education to help reduce costs and/or promote quality. **<u>Proctoring Network</u>** The workgroup recommends establishing the Proctoring Network Committee (PNC) to create and support a statewide proctoring network.	Yes	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
26.	**Affordability 1.2.3**: Review and recommend data analytic tools and methods to predict student success in online education	Yes	Yes	On March 29, 2018, the recommendation made to and accepted by the Steering Committee was for the Research Consortium to be responsible for researching data analytics and the Infrastructure Workgroup to disseminate the results. *(**NOTE**: The Infrastructure Workgroup has completed its assignments and is now inactive. The Research Consortium has assumed the research responsibility and will (has) utilized both webinars and the annual Innovation*	No		Yes	Andy and Tom

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
				Summit to share results.)				
27.	**<u>Affordability 1.2.4</u>:** Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.	Yes	No	Predictive analytics tools and interventions are being shared via the annual Florida Innovations Summit and the Research Consortium's activities.	Yes, by institutions engaged with predictive analytics		Yes	Andy
28.	**<u>Access 1.1.7</u>**: Provide multiple, accelerated terms to allow students to begin and finish their online programs in a timelier manner. Address technology, workflow, and financial aid processes to allow implementation of these models.	Yes	No	"Evaluation of Accelerated Degree Models" report	Yes		Yes, by institutions that choose to implement accelerated terms	Julie and Robby
29.	**<u>Affordability 1.1.1</u>**: Expand the online marketplace to enhance	Yes	No	FLVC created website to encourage	Yes. FLVC		Yes	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
	current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINES as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.			collaborative purchasing, and FloridaSHINES continues to upgrade its website to maximize its usefulness to students.				
30.	**Access 2.1.2:** Obtain funding for statewide marketing and recruiting to expand online enrollments.	Yes	No	Marketing is done by individual universities and FloridaShines, within current resources	Yes		No	Cindy
31.	**Access 1.1.5:** Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered	Yes	No	Marketing is done by individual universities and FloridaShines, within current resources	Yes		Yes	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	throughout the state by the SUS and the Florida College System.							
32.	**Affordability 1.2.5:** Encourage institutions to opt into the selected common Learning Management System	Yes	No	Master Agreement for Canvas (all institutions are either using Canvas or are piloting it)	No		Yes. All institutions have opted into the same LMS.	Cindy
Affordability Workgroup								
33.	**Access 2.1.1:** Determine means to optimize use of the distance learning course fee to enhance the design, development, and delivery of online education.	Yes	Yes (update needed in future)	Cost of Online Education report	Yes. Universities will continue to optimize fees.		Yes. Data used in report was from 2015-16. Report should be updated using 2021-22 data.	Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
34.	**Affordability 4.2.1:** Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.	Yes	Yes (update needed in future)	Cost of Online Education report	Yes, when report is updated.		Yes	Cindy
35.	**Affordability 4.2.2:** Develop models to achieve cost savings and cost avoidances in the development and delivery of online education	Yes	Yes, when report is updated	Cost of Online Education report	Yes, when report is updated.	**October 17, 2016:** **Motion** for the reconstituted Task Force on Strategic Planning to develop and recommend a new cost model that would encourage online students to graduate in a timely manner, while being cognizant of institutional costs and fairness in student pricing. **Update**: Task Force met on Nov. 3 and 17, 2016. Work was put on hold.	Yes	Cindy
Student Services								
36.	**Quality 2.3.1:** Ensure the universities use Quality Scorecard or a similar process to confirm that online students, including	Yes	Yes	Student Services Scorecard	Yes, periodically by universities	**June 27, 2018**: **Motion** to approve the Student Services Scorecard report and recommendation. *Note: Recommendation in the report is below:*	Yes. Scorecard template should be distributed to universities for internal management	Robby and Julie

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	online students with disabilities, have access to services equivalent to those used by campus-based students.					Recommendation: To re-administer the Student Services Scorecard in two years to track improvement in providing student support services for online students. For institutions to effectively improve support service requires time for planning and implementation. Two years will provide time needed for the state universities to develop and begin to implement needed strategies for support of online students.	purposes, with encouragement to self-administer periodically.	
37.	**Access 1.1.8:** Provide a robust set of student support services to support the delivery of multiple, accelerated models.	Yes	No	"Evaluation of Accelerated Degree Models" report	Yes for those universities offering multiple, accelerated models.		Yes. Institutions will continue providing support services as needed to support these models.	Robby and Julie
38.	**Access 1.1.6:** Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.	Yes	Yes. These strategies should be re-evaluated through the COVID lens	Guidebook for the Student Services Scorecard	Yes. Universities.		Yes. Recommend expanding research on this tactic.	Robby and Julie
39.	**Access 2.1.4:** Secure student support resources to ensure	Yes	No	"Technology Access to Distance Learning Report."	No	**March 29, 2017**: **Motion** to approve the recommendations from the Student Services Workgroup.	Yes, institutions will continue to secure	Robby and Julie

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
	students have access to technology required for online education			Board forwarded the issue to HECC, which included research and recommendations in its 2017 annual report to the Legislature and Governor. In addition, universities provided laptops and wireless connections to students as needed during the pandemic.		*Note: Recommendations presented to the IOC on March 29, 2017 include:* **<u>Securing Resources for Technology</u>** The recommendation is to forward the lack of broadband access whitepaper to the Higher Education Coordinating Council for review and consideration.	resources as needed.	
Professional Development								
40.	**<u>Quality 1.2.4</u>:** Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the	Yes	No	(1) Florida Online Course Design Quality Review – Process requires professional	(1) Yes. All universities.		Yes	Kelvin and Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	professional development processes.			development for reviewers. (2) TOPkit – preparing faculty to teach online	(2) Yes. TOPkit.			
41.	**<u>Quality 1.2.1</u>:** Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.	Yes	No	FLVC website for Instructional Designers	Yes. FLVC		Currently under review	Cindy
42.	**<u>Quality 1.2.2</u>:** Enhance professional development opportunities offered by FLVC for institutional leaders in online education.	Yes	No	FLVC annual summits and workshops; FLVC blogs	Yes. FLVC		Currently under review	Cindy
43.	**<u>Quality 1.2.3</u>:** Provide an online toolkit and annual workshops for institutional staff who	Yes	Yes	TOPkit	Yes. UCF, as lead institution, and all universities that contribute to TOPkit.		Yes	Kelvin and Cindy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	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 Disabilities Act.							
44.	**Quality 1.2.4:** Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.	Yes	No	TOPKit	Yes. UCF, as lead institution, and all universities that contribute to TOPkit.		Yes	Kelvin and Deb
45.	**Quality 1.2.5:** Encourage faculty participation in	Yes	No	Florida Online Course Design Quality process,	Yes. Universities	**March 29, 2017: Motion** to approve the recommendations from the Professional Development Workgroup.	Yes?	Deb and Kelvin

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work-group Leads
	professional development before teaching online. Consider certifying faculty to teach online.			which results in faculty being engaged in quality course development. TOPkit professional development materials		*Note: Recommendation presented to the IOC on March 29, 2017 include:* The Professional Development Workgroup recommends this course *[the UCF/FLVC (TOPkit) certification course]* as the "certification" course associated with the implementation of Quality Tactic 1.2.2. *[NOTE: The motion and the issue paper in the IOC agenda packet contained a typo for the Tactic Number. It should have been 1.2.5, which is: Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.]*		
Data Committee								
46.	**Affordability 4.1.1:** Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.	Yes	No	Refinements to Board's Data Dictionary. Split Fully Online and Primarily Online Courses. Defined Fully and Primarily online programs.	No	**October 17, 2016: Motion** to direct the Implementation Committee and Steering Committee to develop common definitions and common dashboards to more effectively manage online education **Status:** Updated definitions. Status of common dashboards unknown.	Yes, reviewing data elements is an ongoing effort to ensure consistency and relevancy.	Nancy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
				Added Flex element.				
Regulations Work Group								
47.	**Access 2.2.1:** Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.	Yes.	No	Workgroup reviewed regulation. Reviewed by Board General Counsel.	No.		No. Clarification unnecessary.	Nancy
48.	**Access 2.2.2:** Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.	Yes.	No	Workgroup reviewed. Board's Chief Data Officer reviewed.	No.		No. Review should be completed by another group from a broader perspective.	Nancy
49.	**Access 2.2.3:** Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.	Yes.	No	Workgroup recommended no changes to language at this time.	No.		No	Nancy
50.	**Access 2.2.4:** Review and modify as necessary	Yes.	No	Both statutes and Board regulation	No		No	Nancy

No.	Tactic	Completed?	Continuing work by Implement. Committee/ workgroup?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?	Motions in Innovation and Online Committee	Post-COVID: Recommend for Continuation by System and/or Universities?	Implementation Committee/Work -group Leads
	regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.			were changed in 2020 to allow opt-out provisions for textbook and instructional materials.				

No.	Tactic	Completed?	Continuing work by workgroup or System committee?	Deliverable (if completed)	Ongoing Implementation by Universities/ Board (if completed)?
15.	**Quality 2.1.1:** Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.	Yes.	Yes. UF lead; working with institutions.	Consortium created. See Activities	Yes. UF Lead, working with universities.

Research Consortium Activities (2/5/2021

The charge is to create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects. Consortium members identify mechanisms for addressing the charge which may include emphases in areas aligned with the *2025 Strategic Plan for Online Education* such as quality, affordability, infrastructure, and data analytics.

The consortium leverages resources across the SUS to:

- Bring like-minded people together
- Prioritize research needs
- Clearly define desired outcomes of research studies
- Identify and enhance existing resources and initiatives
- Drive toward excellence and continuous improvement

Activities are centered around a web presence at https://floridadlresearch.org/. Activities include:

Activity #1: Periodic Research Webinars
Periodic research webinars during the academic year have offer targeted opportunities for those in Florida interested in research in the field of online education. Webinar topics focus on studies relevant to the work of SUS institutions. Webinars are an opportunity for SUS faculty and professional staff to identify potential collaborators across the state with similar interests, to initiate collaborative studies, conspire on multi-institution grant proposals, and develop dissemination options. The recorded webinars are archived and available anytime.

Recent webinar topics:

- Trends and Issues in Online Learning Research
- Research on Flipped Classrooms in Higher Education
- Disruptive Situations: Research and Practice on Distance Teaching and Learning (Part 1 and Part 2 – both focused on rapid transition in modality to online)
- Synchronous Online Learning and Student Engagement and Success
- Research and Practice on HyFlex Learning in Higher Education

An upcoming webinar on February 26, 2021 focuses on research using learning analytics tools, and extending to applications of Artificial Intelligence, to understand, predict, and direct university student success in online education.

Activity #2: Online Research Repository
The Online Research Repository is a website with two primary components intended to serve faculty and online instructional leaders from Florida institutions.

The first component is specifically geared to highlighting research conducted by faculty and distance learning leaders at Florida institutions. Faculty and staff can share research they have undertaken in the online education arena by uploading reports, briefs, presentations, snippets of code, etc. During the upload process the submitter identifies up to three keywords to characterize the study as well as indicators from the Quality Matters rubric. The Florida-specific component can connect faculty across Florida with similar research interests through self-exploration of the repository featuring Florida researchers.

The second component serves as a portal to featured research reports selected by the UF group. Recently featured reports relevant to informing timely research and complementing the webinars include:

- A Systematic Literature Review on Synchronous Hybrid Learning: Gaps Identified
- Hybrid-Flexible Course Design Implementing Student-Directed Hybrid Classes
- Review of Two Decades (1995 to 2014) of Research on Synchronous Online Learning
- An Education Crisis Is a Terrible Thing to Waste

Activity #3: Newsletter
A periodic newsletter is sent to individuals who participated in the webinars and others who have requested a subscription. The communication spotlights specific research reports or briefs and implications for improving practice.

Future Activities
Communications Reinvention: We need to assess the impact and utility of the newsletter. It likely requires reconceptualization for maximum impact. Social media channels are likely the better way to approach engaging periodic communications and highlights. (short term)

Technical Assistance: Technical Assistance for research endeavors is designed to primarily provide off-site services to faculty from Florida institutions interested in undertaking efforts that advance determining research needs, emerging research methods, external funding opportunities, and sharing/presenting research findings. Technical Assistance involves short-term services that

can serve as a catalyst to jump-start research activities or apply new learning analytics techniques, for example. Possible services also might include locating qualified consultants and providing feedback on grant applications or reports. (long term; requires funding and personnel support)

STEM Labs Taskforce: Progress Update

February 8, 2021

- Chemistry Bootcamp Pilot
    - Chemistry lab bootcamp pilot took place in Summer 2019 at UF, designed and delivered by Melanie Veige
        - Featured in local paper: https://www.alligator.org/article/2019/06/uf-launches-in-person-chemistry-lab-for-online-students
        - Taskforce were full involved in the design and delivery discussions about this bootcamp
        - UF encouraged participation from across the SUS so that other schools may observe
        - Taskforce met afterwards to review the experience and assess results
    - Several members indicated their institutions were attempting the same endeavor
    - UF agreed to share the academic plan for the bootcamp to help other replicate
- STEM Labs Taskforce Meetings
    - Beginning in March 2020, UF reconvened the taskforce in special sessions – not to discuss brining labs online/ as was its initial charge – to help to inventory the SUS plans for STEM Lab formats and to foster information sharing, strategic conversations as well as efficient purchasing of related tools. Summer 2020 came around that the taskforce opted to reconvene in Fall 2020 to help navigate the first few weeks of fall. Spring 2021 the taskforce is still meeting albeit on a monthly rotation
    - Taskforce has grown in participation through 2020 and is still going strong in 2020
        - There is a great interest among undergraduate STEM practioners – those that design and delivery stem labs and lecture courses – to continue to compare notes on formats, strategies, to troubleshoot emerging issues, or to simply compare notes on effective tools, needs.
        - We've seen increased participation (more reps and guests from across SUS) and currently meet every three weeks.
- Taskforce accomplishments 2019-2020:
    - SUS Inventories: In 2020, worked together to inventory modality of labs offered during Summer 2020 and Fall 2020 as well as troubleshooting issues and common questions across SUS institutions.
    - In 2020, Dr. Monika Oli (UF Microbiology & Cell Science) made a brief presentation to the taskforce regarding her experience shifting microbiology bootcamp labs to a fully-remote, asynchronous format during the pandemic. This was another example of how the taskforce meetings served as a collaborative gathering place to ask questions and compare experiences.
    - In Summer 2020, collaborated in identifying needs, including specific tools, which led to negotiations with Labster and JoVE – leveraging power of SUS to drive down the cost of these tools.
        - UFO procured these tools for UF unlimited usage in May 2020 for a 3-year term.
- *STEMpowered 2020 faculty symposium (hosted by UF Online but a taskforce project)*
    - This was the second SUS-wide faculty symposium, organized by UF Online and the STEM Labs Taskforce.
    - Occurred in a fully-virtual format in October 20-21, 2020, with five keynote speakers to address important topics.
    - Considerable amount of engagement and feedback was overwhelmingly positive, supporting future iterations of the symposium.

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
February 19, 2021

SUBJECT: The Post-COVID World in the State University System: Academic Considerations

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PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

The following academic leaders in the SUS have been invited to discuss the SUS in a post-COVID-19 world:

• Council of State University Librarians	Mr. Todd Chavez (USF)
• Advisory Council of Faculty Senates	Governor William Self (UCF)
• Vice Presidents for Research	Dr Dan Flynn (FAU)
• Implementation Committee	Dr. Cindy DeLuca (USF)
• Academic Coordination Group	Provost Terry Parker (Poly)

To help prepare for the discussion with provosts, the academic leaders were provided the following questions to consider in their respective areas of responsibility:

- Is the SUS response going to be a return to the status quo or adapting to sustained change? How do we build excellence and greater resilience for the future?
- What potential opportunities has the global pandemic revealed across the SUS and how successful have we been in addressing them over the past nine months?
- What are the most significant "lessons learned" with relevance to higher education? What "best practices" have emerged across the SUS that we may wish to share and adopt?
- What might the post-COVID "new normal" look like for higher education in Florida, and what innovations are most likely going to gain traction and sustain in the mid- to long-term?
- How can the 12 SUS institutions collaborate most effectively in anticipation of a potential paradigm shift in higher education?

Outcomes of the discussion will be presented to the Board of Governors Innovation and Online Committee at its March 2021 meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Wilcox; Mr. Chavez; Governor Self; Dr. Flynn; Dr. DeLuca; and Provost Parker

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
February 19, 2021

SUBJECT: Shared Languages Program

PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

The Shared Languages Program Task Force, the initial effort to address Affordability Tactic 3.1.1, was terminated in 2019 before it was able to develop and/or implement a strategic plan. Subsequently, the University of Florida has been called upon by in-state and out-of-state institutions to deliver programmatic content, particularly in the low demand language areas.

The University can (or could) deliver courses or majors online in eighteen (18) different languages including:

Akan	Haitian Creole	Modern Greek
Amharic	Modern Hebrew	Turkish
Swahili	Spanish	Hungarian
Wolof	French	Polish
Yoruba	Portuguese	Latin
Zulu	German	Czech

UF would be willing to participate in a model that would enable in-state students to enroll for "transfer" credit courses. This would obviously provide system access to languages not delivered at the "home" institution without an infrastructure investment while at the same time providing more efficient utilization of UF assets.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Andy McCollough