



STATE UNIVERSITY SYSTEM OF FLORIDA

AGENDA

STEERING COMMITTEE

for Implementation of the 2025 Strategic Plan for Online Education
and for Advising the Board of Governors Innovation and Online Committee
regarding Planning for a Post-Pandemic World in the SUS

Virtual Meeting
June 30, 2021
9:00 a.m. – 11:00 a.m.

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

1. Call to Order and Opening Remarks Provost Ralph Wilcox, Chair
2. Approval of Minutes Chair Wilcox
Minutes, Steering Committee, May 14, 2021
3. Medical/Financial/Administrative and Other Considerations Chair Wilcox
in a Post-Pandemic World
 - Medical School Deans Dr. John Fogarty (FSU)
 - Public Health Deans Dr. Donna Petersen (USF)
 - Council of Administrative and Financial Affairs Nick Trivunovich (USF)
 - Athletics and Other Auxiliaries Kyle Clark (FSU)
 - Emergency Managers Ruth Rodrigues (FGCU)
 - Police Chiefs Chris Daniel (USF)
 - Chief Information Officers Mary Banks (FGCU)
 - Human Resources Directors Renisha Gibbs (FSU)
 - Financial Aid Directors Billie Jo Hamilton (USF)
4. Revised Proposal for Faculty Awards Ms. Jennifer Smith (UF)
Dr. Julie Golden-Botti (FAU)
5. Concluding Remarks and Adjournment Chair Wilcox

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 30, 2021

SUBJECT: Approval of Minutes

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the minutes of the Steering Committee meeting held on May 14, 2021.

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meetings held on May 14, 2021.

Supporting Documentation Included: Steering Committee Minutes, May 14, 2021

Facilitators/Presenters: Chair Wilcox

MINUTES
STEERING COMMITTEE FOR THE
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
AND FOR ADVISING THE BOARD OF GOVERNORS INNOVATION AND ONLINE COMMITTEE REGARDING
PLANNING FOR A POST-PANDEMIC WORLD IN THE SUS

VIRTUAL MEETING
MAY 14, 2021

1. Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 9:00 a.m. on May 14, 2021, with the following members present: George Ellenberg, Ken Furton, Joe Glover, Bret Danilowicz, and Nancy McKee (non-voting).

Provost Mark Rieger was also in attendance.

The following Implementation Committee members and/or workgroup chairs were in attendance: Michele Horton (UWF); Deb Miller (UNF); Andy McCollough (UF), Tom Cavanagh (UCF), Kelvin Thompson (UCF), Tom Dvorske (Polytechnic), Cindy DeLuca (USF), Mariam Manzur-Leiva (NCF), Aysesgul Timur (representing David Jaeger, FGCU), Julie Golden-Botti (FAU), and Robby Fuselier (FSU).

Invited speakers in attendance were: William Hudson, Jr. (FAMU), Council of Student Affairs; Larry Faerman (FAU), Deans of Students; Jody Glassman (FIU), Admissions Directors; Michelle Douglas (FSU), Council on Equal Opportunity and Diversity; Rick Maxey (Polytech), Council on Diversity and Inclusion; Ana Hernandez (USF), Housing Officers; Jon Bruner (FGCU), Counseling Center Directors; Michael Deichen (UCF), Health Services/Centers Directors; Jennifer Mitchell (FSU), Disability Services Directors; Lauren Loeffler (UWF), Career Center Directors; Ally Schneider (UNF), Student Government; and Chris Morris (FSU), Collegiate Directors for Student Recreation.

2. Approval of Minutes

Provost Danilowicz moved approval of the Minutes of the Steering Committee meeting held on February 19, 2021, and the Minutes of the Post-Pandemic Discussion, also held on February 19, 2021. Provost Furton seconded the motion and members concurred unanimously.

3. Student Affairs Considerations in a Post-Pandemic World

Council of Student Affairs

Dr. William Hudson said that the Council of Student Affairs meets weekly and has discussed the COVID-19 epidemic for the past 16 months. He said that universities cannot go back to the status quo, nor can they ignore the innovation and leveraging of technology by students, faculty, and staff. He said that while the global pandemic has revealed some deficits, it has also lead to opportunities that should be continued.

Student Health Services

Dr. Michael Deichen said that the Student Health programs see various opportunities, such as Digital Health, which capitalizes on common digital platforms such as Electronic Health Records, Telehealth, Apps, and Texting to best impact the health and well-being of patients. Dr. Deichen said that the programs had limited direct experience with providing Telehealth prior to the pandemic, but rapidly developed Telehealth systems to best continue to serve students. He stated that they adopted low-cost, ease-of-use systems and are continuing with Telehealth as they re-open clinics, while finding a balance between in-

person and Telehealth care. He said their experience showed that the majority of students desire in-person care, but a proportion of students are best served with Telehealth.

Dr. Deichen said that COVID resulted in significant increases in mental health and substance abuse conditions. Optimizing care of these students will need to continue to be a priority.

He indicated that university Student Health programs have longstanding working relationships with local public health programs, and with COVID, these relationships were strengthened. He said that the Student Health Programs must maintain programs that complement public health partners' programs, such as contact tracking. They should also continue providing timely and necessary public health updates to campus leadership, as well as recommendations and resources to students for vaccine-preventable diseases and screening for highly infectious diseases, such as tuberculosis. He said for vaccines that are not required, Student Health programs should develop creative avenues to maximize use of these important medicines. These avenues may entail effective use of evidence-based social marketing.

Dr. Deichen stated that a final opportunity is maximizing insurance coverage among students. He said that uninsured students are prone to worse health and academic outcomes, and finding ways for all students to have affordable health insurance maintains a fair and level playing field for success in college.

Provost Danilowicz asked if there had been previous discussions about whether requiring students to have insurance across the SUS would result in a lower cost. Dr. Deichen responded that yes, the group has engaged in those conversations and has a recommendation. He said investigations show that requiring insurance results in lower costs. He said that five or six institutions in the System require it now; the requirement becomes a part of attendance and part of financial aid. Dr. Hudson said some schools already have the requirement, and that students may opt out of it. He said that requiring insurance is a win-win for the System, students, and parents.

SUS Counseling Directors

Dr. Brunner said that fewer students were seeking counseling services in Fall 2020 than in Fall 2019, but the ones coming in for counseling had more significant emotional and behavioral problems and were seeking services more often. The SUS counseling centers use a symptom checklist upon initial contact with students, and he said that the averages on every scale (depression, generalized anxiety, social anxiety, academic distress – which results in the greatest problem increase – eating disorders, family distress – second highest increase – substance use, and the overall distress index score) increased for students seeking counseling services in the Fall of 2020 compared to Fall of 2019.

Dr. Brunner said that several publications with data have presented concerns about the emotional and behavioral health toll on college students during the pandemic. He said that the 20-year trends data indicate there would be an increase in demand for services next Fall, even without COVID, and SUS Counseling Center Directors unanimously agree they will receive a surge in demand as a result of COVID.

Dr. Brunner stated that all SUS counseling centers provide four pillars of services to their university communities:

- 1) Direct Mental and Behavioral Health Services. He said that prior to COVID, most SUS counseling centers already had access to and were using teletherapy, and it took an average of 3 days to switch to 100% online direct services. He said that counseling centers learned that online services were an effective form of treatment that met student needs, and preliminary student satisfaction data indicated the services were successful. The data at this point reveals that between 20% - 33% of students would be interested in receiving teletherapy over in-person services in the future. Counseling center directors unanimously

- feel that a hybrid system of offering in-person and teletherapy services will be part of the short- and long-term future.
- 2) Professional Training. He said that graduate trainees fulfilled their professional practice requirements in the counseling centers during 2019-20, and all centers took advantage of online training and conferences for their staff. Greatly reduced costs, convenience, and effectiveness were noted in these trainings, and professional organizations will be encouraged to continue to offer such trainings.
 - 3) Prevention and Outreach. Dr. Brunner said that numerous online workshops and psychoeducational presentations were conducted throughout this past year.
 - 4) Consultation and collaboration. He said that all twelve counseling centers continued this function throughout the pandemic, mostly through online communication.

Dr. Brunner said that SUS Counseling Center Directors felt:

- 1) Teletherapy is here to stay, and the service model will forever be a hybrid of in-person and online services.
- 2) They will need to be creative in developing awareness of all online services
- 3) Students responded positively to teletherapy; however, in-person services will continue to be the priority.
- 4) More online services provide work-from-home opportunities for staff, enable creative use of office space, and possibly make counseling centers more attractive to staff candidates.
- 5) The anticipated surge in requests for services will be a challenge this Fall.
- 6) Face-to-face contact will no longer be the default way to hold meetings, meet CEU requirements, or attend professional meetings and conferences.

Provost Joe Glover asked Dr. Brunner for his opinion of Kognito and alternatives. Dr. Brunner said that Kognito is a sound introductory way to discuss and learn about student issues. Provost Wilcox asked how to sustain faculty and staff training to identify and engage interventions. Dr. Bruner responded that while Kognito is a good introductory step, all centers engage in more in-depth training. Dr. Hudson added that the Council for Student Affairs agrees that Kognito training is introductory and should continue as a part of the Human Resources process for new employees.

Provost Danilowicz stated that the structure for counseling is based on an FTE-per-counselor ratio and is tailored to in-person counseling. He asked about the possibility of an SUS pool of telecounselors who work across all SUS institutions. He said the demand for counselors is overwhelming and universities all have different schedules on their campuses. Dr. Brunner said that the counseling centers already have a mutual aid agreement in place, an agreement to aid other campuses that could be clinically overwhelmed in time of crisis, but there is no formal structure in place regarding a pool of telecounselors to assist each other in times of significant increase in demand. He said their preliminary data indicate that students would request in-person services over telecounseling to a significant degree. Dr. Brunner stated that the counseling center directors are open to any discussion to better serve students.

Collegiate Recreation

Mr. Chris Morris said that moderate physical activity has been tied to decreases in mild stress, mild anxiety, and mild depression, and significantly improves cognition.

During the early days of the pandemic, many of the programs within the SUS began to immediately transition from in-person models to fully virtual models within a matter of days. He said the most natural programming areas that were able to transition to a virtual platform were Fitness Programming,

in particular live and recorded group fitness classes, personal training sessions, and virtual 5K races. Additionally, many within the SUS have seen surging interest in outdoor activities programming: walking, hiking, outdoor yoga, and kayaking. Many campuses created video “how-to” guides for various activities and for proximate outdoor landmarks.

Mr. Morris stated that as programs shifted to more of a hybrid model in the Fall, many students took advantage of “Explore Local” trips that were within driving or biking distance of campus. He said these were basically “meet up” locations where a Recreational staff member would serve as a Guide. These have been tremendously successful and many campuses are shifting resources to broaden this type of programming for the upcoming academic year.

In the early stages of the pandemic, Zoom was wildly successful, but as facilities are operating at closer to pre-pandemic levels currently, the interest and participation in virtual programming has gone down exponentially.

Mr. Morris indicated that the SUS directors believe virtual programs will continue as a supplement and enhancement, but not replacement, for in-person experiences. The virtual world has been a great window to reach those students who do not physically participate in programs regularly or at all. In addition, some Student Government Associations have provided financial support to add video capabilities in a few of the group fitness studios to live-stream an instructor in a live class.

He said that a virtual state summit will be held June 22 and 23, where the SUS institutions and other in-state institutions will convene to discuss the post-pandemic world. He said that during the pandemic, the SUS directors have had regular Zoom meetings to share ideas and discuss key practices and they plan to continue those meetings going forward.

Deans of Students

Dr. Faerman said that communication and technology are vital in developing true partnerships. While the SUS Deans of Students had met via monthly conference calls for more than ten years, they began bi-weekly meetings at the beginning of the pandemic, which lasted through the summer 2020. When the Fall semester began, they returned to monthly meetings, but switched to Zoom. Successes and setbacks have been shared along with innovative ideas that can be adapted to each institution.

Dr. Faerman said that the utilization of technology during the pandemic alerted deans to the digital divide, such as access to high-speed internet, wi-fi, or unlimited data. He said institutions collaborated with their libraries, financial aid offices, advancement offices, private donors, and non-profit organizations to provide opportunities for increased access to technological resources. He said as institutions are moving forward with more face-to-face environments, students with compromised immune systems are requesting to still be able to have online classes.

He stated that the pandemic has brought increases in job loss, homelessness, food insecurity and other critical dimensions of life, making it difficult for some students to remain committed to degree progression. He said institutions were able to combat some of this with increased financial aid and CARES funding, as well as with flexibility offered by faculty.

Dr. Faerman said the deans anticipate the continued use of video conferencing or live streaming to sustain and increase engagement of online students and those who may not reside near campus or have ready access to campus.

Institutions saved money by changing the way they recruit, select, and train professional and student employees. He said while processes will not be kept completely virtual, that approach should be

continued in many of their search processes and professional development. Dr. Faerman said that staggered virtual office hours became more prevalent through the pandemic and he expects many offices to continue providing this flexibility.

He said it will be essential that the relationships and standing meetings that have been established continue post-pandemic, including with Florida College System and, in some cases, independent institutions, especially those in close proximity to SUS campuses.

Chair Wilcox asked about homelessness and food insecurity. Dr. Faerman said that building new housing increases the costs of housing, and battling food insecurity is a challenge. There are resources off-campus, and assistance needs to be confidential so students are not embarrassed. He said subsidized loans can help students, although there can be a stigma associated with them. Loans do help close the gap.

Provost Glover said that as the Steering Committee grapples with this effort, members should remember the focus is on student success. The Committee is hearing ways that lead to student access. What are the overriding themes and goals and how do these experiences lead to them? Chair Wilcox said that after the June Steering Committee meeting, members will have to put their heads together to come up with the themes.

Provost Furton said the result should be metrics-driven. The Committee should look for ways to quantify the increases in mental health issues and food insecurities and their effect on graduation rates.

Council on Equal Opportunity and Diversity

Ms. Douglas said that the Equity Officer group routinely addresses concern of access and compliance, specifically in the campus setting, and have had to adjust their modes of rendering services to include how they conduct investigations, provide compliance education, provide accommodations and extend resources. Much of it had to shift to a virtual format. She said that the Equity Officer Group has seen an increase in reports related to social media activity, particularly among students. She stated that as social interaction among students increasingly occurs in a virtual setting, programs and services will need to be adapted, as well as compliance considerations, to address concerns that may arise in a virtual setting. She said many innovations developed or expanded in response to the pandemic will continue post-pandemic, such as:

- Emergency relief funds for students, faculty, and staff;
- Laptop loan programs/Wi-Fi access support;
- Food pantries; and
- Clothing exchanges.

Ms. Douglas said institutions should continue to explore multi-varied modes of delivery of services to students, including, but not limited to, course material, health services, and accommodations in a virtual setting. She said this includes providing educational resources and professional development opportunities to faculty and staff.

Council on Diversity and Inclusion

Mr. Maxey said that as a result of COVID restrictions, SUS Diversity Officers began online outreach on diversity and inclusion topics, not only offering programs at their own university communities, but at their sister universities, as well. He said they noticed their university communities were more likely to participate in opportunities for sharing their thoughts and hearing from others on issues of diversity, equity, and inclusion.

Chair Wilcox asked the Council to consider the effect of the pandemic on persons of color and disadvantage. What are the lessons learned?

Disability Services

Dr. Mitchell said there is a need to continue offering course options and service delivery options to students, while maintaining success strategies to help them in whatever modality they choose. She said that virtual learning has minimized use of accommodations; captioning has become the norm; and remote proctoring will likely remain a viable option for certain courses. She said institutions were quick to share what was working and to try to learn from each other. She said the pandemic brought institutions closer together.

Regarding best practices and lessons learned, Dr. Mitchell said:

- Some of the best practices that have emerged are to continue with virtual service delivery and offering options to students regarding how and when they receive their services; and
- The pandemic has increased the mental health concerns of students and employees, so best practices that increase support of individuals who are struggling in these areas need to continue.

She said the Disability Directors anticipate increased requests for online learning for courses traditionally offered face-to-face.

Provost Danilowicz said that Hyflex courses were helpful to students with disabilities, but it seems faculty are not interested in providing Hyflex courses in the Fall term. He asked if more effective ways were being discussed, and Dr. Mitchell said yes, this has been a topic of conversation. She asked if there was any way those technologies could be used in the classroom so that students who need them can use that flexibility, especially without accommodations. Provost Danilowicz said it would be helpful if the group had any other suggestions.

Admissions Directors

Ms. Glassman said that Admissions staff will resume in-person high school visits and college fairs, but virtual recruiting will remain strong; the key will be to find the proper blend. She said that the future is a hybrid approach to recruitment. People are going to continue to want options and staff will need to provide them. She said that the Admissions staff found that they could provide more access, and that they could serve not only a larger population of guests, but could manage different time zones and regions that they may not have been able to visit in the past.

Ms. Glassman stated that they learned a lot about communication and how best to approach what messages come out from state politics and the Board of Governors to their professional associations. They asked the associations to be more collaborative with them and their Government Relations Offices before spreading news that could potentially hurt the young people in the state.

She said they would like to continue to explore a reduction of the dependency of the use of standardized tests on admissions. She said that those in lower socio-economic communities had a much more difficult time getting to a test site when they were open; there is a lack of public transportation infrastructure to get students to a test site; and there are not enough proctors to disseminate the exams in rural areas.

She also said that although her staff did not have to travel, they did three times the number of virtual events. In addition, the International Admissions staff adjusted for time zones. With the demand for

more remote work and flexible work arrangements, she said that admissions staff adapted and even thrived.

Ms. Glassman indicated that they will be moving forward with regular in-person meetings and events and add in virtual programming to be more inclusive.

She said that international student mobility was significantly impacted for the 2020-21 incoming class, but as the pandemic subsides and current immigration policies are relaxed, student mobility should return to levels in the past. Expectations that international students have for safety and contingency plans will be in the forefront of their decision-making.

It may be necessary to implement a “One Florida” strategy in recruitment, which may not benefit all institutions. She said when the cost of a virtual college fair exceeded the cost of normal in-person rates, the SUS Admissions Directors chose to send three recruiters from three different universities to represent the System.

She expected a hybrid approach to recruitment and professional development to continue.

Chair Wilcox asked about the effect of the pandemic on orientation and on-boarding. Ms. Glassman responded that most students had virtual orientation, that FTIC students missed in-person programming.

Housing

Senior Housing Officers throughout the state connected and collaborated at least weekly to discuss experiences and challenges related to COVID-19. Ms. Hernandez said this allowed for the alignment of policies, as well as sharing success and lessons learning in different approaches. Housing operations will continue to communicate and benchmark against each other and to share best practices and innovations. They will continue to identify, adopt, and maximize tools and technology to enhance services and increase efficiency.

Ms. Hernandez said the most significant and ongoing challenge of SUS Housing operations is the fiscal health and sustainability of operations. She said that thousands of students did not come to campus this past year, and tens of millions of dollars were lost. This caused layoffs, furloughs, hiring freezes, and the elimination of hundreds of student employment positions. She anticipates campuses re-examining the level of operational reserves needed, given the length of the pandemic. Housing Officers advocate for the inclusion of an analysis of budget impacts based upon funding sources as a critical consideration in all decision-making moving forward (short-term and long-term).

Ms. Hernandez stated that students want to be part of a robust on-campus experience. Housing Officers need to be aware of potential demographic changes and how that will impact housing demand. For example, a decline in out-of-state and international students disproportionately influenced housing operations as these students tend to be power users of university communities. In addition, she said that families throughout Florida may defer living on campus as a luxury they can no longer afford.

She said that strong collaboration and partnerships have formed with campus units. Some campuses were also able to develop agreements with off-campus properties and hotels to support isolation and quarantine needs.

She said the pandemic will have a lasting effect on facility design. New construction may consider increased demand for single options and more privacy in bathrooms. Spaces may need to be created within residence halls that are designed with virtual platforms in mind, and community spaces may

include smaller study rooms where students/roommates can have private virtual calls, and/or participate in online classes or job interviews. She also said there will be a renewed focus on infrastructure and reinvestment in health and safety systems as funding allows. They anticipate investing in outdoor spaces differently, as well as continuing their cleaning, sanitation, and safety protocols in the residence halls.

Housing Officers learned that connecting through virtual platforms and access to high quality, reliable technology were essential, and they recognized the digital divide that exists with students and staff. Ms. Hernandez said Housing Officers expect programs to be offered both in person and on virtual platforms. They have learned that, for some, the virtual environment is less intimidating and more inviting, allowing them to reach students who may not have engaged regularly for in-person events.

She said remote and hybrid work has been effective for several positions in housing. Other positions require in-person connections to be more effective. She said that they are seeing an increased number of higher education professionals leaving the profession due to burnout, exhaustion, and elevated stress and anxiety from the pandemic.

Housing Officers acknowledge more residents will be taking online classes while living on campus.

Florida Career Consortium

Ms. Loeffler said the Consortium of all 12 universities meets frequently to discuss the challenges of COVID-19 and various strategies employed to address them. She said the demand for services from the career centers increased during the pandemic, and the centers transitioned the modality from face-to-face to virtual services and expanded the hours in which services were offered. Participation and usage numbers soared. The expansion of services was only possible by allowing staff a flexible workplace and flexible schedules.

She said partnerships were developed or enhanced with counseling services and other campus offices to effectively train staff and formalize referral processes, as students expressed challenges related to the emotional impact of the pandemic.

Ms. Loeffler said that new workshops and resources were developed with specialized topics, such as “Articulating COVID Impact on Your Resume,” virtual interviewing skills, and virtual networking to find a job. She said these appointments and workshop topics will likely continue as the pandemic will probably impact students for quite some time.

With the shift to remote work, she stated that interns were unable to complete their experiences, so career centers worked with internship employers to provide consultation for transitioning traditional face-to-face experiences to virtual opportunities, as well as worked with students to find alternative internship sites. Many of the SUS institutions looked to the career centers to serve as compliance officers, ensuring external experiential learning sites adhered to recommended health and safety protocols. With the expected increase in remote positions in the workplace, she said these vetting policies and procedures will remain.

The career centers partnered with new agencies and increased the promotion of alternative methods for gaining experience. These included high-impact opportunities like micro-internships, which provide short-term project-based experiences for students; however, many students could not receive credit for these experiences due to academic program and/or accreditation restrictions. She said this opens the door for the discussion about micro-credentialing.

She said recruiting events were transitioned to virtual platforms, and there is uncertainty regarding employer needs and recruiting resources. Some are experiencing shrinking budgets and travel restrictions that will make them unable to attend face-to-face events, so opportunities for students and employers to connect virtually will continue. She said the future of many of their recruiting events looks hybrid.

Ms. Loeffler stated that career centers learned that many students do not have access to quality equipment such as microphones and webcams. In the effort to address the equity gap that may exist in virtual hiring practices, centers will need to secure up-to-date hardware and software for students to utilize as they engage in the job search process.

Student Government Association

Governor Schneider said that Zoom is an incredible tool and most students will expect that it become a permanent part of the educational toolkit. While Zoom overload and fatigue and a lack of real, tangible social interaction are bad, virtual conferencing programs have opened up opportunities to people who might never have attended if they were solely in-person. She stated that this is not a bad thing in moderation, especially because this is probably going to be a normal part of the workplace going forward.

She also said that students do not see their leaders and administrators as real people. The primary criticism of higher education institutions for their responses to the pandemic was that the guidelines were given late and they were not specific enough. Most students did not see that administrators trying to address issues were just people who were trying to navigate a foreign and crazy situation. She said she believed that students will begin to have more faith and trust in their institutions if the people running the schools have more authentic and honest interactions with them.

Governor Schneider stated that the role of institutions of higher education has changed. Many institutions provided assistance to students through CARES funding or various relief funds. She said she believes that students will begin to expect their institutions to fill that role of providing aid to them and that students will begin to request aid at far greater rates than in the past. She asked how we can prepare institutions to fill that role or should they fill that role. If not, what is the response to students who think they should?

4. Concluding Remarks and Adjournment

Chair Wilcox adjourned the meeting at 11:13 a.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
June 30, 2021**

**SUBJECT: The Post-COVID World in the State University System:
Medical/Financial/Administrative and Other Considerations in a Post-Pandemic
World**

PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

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

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| • Medical School Deans | Dr. John Fogarty (FSU) |
| • Public Health Deans | Dr. Donna Petersen (USF) |
| • Council of Administrative and Financial Affairs | Nick Trivunovich (USF) |
| • Athletics and Other Auxiliaries | Kyle Clark (FSU) |
| • Emergency Managers | Ruth Rodrigues (FGCU) |
| • Police Chiefs | Chris Daniel (USF) |
| • Chief Information Officers | Mary Banks (FGCU) |
| • Human Resources Directors | Renisha Gibbs (FSU) |
| • Financial Aid Directors | Billie Jo Hamilton (USF) |

To help prepare for the discussion with provosts, invited speakers 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 August/September meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Wilcox and Invited Speakers

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

SUBJECT: Revised Proposal for Faculty Awards

PROPOSED COMMITTEE ACTION

For Approval

BACKGROUND INFORMATION

Quality 1.1.1 in the *2025 Strategic Plan for Online Education* calls for the creation of a statewide awards system for exceptional online courses. After reviewing the proposal for the awards program at its November 2020 meeting, the Committee requested that the proposal be refined and brought back for approval. Ms. Jennifer Smith (UF) and Dr. Julie Golden-Botti (FAU) will present the revised proposal.

Supporting Documentation Included: “A New SUS Awards Direction”

Facilitators/Presenters: Jennifer Smith and Dr. Julie Golden-Botti

A New SUS Awards Direction

For June 30, 2021

Overview

Feedback from the BOG Steering Committee for Online Innovation has guided the implementation committee to consider a program that resides primarily at the institutional level with state recognition of excellent teaching identified by the universities. This new direction would require a change in the strategic plan.

Program Goals

This program seeks to address tactic 1.1.1 of the Strategic Plan:

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 Florida Quality 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.

This program was also designed to meet Tactic 1.1.2:

Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President's Award, Florida's Quality Award, and Chancellor's Quality Award courses.

Proposed New Direction

Each institution identifies one outstanding online faculty member based on evidence of a sustained body of exemplary online teaching practice. Exemplary online teaching practice includes high quality course design but is focused on effective online instructional delivery methods relevant to student engagement, student learning gains, and student satisfaction.

1. Process and criteria for choosing award winners are at the discretion of each school. Suggestions for criteria will be offered as guidance, although not prescriptive.
2. As a baseline, it is suggested that the faculty considered for recognition have developed one or more **High Quality** courses, as designated through their institution's internal **Florida Quality Online Course Review** process.
3. Recommended criteria for assessing exemplary online **teaching** practice could include, but not be limited to:
 - a. Quality course **delivery** across multiple courses or repeated offerings of the same course over time.
 - b. Teaching Methods: Faculty actions in support of student learning that are beyond typical course delivery. Demonstration of innovative, student-centric practices. Evidence of formative course evaluation leading to creative interventions for improved student outcomes.
4. Categories for evidence of exemplary online teaching can include, but are not limited to:
 - a. Student engagement
 - b. Learning gains
 - c. Student satisfaction

Recognition

Institution-selected faculty are showcased annually as Florida SUS Institutional Online Teaching Award recipients on a webpage of the BOG site. A new page is added for each awards year. Each of the selected instructors shares their effective teaching practice(s) with other faculty in the manner of their choosing.

Sharing options for award recipients that describe exemplary online teaching methodologies include, but are not limited to:

1. A short video(s) available through the BOG site.
2. Sample materials with commentary.
3. Materials made available as OER or through Florida CourseShare.
4. Presentation at the annual TOPkit Workshop or Innovation Summit.