**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
August 3, 2021
4:00 p.m. – 5:00 p.m.

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

1. **Call to Order and Opening Remarks**   **Provost Bret Danilowicz, Chair**

2. **Approval of Minutes**   **Chair Danilowicz**
        Minutes, Steering Committee, June 30, 2021

3. **Post-Pandemic World: Continuing Education**   **Dr. Sean Armstrong (UCF)**
                              Executive Director,
                              Continuing Education

4. **Themes and Goals for the Final Report**   **Chair Danilowicz**

5. **Concluding Remarks and Adjournment**   **Chair Danilowicz**

SUBJECT: Approval of Minutes

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the minutes of the Steering Committee meeting held on June 30, 2021.

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meetings held on June 30, 2021.

Supporting Documentation Included: Steering Committee Minutes, June 30, 2021

Facilitators/Presenters: Chair Danilowicz

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
JUNE 30, 2021

1. **Call to Order and Opening Remarks**

Chair Ralph Wilcox convened the meeting at 9:02 a.m. on June 30, 2021, with the following members present: Bret Danilowicz, George Ellenberg, Ken Furton, Joe Glover, Robby Fuselier (representing Sally McRorie), and Nancy McKee (non-voting).

UNF Provost Karen Patterson was also in attendance.

The following Implementation Committee members and/or workgroup chairs were in attendance: Michele Horton (UWF); David Jaeger (FGCU); Deb Miller (UNF); Andy McCollough (UF), Jennifer Smith (UF), Kelvin Thompson (UCF), Cindy DeLuca (USF), Julie Golden-Botti (FAU), and Robby Fuselier (FSU).

Invited speakers in attendance were: John Fogarty (FSU), Donna Petersen (USF), Nick Trivunovich (USF), Kyle Clark (FSU), Ruth Rodrigues (FGCU), Chris Daniels (USF), Mary Banks (FGCU), Renisha Gibbs (FSU), and Billie Jo Hamilton (USF).

2. **Approval of Minutes**

Provost Ellenberg moved approval of the Minutes of the Steering Committee meeting held on May 14, 2021. Provost Danilowicz seconded the motion and members concurred unanimously.

3. **Medical/Financial/Administrative and Other Considerations in a Post-Pandemic World**

Medical School Deans
Dr. Fogarty indicated that while each medical school has its own unique curriculum and challenges, the deans expect a return to face-to-face learning with expanded utilization of remote learning where effective, based on lessons learned from COVID. This will be more pronounced during the early didactic phase of medical school, with a return to the more traditional experiential hands-on learning in the later phases of medical school.

Regarding identified opportunities, he said that:

a.   Medical schools have learned the value of telehealth for patient care, student wellness visits, and remote counseling. They have creatively used remote platforms for clinical skills exams with standardized patients, small group facilitated sessions, and for clinical encounters on rotations (e.g. telepsychiatry).
b.   Medical schools have led the state in implementing testing procedures and practices, research on the pandemic, and best practices for care of COVID 19 patients.
c.   Large group meetings (e.g. faculty and staff meetings) that require travel and parking near the medical school are much better attended when done remotely, particularly for those faculty who work off campus in clinical settings.

d. Many teachers liked the Zoom sessions because overall attendance was better and interactions improved.

e. The use of remote residency interviews provides more equity / access for students with limited means and provides interviews for a more diverse and national pool. This was similarly observed with medical school applicants.

f. Remote guest lectureships for critical and timely topics brought a diverse pool of national speakers who were more available by Zoom, which did not require longer planning for travel and hosting.

Dr. Fogarty stated that medical schools expect students to return to skills labs and direct patient contact with preceptors for critical skills such as professional communication, patient assessment, data synthesis, and medical decision-making. He said it is critical to re-establish a sense of community, working and learning together among classmates, faculty and patients, but medical schools will utilize remote learning when most effective.

He expects a hybrid model to evolve, depending on the phase of medical education:
- Data acquisition phase – online lectures for content, skills labs in person
- Data synthesis and application phase – return to in-person, face-to-face learning with preceptors in both hospital and clinic settings.

Curriculum delivery
- Content can be delivered remotely or as hybrid
- Clinical skills – modules remotely for description, hands-on for practice / assessment
- Professional identity - learning groups / community / mentorship

Dr. Fogarty said that medical schools are already collaborating in areas of common interest (clinical skills training, research / publications, bootcamps, curriculum redesign). The Council of Florida Medical School Deans has several subcommittees that are addressing the lessons learned and proposing joint solutions:

- Undergraduate Medical Education Sub-Committee
- Graduate Medical Education Sub-Committee
- Clinical Skills Working Group / Standardized Patient Plans

Chair Wilcox asked if the medical schools' experience with online educational delivery during COVID had any impact on their collective thinking with regard to considering online credit to the admissions process of medical schools. Dr. Fogarty responded that the previous discussion focused on pre-matriculation and the pre-medical school experience, with the deans thinking at the time that a completely online program that did not allow face-to-face activities would hamper the admissions committees from finding out what type of person was seeking admission. He said that the deans found that the online delivery of content during the pandemic worked very well. Students learn in their own way. More and more medical schools are moving away from lectures and face-to-face curricula to small groups and team-based learning.

Provost Danilowicz asked if telemedicine was becoming part of the curriculum, and Dr. Fogarty responded that it was just in the news recently that some of the COVID allowances will be cut back in terms of billing for telehealth. Many of the medical schools' clinics and programs had to provide telehealth during the pandemic in order to maintain a continual relationship with their patients, most of whom were in that high-risk population and were very uncomfortable coming into the medical school setting.

SUS Public Health Deans

Dr. Donna Petersen said that public health is a system (Florida Department of Health and county offices), and a profession (MPH, DrPH), but is also a goal that is shared as an entire public. She said that the global pandemic revealed many vulnerabilities in the systems, in communication channels, within communities and in response capabilities.

The academic public health programs all pivoted immediately to continue teaching, keep students on track, sustain the research enterprise and support each of the SUS institutions while also stepping up to serve the State and the local communities within reach, working with local county health and emergency management agencies. The programs provided lab capacity and technical expertise, epidemiology, syndromic surveillance, predictive modeling and data forecasting support; hundreds of volunteers to help with contact tracings; standing up and staffing testing sites, and later vaccination sites. Faculty made myriad media appearances helping educate the public.

She said that lessons learned included:

- Faculty were highly adaptable, but would benefit from skills training, tools and the technical infrastructure to support hybrid learning into the future.
- Policies should be put in place that allow flexible work arrangements and that address future needs for clarity around paid time-off for exposure isolation, for example.
- Academic success is dependent on student health and wellness and that attending to students' ongoing and crisis health needs is essential to their ability to maintain academic continuity, graduate on time, and contribute to the workforce.

Dr. Petersen said that the public health deans strongly recommend that the SUS require every student to have health insurance. She also said there should be a focus on the life stressors that students face, such as food insecurity, housing insecurity, family issues, childcare, job loss, income insecurity, and transportation challenges.

Dr. Petersen stated that all of the public health programs have experienced an increase in applications, but recognize the need to develop pipelines from high schools and the state college system in order to ensure a more diverse workforce.

She said the programs have the following opportunities:

- To better prepare the workforce, especially in the areas of data forecasting and health communications;
- To work with various agencies in the state that employ public health professionals to find ways to keep talent in the state; and
- To create a mechanism whereby their expertise could be utilized by the entire state, not just the counties that happen to have academic public health programs within reach.

Dr. Petersen said they will be working on developing an epidemiology/disease modeling group that can be a resource for the state when future disease outbreaks occur, and they are exploring similar groups around health communications and health policies.

Provost Glover said that a group needs to assume the mission of ensuring the State and the State University System are prepared for the next pandemic, but it is not clear to him if it should be the public health deans or if the Board of Governors should create a group to assume this responsibility.

Mr. Fuselier asked Dr. Petersen's opinion about the effectiveness and future of telehealth and tele-psychiatry as student services.   She said that the technology was used very well and allowed universities to help when students were in crisis. She said that some students preferred receiving services that way. She suspects services will ease back to being mostly in person, but will maintain the tele-options for students who prefer it.

Chair Wilcox asked Dr. Petersen for recommendations on strengthening seamless articulation relationships between postsecondary education institutions and the county health departments. She responded that there were areas of the State that did not have access to all of the resources that other areas had. The public health deans will work on coming up with different ways to be a more effective resource to the entire state. She said that having a good relationship with the county offices would provide learning opportunities and internship opportunities, and good communications would help counties in their efforts to control a pandemic.

Council of Administrative and Financial Affairs

Mr. Nick Trivunovich said that financial reserves allow SUS institutions to be resilient during times of crisis. He said that while the federal government has been very generous during this particular situation, there was a lot of uncertainty early on as to what degree of financial support could be provided. Therefore, some decisions were made based on the university's ability to fund initiatives from its existing reserves. In addition, federal funding may not be available in the future to the extent it was available during the COVID period and/or the economy might not recover to the same extent. He stated that the State has also been quick to act during this situation; however, a permanent return to more flexibility in the spending of current E&G reserves would allow the universities to react more quickly to a change in circumstances during these types of emergencies.

He said that one of the opportunities over the past nine months has been an increased awareness of the need to invest in information technologies (IT) infrastructure and quality online learning. Mr. Trivunovich said that IT should no longer be considered as a support area, but should now be considered a strategic investment in the core academic mission.

He stated that the universities' success in having to adapt to new remote models has increased the potential for revenue generation in a number of different ways, such as with the use of Telehealth for clinical operations.

Mr. Trivunovich stated that a significant lesson learned during the pandemic was the need to have flexibility in funding. He said that having one Universal Fee, rather than separate student fees, would provide the flexibility to allocate funds to the areas that most require it.

Another lesson learned during the pandemic was the ability to do effective remote work. He said that many areas that support students will return to campus this Fall, but there are certain functions that can work from home permanently. Remote work allows for the best use of university space. He said that at USF, they were able to terminate some off-campus leases and bring those areas back to campus as they made space available on a permanent basis.

Another lesson that was learned is the importance of developing contracts that allow for the university to offset any negative financial impact during periods of business interruption. Many of the SUS

institutions had included such clauses in their contracts and should continue to look at strengthening such clauses.

Mr. Trivunovich said that the Chief Financial Officers/Chief Operating Officers met weekly to discuss best practices and how to address issues that arose. Many of the universities found that a consistent approach across the SUS served them well and where a university departed from this consistent approach, there was discussion and input on how this departure might be justified based on different facts and circumstances. Universities' commitment to consistency was also demonstrated in the use of templates to provide information to the State during this pandemic period.

Provost Danilowicz asked if the group was making recommendations on the basic IT budgets. Mr. Trivunovich replied that they are determining how best to incorporate that in their budgets. He said that during the pandemic, they invested funding in a few areas that have a recurring component, whether it is annually or every five years.

Athletics and Other Auxiliaries
Mr. Kyle Clark said that CAFA put together a log to document auxiliary losses. The challenges they have faced during the pandemic include:
- Supply chain integrity and shortages of critical supplies;
- Continuity of national, state and local governing agencies relative to policy creation and implementation;
- Shortage of front line personnel when restarting operations;
- Contract adjustments – volume thresholds;
- Comparative sales data; and
- Voluntary meal membership participation

He said that best practices include:
- Repositioning the use of on-campus mail service departments to run a PPE warehouse and delivery system;
- Use of large arenas to conduct large-scale testing and vaccination for on-campus, regional and local communities;
- Leveraging of large contract providers to help in supplementing supply chain shortages in gloves, hand sanitizer, cleaning supplies, toilet paper and other pandemic supply chain shortages;
- Working with a contracted shipping company to set up a deliverable off-campus testing solution;
- Using an on-campus print shop to produce signage and information collateral quickly in support of a massive communication effort; and
- Working with a contracted shipping provider to set up a move-out, store, and shipping solution for students who were not allowed to return to campus.

Mr. Clark said that innovations that were implemented and were likely to gain traction and be sustained in the mid- to long-term included:
- Increased use of grab-n-go services, deliveries and pick-up services;
- Reduced use of cash transactions at most auxiliary enterprises;
- Flexible work environments that could take advantage of work from home solutions; and an
- Increase in web-based and virtual services.

Recommendations included:

- o Develop well-developed emergency management planning documents, including Continuity of Operations (COOP) planning and business continuity plans that are reviewed and updated on a regular basis so that universities can be prepared to implement them at any time;
- o Create repositories of critical supply inventories (including contracted service providers) and link those inventories with on-campus procurement and appropriate departments; and
- o Incorporate contracted service providers into campus emergency response efforts by leveraging their relationships, buying power, and skilled expertise in supporting universities' efforts.

Emergency Managers

Ms. Ruth Rodriguez said that Emergency Managers traditionally meet monthly; however, meetings were held weekly during the pandemic until May 2021.

She said that the expectation for nearly instant information and leadership response calls for a more contemporary form of emergency data and incident management, indicating that a standardized SUS virtual platform would:

- Allow leadership to quickly see activations, response, resource requests, damage reports and other defined information in real or near-real time; and
- Enhance the statewide mutual aid agreement and SUS mutual aid agreements.

Ms. Rodriguez said that an SUS system-wide risk analysis is needed and will aid in more efficient sourcing and management of emergency software, mitigation efforts, and supplies for response.

She said that ensuring that emergency managers are integrated within the entire university structure helps ensure academic continuity for instruction and research and greater protection of university data, research, and other university information assets.

She indicated that policies and practices to support in-person and virtual work and instruction should be updated.

A more complete integration of SUS emergency managers with the state EOC is needed.

Ms. Rodriguez said that common types of emergency training and exercises that will provide continuity of emergency response across the SUS and within each university emergency organization structure should be identified. She said that pre-defined authority can improve emergency management response or recovery, i.e., the authority to temporarily delegate or reassign university staff or contract staff to emergency preparation, response and/or recovery for administrative, financial, logistic, planning and communication support. Most emergency management departments consist of one or two people.

Police Chiefs

Chief Daniel stated that prior to the pandemic, campus police departments were dealing with diminished staffing levels, shrinking applicant pools, and a workforce exhibiting a sense of defeat due to anti-police sentiments. The emergence of COVID only served to exacerbate those difficulties. He emphasized the importance of motivating and keeping employees.

He said accreditation standards are at risk due to an inability to meet COVID requirements and perform necessary and required training. Certifications become at risk due to critical and mandatory training becoming unavailable.

Chief Daniel stated that electronic interviews helped keep recruiting alive and widened the applicant pool without the expense of traveling. He said there were changes in work operations to meet social distancing expectations and requirements. How they made arrests changed, as well.

He said that remote work and shared work space has led to a smaller footprint for facilities, and police chiefs better understand what can be accomplished remotely, especially with support staff, and minimum staffing needed face-to-face.

He indicated that mutual aid agreements need to be updated to ensure the sharing of talent in times of crisis. Police chiefs are developing a plan to build response teams within each campus police department; these teams will be made available based on geographical proximity and feasibility to respond to other SUS campuses in times of crisis.

Chief Information Officers

Ms. Mary Banks said that post-pandemic challenges identified by CIOs include:

- IT staffing issues, including recruiting and retaining staff who can earn much higher wages without leaving Florida. Businesses around the country are actively recruiting and making location flexibility available;
- Expectations of students, including the continuation of services, such as lecture capture to supplement face-to-face instruction and to reinforce difficult topics;
- Faculty and staff will expect all conference rooms to be equipped with virtual conference technologies;
- Increased Cybersecurity Threats.

She said that past investments in technology infrastructure are what allowed universities to pivot so quickly last year, and continued infrastructure investment is essential as universities leverage more IT services (VPN, Wi-Fi, Internet connection, virtual computer labs). Ms. Banks indicated that service levels improved for some services due to the digitization of services. For example, student virtual advising and tutoring sessions had fewer "no-shows" than in-person appointments.

Ms. Banks said that collaboration among SUS institutions provide best practice solutions, such as:

- o Shared Services
  - o Florida LambdaRail and regional data centers are examples.
  - o The Sunshine State Education & Research Computing Alliance (SSERCA) brings together computational science infrastructure at member Universities to further the development of a state-wide of advanced scientific computing.
  - o University of Florida's HiPerGator, a high-performance computing service is available to all 12 SUS institutions.
- State Contracts - Continue state wide shared services contracts.
  - o Examples: Duo, Oracle, Canvas, TurnitIn
  - o Upcoming explorations include Microsoft, Proofpoint (anti-phishing software) and Cyber Liability Insurance
- Technical Staff Collaborations - Monthly SUS CIO and CISO meetings to address common challenges and highlight technology successes.

In terms of potential opportunities the global pandemic has revealed across the SUS, she said that:

- Technology infrastructure investments pay dividends - Continued negotiations on common applications and shared services help constrain the significant costs to maintain investments in infrastructure and cybersecurity; and
- High demand for IT talent - Focus on retention and recruiting of IT staff, make substantial adjustments to the pay scale, and align policies and procedures with post-pandemic opportunities, especially HR policies regarding flexible work arrangements.

Provost Danilowicz asked if the system had a policy on what to do if one of the SUS institutions gets locked down with ransomware. Ms. Banks said she was not aware of a system policy, but many universities have policies and insurance. Provost Danilowicz said it may be better to have a policy across the SUS.

Chair Wilcox said that he thought the Board of Governors would be encouraged if the CIOs explored a little more deeply the potential savings that could be reinvested.

Chair Wilcox asked if there is a base standard for cybersecurity that has been established across the State University System as well. Ms. Banks said that universities rely on standards that are set nationally. The CIOs discuss on a regular basis how universities are following those standards.

Human Resource Directors
Ms. Renisha Gibbs said she felt strongly that there will not be a return to the status quo; the workforce has changed, and the way institutions recruit and retain employees has changed. There are smaller pools of potential applicants and universities will need to look at how total compensation is presented to potential employees to leverage those hidden benefits, as well as develop new benefits to compete in the labor market.

During the pandemic, she talked to her colleagues weekly, but talks to them monthly now.

She said that when deployed thoughtfully, remote work can improve productivity and job satisfaction, can contribute to employee recruitment and retention, and may assist with space allocation. She said FSU is doing a pilot of remote work to assess the impact before making it available university-wide.

Chair Wilcox asked about institutional liability and the cost of remote work. Ms. Gibbs said that they have multi-factor authentication that assures the right person is accessing the right thing, and they are putting guidelines in place to ensure security. They are working closely with information technology staff to set clear expectations for faculty and staff. She said that FSU has taken an approach that remote work will not incur any additional expenses for the institution. Employees have to have internet access to be eligible to participate in remote work. FSU is piloting different training and education for managers on how to make these important decisions so certain groups are not adversely impacted. Department heads need to be able to determine which jobs work best for remote work. It has to be balanced with what is best for the institution, what is the most effective way to get the work done, and what has the least impact to students.

Provost Danilowicz said that more employees are wanting to work out of state and the challenge is tax laws, as well as other issues. Ms. Gibbs said that only initial discussions have been held on this topic.

Chair Wilcox said that there are a number of CEOs on the Board of Governors and boards of trustees who are wrestling with this as well – the benefits of remote work and the relationship with recruiting and obtaining highly talented professionals. Striking a balance is going to be very important.

Provost Danilowicz said that data can be collected to show that universities have dwindling search pools and an increased rate of departure from positions. If included in the report, the data will at least guide some open discussions.

Chair Wilcox said that students should share the campus. They may want the option, but their only access to student health care or mental counseling should not be remote access. There needs to be the right balance for student-facing, and faculty- and staff- facing support services. There has to be a careful assessment here. He stated that we may be at the tail-end of the pandemic, but we are at the front-end of exploring what this means to the future of work in the postsecondary education sector, as well as other sectors across the country.

Financial Aid Directors
Ms. Billie Jo Hamilton said that was a higher demand for financial aid services during the pandemic as many students and their families were experiencing immediate financial trauma due to losses of income, and that the offices were not prepared for remote work. The SUS directors began weekly calls during the pandemic and they have continued. Campus communities have also been more collaborative because it is easier to engage via Zoom or Teams than meet face-to-face. She said this has resulted in improved collegiality, cooperation, sharing of institutional knowledge and improved planning and decision-making for students. This must not be lost going forward.

She said that all financial aid directors agreed that remote work opportunities for some staff will likely be a permanent change. By using technology, staff members with the appropriate resources can perform duties remotely just as effectively as in person. Several even noted improvements in productivity.

She said that students are, for the most part, comfortable using technologies like Zoom and Teams for one-on-one interactions, and financial aid offices need to adapt to meet students where they are. Virtual counseling sessions and student and family workshops have been effective and efficient ways to assist students with their financial concerns. These technologies have opened up other avenues of engagement that directors believe will sustain and support students in enrolling, retaining and graduating from SUS institutions.

Several of the financial aid offices have outsourced some operations to third parties during the pandemic, following others who had earlier positive experiences doing so. She said that while this may not be appropriate or feasible for financial aid offices, an evaluation of the ROI for both delivery of customer service and operational efficiencies should be considered. Where that ROI is positive, she said that institutions may want to consider moving certain operations outside of the office to create efficiencies that result in a timelier delivery of funds to students and allow the office to reallocate staff resources in areas with deficits.

4. **Revised Proposal for Faculty Awards**
Ms. Jennifer Smith said the revised proposal recognizes exceptional courses. The award will sit on top of the Quality Review Process and will recognize good teaching.

Universities will be given some autonomy in the selection process. Suggestions for criteria will be offered as guidance, although not prescriptive. Each institution will identify one faculty member who has taught one or more high quality online courses.

The award will be recognized on the Board of Governors website. A new page will be created each year, and each faculty may share a video, web tour, or presentation of what they have done. It may have OER content. The faculty could present at TOPKit or the Innovation Summit.

The university award could be implemented the first year at the university, then the Chancellor's Award and statewide award could be added later.

Provost Furton moved approval of the revised faculty awards program. Provost Danilowicz seconded the motion and it was approved unanimously.

5. **Concluding Remarks and Adjournment**
   Chair Wilcox adjourned the meeting at 11:03 a.m.

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
August 3, 2021

SUBJECT: The Post-COVID World in the State University System: Continuing Education

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PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

Dr. Sean Armstrong, UCF Executive Director of Continuing Education, has been invited to discuss Continuing Education in a post-pandemic world in the SUS.

To help prepare for the discussion with provosts, he was provided the following questions and asked to focus on the delivery of continuing education, rather than specific academic programs that might duplicate the work of the Task Force on Workforce and Academic Program Alignment:

- 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: Dr. Sean Armstrong

STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
August 3, 2021

SUBJECT: Determining Themes and Goals for the Final Report on the Post-Pandemic World in the SUS

PROPOSED STEERING COMMITTEE ACTION

For Discussion

BACKGROUND INFORMATION

The Steering Committee has a meeting scheduled on October 5, at which time the draft report and recommendations will be reviewed and finalized. The final report will be presented to the Innovation and Online Committee at its November 4 meeting at FAU.

During the August 3 meeting, the Steering Committee will determine the themes and goals for the report.

Supporting Documentation Included:
>   (1) Minutes from the 2021 Steering Committee meetings: 2/19, 5/14, and 6/30 (6/30/2021 minutes are in this agenda packet behind the Minutes agenda item);
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>   (2) Provost Wilcox's PowerPoint presentations to the Innovation and Online Committee on 2/24/2021, 3/23/2021, and 6/22/2021;
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>   (3) Online Education Goals in the 2025 System Strategic Plan

Facilitator/Presenter: Chair Danilowicz

STEERING COMMITTEE FOR THE
IMPLEMENTATION OF THE 2025 STRATEGIC PLAN FOR ONLINE EDUCATION
Virtual Meeting
February 19, 2021

1. Call to Order and Opening Remarks

Chair Ralph Wilcox convened the meeting at 1:00 p.m. on February 19, 2021, with the following members present: George Ellenberg, Ken Furton, Joe Glover, Russ Ivey (designee for Bret Danilowicz), and Nancy McKee (non-voting).

Additional provosts who joined the meeting were Michael Johnson, Terry Parker, and Mark Rieger.

Also in attendance were the following Implementation Committee members and other guests: Drs. Michele Horton (UWF), Deb Miller (UNF), Andy McCollough (UF), Tom Dana (UF), Tom Cavanagh (UCF), Kelvin Thompson (UCF), Tom Dvorske (Polytechnic), Cindy DeLuca (USF), Mariam Manzur-Leiva (NCF), David Jaeger (FGCU), Julie Golden-Botti (FAU), Dan Flynn (FAU), and William Self (UCF), as well as Jennifer Smith (UF), Franzetta Fitz (FAMU), Robby Fuselier (FSU), Robert Seniors (FAMU), Kimberly Grainger (NCF), Gaby Alvarez (FIU), and Todd Chavez (USF).

Chair Wilcox announced that the CAVP unanimously endorsed the continued funding for TOPkit for the next five years. He brought attention to the CourseShare transmittal note and attachment in the agenda packet, indicating they would both be shared with all twelve provosts for distribution to their deans and faculty. Chair Wilcox also brought attention to the Committee's Work Plan for 2021.

2. Approval of Minutes

Provost Ellenberg moved approval of the Minutes of the Steering Committee meeting and subsequent Post-COVID discussion, both held on November 18, 2020. Provost Glover seconded the motion and members concurred unanimously.

3. 2025 Strategic Plan for Online Education: Recommendations for the Post-COVID World

The agenda packet contained recommendations regarding continued implementation by the system and/or universities of the 49 tactics in the 2025 Strategic Plan for Online Education, in addition to the STEM Labs initiative not in the Plan. Workgroup Leads (Drs. Deb Miller, Andy McCollough, Cindy DeLuca, Julie Golden-Botti, and Nancy McKee) highlighted those tactics that either had not been completed or whose implementation was not being recommended for continuation.

Provost Glover moved approval of the recommendations. Provost Ellenberg seconded the motion and members concurred unanimously.

4. Academic Considerations in a Post-COVID World

Council of State University Libraries:
 Mr. Todd Chavez, Chair of the Council of State University Libraries, provided the three most frequent responses from CSUL members to a survey he conducted for the seven categories listed below:

- Challenges:
  - Adapting staff to remote work environment (equipment, connectivity, policies, etc.);
  - Adapting and maintaining effective communication models for employees, leadership, students/faculty;
  - Emotional strain and stress on employees; impacts on morale; lost community; open-ended uncertainties.
- Best Practices:
  - Emphasize digital content and tech-rich services (Mr. Chavez said that decades of emphasizing electronic resources paid off);
  - Remote work and service provision has distinct advantages. Isolation must be managed;
  - Develop/support flexible policies and procedures (e.g., copyright, loans, work schedules, etc.) + Clearly articulate expectations for service, remote work, etc., and develop guidelines to support expectations.
- Lessons Learned:
  - Remote work works with clear expectations, consistent policies/guidelines;
  - Accurate, supportive, transparent communication is "King;"
  - Strong tech infrastructure for services and collection access is essential.
- Mission-Critical Collaborations:
  - IT;
  - Institutional faculty and student success entities;
  - Vendors and publishers. Mr. Chavez said that vendors and publishers came through.
- New Activities Promoting Student Success
  - Tech provision (e.g., laptops, hotspots, scanners, webcams, etc.);
  - Significant expansion of online services, instruction, exhibitions/events, etc.;
  - Touchless delivery of physical collections and equipment.
- New Activities Promoting Faculty Success;
  - Significant expansion of online support services, instruction, exhibitions/events, etc.
- Recommendations:
  - Strengthen commitment to and support for digital collections, platforms, and research tools;
  - Strengthen commitment to and support for tech-rich service provision and workflow management;
  - Align policies and procedures with post-COVID opportunities, esp. HR policies regarding remote work.

Advisory Council of Faculty Senates:
Governor William Self, Chair of the Advisory Council of Faculty Senates, asked, "What is the future of course modalities?" He said that currently there are two extremes: (1) Face-to-Face, traditional lecture/recitation at one end and (2) Web-based asynchronous at the other end. He said that hybrid or blended learning has new meaning post-COVID. Now that faculty have been trained in online education, there is an opportunity to develop a new taxonomy for course delivery.

Governor Self said that faculty training is essential. A lot of faculty were trained quickly and institutions need to build on that. He said that testing and evaluation have been a challenge. He also said it is important to have the appropriate IT infrastructure.

He asked who decides course modality for each course within the curriculum. Is modality considered part of academic freedom? Faculty own the curriculum, but who owns the modality? He said it is a question of

academic freedom vs. management rights at all levels. He suggested getting all voices together to develop, communicate, and enforce a policy.

Provost Glover said that an important discussion point is management's right of modality, but a much more underlying question is "What is the nature of residential universities going forward?" He said that deans are asking if they can hire faculty who never step foot on campus, but he asks what it means to be a part of an enterprise. Governor Self said he agrees on the question of what is a university. Faculty who never come on campus are not part of a community. He said there is a strength to having online access, but there needs to be a consideration of what a university will look like in ten years.

Chair Wilcox stated that a few years ago, there were conversations about the value of having a single learning management system. He asked how many institutions were using Zoom, Teams, or Cisco WebEx for video conferencing. There was a mix of tools used.

Vice Presidents of Research:
Dr. Dan Flynn, Chair of the Vice Presidents of Research, said that faculty were adaptable to public health recommendations on the number of people in labs and other protocols. He noted that:
- The work-from-home model is working well for certain types of positions, such as back office support functions where the work product can be accurately measured. He noted that utilizing work from home can free up space for mission-driven activities.
- Telehealth worked well for student health, as well as for engagement of patient populations for clinical studies. He said that it should be expanded.
- Some faculty may have been adversely affected by COVID and scholarly output may have suffered. He recommended that there should be a mechanism for some faculty to request a one-year delay in the tenure decision process.
- Faculty adjusted their programs very well and, in general, output of grant applications remained steady, and awards and expenditures were either steady (similar to the previous year) or down slightly.
- Online education works well. He said that Hyflex for professional students should be an ongoing model, and that certain types of courses work well through online presentation, while other types do not.
- Restarting face-to-face patient-based studies is and has been an ongoing concern, and most universities are moving back to allowing these types of studies with implementation of appropriate Centers for Disease Control guidelines.

Implementation Committee:
Dr. Cindy DeLuca, Chair of the Implementation Committee whose members are charged with managing institutions' implementation of the 2025 Strategic Plan for Online Education, stated that the Committee does not believe the SUS will return to the status quo as the digital baseline has shifted for both pedagogy and the way work is conducted at universities across the SUS. She said that the historical investments by SUS institutions in online infrastructure proved to be invaluable during the pandemic and remain a continuing mitigation strategy against future unforeseen events, such as pandemics and natural disasters.

Dr. DeLuca said that the pandemic necessitated the forging of new partnerships within universities and across the SUS. A newfound agility in decision-making emerged through collaborative but efficient governance that had to adapt to a quickly changing public health crisis. For instance, the STEM Task Force provided an opportunity to work together in finding solutions to online labs and other challenges in courses that are hands-on or have an experiential learning component.

She indicated that while leaders of distance education/online divisions do not want the online design and development work to be defined by the last 11 months, they recognize the experience has provided new opportunities for faculty partnerships and changed mindsets on adapting to and utilizing digital content across all modalities. The experience has confirmed what they knew: faculty get a lot more out of the development process than a high-quality course. They also take with them the knowledge, skills, best practices, and pedagogical strategies that they can continue to use in their on-campus and off-campus courses regardless of the modality.

Dr. DeLuca stated key lessons learned:

- Training in using digital technologies effectively is a must-have and has to be a strategic priority at SUS institutions;
- Cross-collaboration and a shared responsibility is key to adapting and finding solutions to complex problems;
- Improving pedagogy can make a significant difference in student success. Professional development opportunities were a necessity to assist faculty in improving student engagement in an online modality;
- The use of Canvas for syllabi and modules is of utmost importance in an unforeseen event. This is often the primary method of communication between faculty and student;
- Investment in building a strong foundation is important. For distance learning leaders, this was evident in universities' ability to quickly transition to remote delivery;
- Many students and faculty preferred synchronous courses, and distance learning leaders learned they need to develop and share strategies and standards around this delivery format;
- Students need to understand "digital literacy" and "how to learn" in different modalities before a pandemic, so creating student toolkits and modules is important.

She said that SUS universities can and must combine the best of digital with the best of the physical experience for students and meet them where they are in the learning process.

Dr. DeLuca said the Implementation Committee believes the "new normal" will include more flexibility and increased options for student learning while preserving traditional classroom interactions to achieve a resilient, sustainable, accessible, enriching education system. A new normal will include more use of Zoom/Teams for meetings, conferences, and student services.

She indicated that continuing current cross-university partnerships will encourage institutions to innovate and collaborate in new ways to solve new challenges, such as through continual review of SUS contracts with tools and technology, developing a model for fees to support hybrid flexible course design, developing a model for quality review of synchronous courses, and sharing research regarding dual audience and learning outcomes.

Through the established Implementation Committee and its continuation through 2025, Dr. DeLuca said there is a very strong pipeline and path forward. Through the Committee's collaborative work, universities have created TOPkit, the Research Consortium, the Task Force on STEM Labs, Florida Virtual Campus initiatives, and the Innovation Summit.

Dr. Cavanagh indicated there is an opportunity going forward to lead the way in aggregate research, especially in synchronous learning.

Chair Wilcox said there are conversations across the SUS regarding the taxonomy of modalities. He said it may be helpful to faculty for consistency of modality and important to the Board of Governors for

consistency in data collection. He urged the Implementation Committee to bring recommendations to the Steering Committee regarding a proposed taxonomy. He indicated the recommendations could be included in the report to the Innovation and Online Committee.

Academic Coordination Group:

Dr. Tom Dvorske, who chairs the CAVP Academic Coordination Group as Provost Parker's designee, said that the Group felt there will continue to be a strong demand for a strong, campus-based experience, although a sizable proportion of students have benefitted from the flexibility of expanded modalities and will likely continue to demand they be offered.

Dr. Dvorske said that a swift break to remote delivery accelerated efforts already underway to implement new instructional technologies and, as a result, more faculty may be inclined to expand their methods into multi-modal deliver or use technology in new ways to augment classroom instruction, even if they choose not to teach online again.

He said that with the pandemic came an urgent need to invest in substantial faculty training, instructional and student support, and in some cases, significant upgrades in both small and large-scale technology.

Dr. Dvorske indicated that some academic programs across the system saw greater opportunities than others, but all saw some opportunities, whether it was enhanced field experience, simulated lab experiences, or tighter lectures with more emphasis on problem-solving. Other areas of benefit are student-support services and student life experiences, including advising, academic support (tutoring, coaching), orientations, and a range of student club activities. These activities will continue to benefit from an expansion of instructional technology tools and methods being added to their mix.

He said that the pandemic and move to remote and hybrid instruction required a rethinking of course construction and delivery and afforded the opportunity for faculty to begin using the technology both as course delivery and to professionalize students for the workplaces that are now being inhabited, where remote work is increasingly likely to become a new normal.

Related, some campuses found that a percentage of their own workforce, with appropriate human resources policies and guidance, could continue to work remotely quite effectively, an opportunity that requires careful study and collaboration among all institutions' HR departments.

Dr. Dvorske said that faculty have proven resilient and resourceful in this crisis. The pandemic increased collaboration between faculty, administrators, and staff to develop effective solutions to be implemented rapidly and successfully.

One of the most significant "lessons learned" is that institutions must remain flexible and nimble to adapt to change and to meet workforce demand.

He stated that it is important to remember that authoritative bodies had to relax their rules to allow for the nimbleness that took place a year ago. For example, SACSCOC provided blanket exceptions to distance education approval requirements. Dr. Dvorske cautioned that a return to a status quo of bureaucratic processes will have a significant impact on how institutions can move forward and have the ability to react to each institution's unique context. He said the group is optimistic about the ACG's collaboration with Board Staff on the redesign of new program proposal forms and the ARTS system for proposal submissions. He stated that the group encouraged continued exploration of areas of

opportunity for efficiencies in regulations, practices, and time-schedules to help institutions improve their responsiveness and effectiveness at addressing critical economic needs.

While best practices and faculty development offerings can conceivably be disseminated statewide through the TOPkit and Innovation Summit initiatives, they require campus-level resources to implement.

Dr. Dvorske indicated that the use of coaches, online tutors, workshops, learning assistants, and facilitators to ensure student success and aid faculty in delivering quality online and multi-modal instruction necessitates a much greater demand on personnel in terms of time and vigilance to student need and demand. Institutions have learned that it requires a mature student to remain engaged in more flexible delivery modes. Even mature students require a strong person-to-person virtual connection with campus and courses.

The impacts of the cost of the pandemic on underrepresented populations remain to be seen, including how this cost will impact enrollments and diversity on campuses, the ability to support these populations, and related metrics.

He stated that the following issues will start to make up the new normal and are likely to gain traction:

1. Mixed/Multi-modal methods of delivering academic support services and student recruiting and student life experiences will grow;

2. Greater opportunity in how to deliver education and flexibility in how to obtain it;

3. More opportunity to use "experts" in the field to enrich certain disciplines; and

4. A need for continued modernization of infrastructure and buildings with technological and environmental upgrades.

He said that colleagues at Florida Atlantic University put it succinctly: The "new normal" will include a multi-modal, tech-centric approach to content delivery while preserving traditional classroom interactions to achieve a resilient, sustainable, accessible, enriching education system.

Dr. Dvorske recommended that the Innovation and Online Committee consider this pandemic as a starting point for leveraging lessons-learned and best practices. He said that the system should draw from the 12 institutions' experience more dynamically with a comprehensive view of leading the paradigm shift in education through redesigning how the system supports institutions, and through how the institutions design education, support students, and measure our objectives in a post-Covid-19 world.

5. Shared Languages Program

Dr. McCollough said that the University of Florida has a significant investment in Languages and has received requests from in-state and out-of-state institutions for collaborations. UF will be willing to participate with other SUS institutions by offering programs as transfer opportunities.

Chair Wilcox requested Dr. McCollough to share further with the CAVP so provosts can take a preliminary proposal to their campus communities and come back with a sense of student demand and their interest in participating. He asked Provost Glover to bring it to the CAVP during one of its Wednesday morning meetings.

6.   Concluding Remarks and Adjournment

Chair Wilcox adjourned the meeting at 2:59 p.m.

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.

SUS Planning for a Post-COVID World: Lessons Learned, Best Practices, and Future Considerations

USF Provost Ralph Wilcox
Chair, Steering Committee

February 24, 2021
www.flbog.edu

SUS Planning for a Post-COVID World

…the coronavirus has confirmed the case for fast and fundamental change. It has also demonstrated that change is possible. When the pandemic hit, many US colleges and universities moved quickly to remote learning and other delivery models, launched affordability initiatives, and found creative ways to support their students. Now is the time to build on these lessons to reimagine the next five to ten years and beyond.

Reimagining higher education in the United States, McKinsey & Company,
October 26, 2020

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SUS Planning for a Post-COVID World

Key questions:

- 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?

SUS Planning for a Post-COVID World

Student Access, Progression and Learning (Academic Continuity)

- Admissions and enrollment – national and international student mobility

- Student retention, timely progression and assessment of learning outcomes

- Responding to financial hardship through financial aid

- Equity in digital access: broadband, hardware and software solutions (geography and socioeconomic status) – online instruction and learning platforms

- Student support services:

  - Academic advising

  - Student health services

  - Mental health: responding to study anxiety, stress, fatigue and burnout – disproportionate impacts

- Experiential learning and high impact practices (research, community-based learning, study abroad)

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Faculty Success

- Faculty (and staff) professional development and performance
  - Course design and delivery; new pedagogies
  - Supporting a world class instructional and learning workforce
  - Strengthening digital literacy and competence

- Mental health: Responding to faculty (and staff) anxiety, stress, fatigue and burnout (work-life balance: competing priorities) – disproportionate impacts

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Preventive Health

- Mitigation strategies

  - Progress of vaccine and treatment

  - Continuity of on-campus protocols

  - Student Health Insurance

- Mental health – support services

- Seeking solutions through strengthening the research enterprise

Strengthening Campus Communities

- Building engaged, safe, healthy and sustainable communities in higher education:
  - Physical and digital

- As an antidote to:
  - Isolation
  - Loss
  - Loneliness, and
  - An appetite for connectedness and belonging

- Changing work preferences: adaptability, flexibility and innovation

- Rebuilding campus identity and student life
  - Out of class engagement – co-curricular programming
  - Commencement

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Budgetary Considerations

- Funding sources and uses in the midst of COVID-19: Lessons learned

- Auxiliaries: Athletics, student housing, parking, food services, bookstores

- DSOs

Academic Planning

- Impact of COVID-19 on institutional and system-wide planning and performance

- Implications of COVID-19 for addressing workforce needs

- Enhancing employment rates:

  - Reskilling

  - Upskilling

  - Diversifying the workforce

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SUS Planning for a Post-COVID World

<u>Recommendations</u>:

- Establish a Planning Workgroup for the SUS in a post-COVID World (and an accompanying work plan) to assist the BOG's Innovation and Online Committee:
  - Assuring institutional and system-wide readiness for the next pandemic or like crises:
    - Academic continuity (teaching and learning) – Provosts
    - Student success and support – Vice Presidents of Student Affairs
    - Research capacity – Vice Presidents of Research
    - Fiscal health – Vice Presidents of Business and Finance
- Examining the need for changing budget models, BOG regulations etc.
- Guiding priorities for future investment:
  - Instructional technology platforms; Bricks and mortar: classrooms, research laboratories, student life
  - Revisiting the BOG's 2025 Strategic Plan for Online Education in the face of COVID-19

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SUS Planning for a Post-COVID World: Lessons Learned, Best Practices, and Future Considerations

Ralph C. Wilcox, Provost, USF

Chair, Innovation & Online Steering Committee

March 23, 2021

www.flbog.edu

Key Questions:

- 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 inherent limitations and weaknesses, and potential opportunities, has the global pandemic revealed across the SUS and how successful have we been in addressing them over the past year?

- 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?

Planning Framework:

- Student Access, Progression and Learning (academic continuity),
- Academic Planning,
- Faculty Success,
- Strengthening Campus Community,
- Preventive Health, and
- Budgetary Considerations.

Contributing Stakeholder Groups:

(February 19, 2021)

- Council of Academic Vice Presidents,
- Council of State University Libraries,
- Advisory Council of Faculty Senates,
- Vice Presidents of Research,
- Innovation and Online Implementation Committee, and
- Academic Coordination Group.

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Challenges:

- Employee adaptation to remote work:
  - Technology, connectivity and digital literacy
  - Policies and procedures
  - Communication
  - Stress, isolation and loss of community
- Student adaptation to remote learning:
  - Technology, connectivity and digital literacy
  - Policies and procedures
  - Communication
  - Stress, isolation and loss of community
- Assessment (testing and evaluation) of student learning outcomes
- Adverse impact of COVID-19 on faculty scholarly productivity

Lessons Learned and Best Practices:

- Need for agile and evidence-based decision-making in response to continuing uncertainty and sometimes rapidly changing conditions,
- Sustained investment in online instructional platforms, digital content (libraries), and technology-rich services positioned the SUS very well to respond to COVID-19,
- Mission critical and seamless collaboration with Information Technology was essential in addition to forging new partnerships within and across universities,
- Regular communication with campus community stakeholders including the utilization of Canvas for posting course syllabi and learning modules,
- Online learning platforms (synchronous and asynchronous) will remain central to student learning (as both primary and complementary modalities),

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Lessons Learned and Best Practices:

- Faculty flexibility, resourcefulness, and adoption of new modalities of instructional delivery and student learning was essential to addressing student access and student success,

- Benefits of investing in [online] coaches, tutors, and learning assistants to enhance student learning,

- Research grant applications have held steady, with awards and expenditures level or only slightly lower, and

- Telehealth has generally worked well for clinical research studies.

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Recommendations:

- Establish clear expectations and policies for remote work (including faculty and staff),
- Regular audit of, and investment in, state-of-the art [instructional] technology infrastructure,
- Continue to strengthen access to digital collections, platforms and research tools,
- Consider a new taxonomy for instructional delivery and student learning,
- Design and sponsor systematic faculty and staff development programs in support of enhanced digital literacy, student engagement/new pedagogies (e.g. TOPkit), and business practices,

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Recommendations:

- Support SUS-research in the effectiveness of instructional delivery and student learning across various modalities,

- Continue to develop "student toolkits" to enhance digital literacy and learning effectiveness in different instructional modalities,

- Universities should consider mitigating the potential adverse impact of diminished scholarly productivity(due to COVID-19) on faculty professional growth and development, and

- Work with SACSCOC and BOG staff to evaluate regulations, policies and procedures to enable a more nimble response, on the part of universities, to changing conditions and workforce needs.

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Next steps:

- Student Access, Progression and Learning; Strengthening Campus Communities; and other Student-related issues (June 2021),

- Business and Finance (work practices, auxiliaries, investments etc); Medical Schools and Health Sciences Centers (August 2021), and

- Final report and recommendations (November 2021).

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SUS Planning for a Post-COVID World: Lessons Learned, Best Practices, and Future Considerations

Ralph C. Wilcox, Provost, USF
Chair, Innovation & Online Steering Committee
June 22, 2021

www.flbog.edu

Key Questions:

- 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 inherent limitations and weaknesses, and potential opportunities, has the global pandemic revealed across the SUS and how successful have we been in addressing them over the past year?

- 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?

Planning Framework:

- Framework: *SUS Planning for a Post-COVID World. Lessons Learned, Best Practices, and Future Considerations* [January 2021],

- Academic Planning [March 2021],

- Faculty Success [March 2021],

- Student Access, Progression and Learning (academic continuity) [June 2021],

- Strengthening Campus Communities [June 2021],

- Preventive Health [August 2021],

- Administrative and Budgetary Considerations [August 2021], and

- Final Report and Recommendations [November 2021].

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The Student Experience: Contributing Stakeholder Groups: (May 14, 2021)

- Council of Student Affairs,
- Student Health Services,
- SUS Counseling Directors,
- Collegiate Recreation,
- Deans of Students,
- Council on Equal Opportunity and Diversity,
- Council on Diversity and Inclusion,
- Student Disability Services,
- Admissions Directors,
- Student Housing,
- Florida Career Consortium, and
- Student Government Association.

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Challenges:

- Student "connectivity" and "identity" with university leadership,
- Timely and specific communication and guidance in the face of uncertainty,
- Student adaptation to remote engagement and support:
  - Technology, connectivity and digital literacy – the digital divide,
- Increased incidence of isolation, stress, and drug abuse, along with the loss of a sense of campus community,
- Uninsured students,
- Housing and food insecurity,
- Adverse impacts on students with childcare/aging care responsibilities, disabilities, students of color, limited income and first-generation students,
- Student dependency on federal emergency financial aid grants and continuing expectations, and
- Reduced occupancy and lost revenue in student housing – facility design, isolation and quarantine.

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Lessons Learned and Best Practices:

- Strengthened collaboration (and sharing of best practices) across the SUS:
  - Admissions,
  - Student health and mental health counseling,
  - Campus recreation,
  - Disability services,
  - Student housing, and
  - Career services.

- Leveraging digital platforms to support student access and student success:
  - Admissions – virtual college fairs and campus tours, OOS and international "visits," and orientations,
  - Student health and mental health counseling – telemedicine and teletherapy,
  - Campus recreation – fitness classes, personal training, outdoor activities,
  - Disability services – digital accommodations, and
  - Career services – virtual career fairs, interviews, networking and internships.

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Lessons Learned and Best Practices:

- Need for agile and evidence-based decision-making in response to continuing uncertainty and sometimes rapidly changing conditions,

- Sustained investment in online platforms, digital content, and technology-rich student support services positioned the SUS very well to respond to COVID-19,

- Mission critical and seamless collaboration with Information Technology was essential to delivery of student support services, and

- Online platforms will remain central to (a) remote work, and (b) professional development for student support staff.

Recommendations:

- Embed *the Student Experience* in the context of Student Success,
- Continue to strengthen student access to digitally-delivered support services,
- Establish clear expectations and policies for remote work by student support services staff,
- Strengthen partnerships with local public health authorities (for timely updates to university leaders; health education; contact tracing; resources for vaccine-preventable diseases; and screening for highly infectious diseases),
- Consider the feasibility of establishing a statewide "pool" of telecounselors for deployment in times of crisis,
- Design and sponsor systematic staff development programs in support of enhanced digital delivery of student support services,

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Recommendations:

- Conduct a comprehensive assessment of the benefits and feasibility of mandatory student health insurance across the SUS, and

- Carefully examine and mitigate the potential adverse impact of diminished and/or digital support services (due to COVID-19) on student access and success.

Next steps:

- Business and Finance (work practices, auxiliaries, investments etc); Medical Schools and Health Sciences Centers (August 2021):
  - Medical School Deans,
  - Public Health Deans,
  - Council of Administrative and Financial Affairs,
  - Athletics and Other Auxiliaries,
  - Emergency Managers,
  - Police Chiefs,
  - Chief Information Officers,
  - Human Resources Directors, and
  - Financial Aid Directors.
- Final report and recommendations (November 2021).

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2025 System Strategic Plan *Amended October 2019*

Teaching & Learning	2011 Goal	2014 Goal	2019 Goal
4) Quality Online Courses	n/a	90%	100%
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	40%

Definitions and Rationale for Performance Indicators

Teaching and Learning

4. Quality Online Courses (REVISED METRIC 2019) DEFINITION:

DEFINITION: New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle. The quality reviews are based on the Quality Matters Higher Education Course Design Rubric Standards, with a review process that is unique to Florida. The Quality Matters standards are in the following areas: Course Overview and Introduction; Learning Objectives; Assessment and Measurement; Instructional Materials; Learning Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

GOAL: 100% of courses meet the Florida standards

RATIONALE: As stated in the 2025 Strategic Plan for Online Education, concern about "quality" has been one of the barriers to the adoption and growth of online education. Strategic goals in the plan focus on quality practices and encourage universities to adopt these practices. This performance indicator from the plan requires institutions in the System to review online courses to ensure they meet the Florida Quality Course Design Standards following an approved review process. The goal was set at 100% to ensure all online courses are of the highest quality. SOURCE: Florida Shines online course catalog

13. Percent of Undergraduate FTE in Online Courses

DEFINITION: This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both as defined by Florida Statute (per 1009.24(17), F.S.).

GOAL: 40%

RATIONALE: The Board's Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets. The average growth rate from 2010-11 through 2013-14 was used to determine the growth beyond the universities' accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025. SOURCE: Board of Governors staff analysis of the State University Database System