



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
December 1, 2021
9:00 a.m. – 10:00 a.m.**

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

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| 1. Call to Order and Opening Remarks | Provost Bret Danilowicz, Chair |
| 2. Approval of Minutes
Minutes, Steering Committee, October 5, 2021 | Chair Danilowicz |
| 3. Proposed Updates to the 2025 Strategic Plan for
Online Education | Dr. Nancy McKee
<i>Board of Governors</i> |
| 4. Concluding Remarks and Adjournment | Chair Danilowicz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
December 1, 2021**

SUBJECT: Approval of Minutes

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the minutes of the Steering Committee meeting held on October 5, 2021.

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meetings held on October 5, 2021.

Supporting Documentation Included: Steering Committee Minutes, October 5, 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
OCTOBER 5, 2021

1. Call to Order and Opening Remarks

Chair Bret Danilowicz convened the meeting at 1:00 p.m. on October 5, 2021, with the following members present: George Ellenberg, Ken Furton, Robby Fuselier representing Sally McRorie, Joe Glover, Nancy McKee (non-voting) and Ralph Wilcox.

Also in attendance for part or all of the meeting were FAMU Provost Maurice Edington, FGCU Provost Mark Rieger, UNF Provost Karen Patterson, FAMU Agriculture and Food Sciences Dean Robert Taylor, FAU Associate Executive Director of eLearning Willie Freeman, III, and the following members of the Implementation Committee: Cindy DeLuca; David Jaeger; Deb Miller; Andy McCollough; Evangelia Prevolis; Franzetta Fitz; Julie Golden-Botti; Mariam Manzur-Leiva; Michelle Horton; Robert Fuselier; and Tom Cavanagh.

2. Approval of Minutes

Provost Furton moved approval of the Minutes of the Steering Committee meeting held on August 3, 2021. Provost Ellenberg seconded the motion and members concurred unanimously.

3. Extension Services in a Post-Pandemic World

Dr. Thomas Obreza, Interim Dean for Extension, University of Florida/IFAS, said that UF Extension has an office in each of Florida's 67 counties and they provide solutions and advice to clientele of all ages in agriculture, natural resources, family and consumer issues, homes and gardens, and youth development through the Florida 4-H program.

Extension agents, who are UF faculty, had to maintain a presence with and connection to county government during the pandemic. Dr. Obreza stated that Extension Services had decreased clientele engagement, particularly with clientele who favor face-to-face interaction. However, extension agents discovered new audiences because virtual education is not limited by county borders. Faculty expertise was widely shared across county lines, and virtual audiences were larger and more diverse than usual.

He said that some programs were delayed and they realized that certain programs were not suitable for a virtual format. At the same time, online consultations to solve problems increased, and agents learned that not all problems need to be solved by in-person visits. The virtual world facilitated more agent collaborations, which is important with agents being located in 67 counties.

Dr. Obreza said that decreased commuting gave agents more time to produce scholarly works and write grants, and flexible work schedules allowed for creativity and efficiency outside of normal working hours.

He said that IFAS Extension's "Human Health Initiative" expanded into vaccine education and telemedicine due to collaborations with the Centers for Disease Control and UF Health.

While keeping face-to-face programming in the portfolio to retain traditional audiences, Dr. Obreza stated that new agents, which he called "Extension Digital Influencers," will be hired to operate exclusively in virtual space. Extension will permanently transition a portion of extension teaching and learning to the virtual world, increase social media and video production, expand creative program delivery options, and receive client feedback through online services.

He said that improved communications between faculty will facilitate more collaborations, more team building and more group projects. He said Extension is implementing flexible work schedules.

Dr. Obreza said that their future programmatic priorities will involve searching and filling gaps where Extension can help. He said that in a case like a pandemic, Extension faculty are educational first responders. They are venturing into AI in the food system, vaccine education, and health equity and are looking to enhance Extension programs that address the State's priorities, like water quality, economic development, job creation, and youth mental health.

Ms. Vonda Richardson, Director of the FAMU Cooperative Extension, said that the program provides research-based educational programs and direct technical assistance to Florida citizens, with particular emphasis on underserved and limited resource audiences. She said the pandemic resulted in the FAMU Extension faculty and staff transitioning to remote contact and virtual education with the citizens of Florida. Transitioning required training in using virtual platforms and maintaining a presence and contact with clientele audiences. Due to school closing and limited virtual access, she said there was decreased engagement with 4-H youth, and limited broadband access for clientele and extension faculty.

She said that Extension faculty and staff were able to utilize various virtual educational platforms to increase the educational delivery portfolio, and they were able to maintain contact with clientele, disseminate information, and deliver educational programming through increased and innovative use of email and social media platforms. Because FAMU was a testing site and had access to health officials, FAMU Extension also published and disseminated information about the pandemic through that venue.

Ms. Richardson said that the post-COVID "new normal" program delivery and outreach will involve both traditional and virtual methods:

- Resumed in-person educational programming; maintaining face-to-face programming for most audiences; integrated innovative in-person reach
- Integrated hybrid and virtual programming offerings
- Increased and innovative use of email and social media platforms to maintain contact with clientele, disseminate information and to deliver educational programming
- Faculty and staff proficiency in converting content to online
- Increased collaborative efforts
- Flexible work schedules

Ms. Richardson said that emerging programming priorities included emergency/disaster preparedness, vaccine awareness, community health extension, 4-H positive youth development, and overall expansion in the State.

Chair Danilowicz asked if Ms. Richardson and Dr. Obreza had seen a change in the volume of people served during the pandemic. Ms. Richardson stated that FAMU Extension had maintained and

sometimes exceeded the number of clientele served. They had looked at innovative ways to reach their communities. Dr. Obreza stated that face-to-face contacts went down, but those reductions were more than compensated by contacts made virtually, by emails and videos.

4. Status Report/Discussion: Post-Pandemic Report

To create a report that is focused and a length that is readable, Chair Danilowicz suggested that when writing sections of the report, each group should start by deciding on its actionable recommendations, then describe the changes that led to those recommendations.

Provost Wilcox said that the hearings with various campus groups were necessary and helpful. They served as a venue for leaders to share their experiences. The lessons learned and best practices they identified show promises of enhancing the SUS. Those experiences may have helped form the recommendations.

Provost Ellenberg agreed, saying that it is important to convey the magnitude on what the SUS experienced. That could be conveyed even in the Executive Summary or Introduction. Chair Danilowicz agreed.

Provost Glover asked if there were structural issues, such as libraries or a library system, that should be included. Chair Danilowicz said a deeper dive might be needed on bigger needs like those. He said that the report will not answer everything, that areas can be identified that need more work can be stated as recommendations.

Provost Wilcox suggested a taxonomy of recommendations, such as ones for the Board to conduct follow-up in changes in regulations and for the Legislature to take on certain things. Chair Danilowicz said he liked the idea and would rather determine the categories after seeing the recommendations. The goal is for those responsible for each section to identify recommendations for their sections, and the committee will try to add a taxonomy framework to them prior to finalizing the report.

Delivering a Quality Student Experience

Provost Ellenberg provided an update on the “Delivering a Quality Student Experience” section, saying that the common themes were:

- Access, Technology, Communication
- Pedagogy, Course Modality, Faculty Training
- Student Health, Housing, Financial Challenges
- Diversity and Equity

Dr. Michelle Horton indicated that reliance on technology to communicate and offer education in multiple modalities comes with a cost. In some areas, institutions have statewide services and use the same vendors. It would be beneficial to expand statewide services by using the System to negotiate contracts.

Chair Danilowicz suggested emailing Provost Ellenberg with any questions, saying that he wants feedback, as do all section leads.

Creation of New Knowledge and Its Application

Provost Wilcox provided an update on the “Creation of New Knowledge and Its Application” section, saying that his plan was to give his draft to Provosts Glover and McRorie in 7-14 days to review and edit. He identified the following themes for this section:

- Collaboration and opportunities to build research communications across communities;

- Shared technology and infrastructure at times;
- Need for ongoing faculty development in research and scholarship, especially for early-career faculty;
- Address inequities in access to research, especially to support minorities and women; and
- Development of partnerships in communities where universities serve.

Chair Danilowicz suggested that inequities be considered as a broader issue to be woven throughout or merged with faculty development.

Dr. Cindy DeLuca stated that it may be beneficial to contact the Vice Presidents of Research for additional input. She suggested the report include the development of resiliency plans for times of crises.

Provost Wilcox said that collaboration came across strong from invited speakers. AI is one example, but others will apply as well.

Engagement with Our Communities

On behalf of Provost Glover, Dr. Andy McCollough provided an update on the “Engagement with Our Communities” section. He said that UF has memberships in organizations whose mission is sharing, and that it is clear that institutions in our System have to work together and share resources. UF has shared medical and extension services and has not neglected its local community. Chair Danilowicz suggested that this section mention specific resources that could be shared.

Operating an Efficient Enterprise

Chair Danilowicz said that Provost McRorie is assigned as support for Provost Furton, who is the lead writer for the “Operating an Efficient Enterprise” section, which covers auxiliaries and administrative services. He said assigned staff are Tom Dvorske, David Jaeger, Deb Miller, and Evangelia Prevolis.

Revision of the SUS Board of Governors Online Goals

For the “Revision of the SUS Board of Governors Online Goals” section, Chair Danilowicz asked if it would be helpful to include HyFlex in with the distance learning FTE. Provost Wilcox indicated that he was more interested in learning outcomes and Provost Furton said one way to look at access is by availability of courses. He said he felt the Board was on track with the access and quality goals. Chair Danilowicz asked how many degree programs can be mapped through fully online programs, and goals may become increasing the number online somewhere in the SUS. He said he will send 4 or 5 different measures to the Steering Committee for consideration.

A comment was made relative to ensuring the quality of courses in modalities that could not charge the distance learning fee, i.e., Flex and Hybrid. Discussion continued around how student learning might best be measured through these modalities and if it should become part of this report. Chair Danilowicz asked Dr. DeLuca and Dr. Golden-Botti to work with their colleagues to develop talking points. Dr. DeLuca said the distance learning leaders are having a 2-hour workshop on October 19, and some will meet at FAU in conjunction with the Board’s November meeting, so they can start the conversation at those meetings.

5. Tactics in the 2025 Strategic Plan for Online Education

Dr. McKee showed the Committee the Inventory of Online Programs on the Board of Governors website and recommended a goal for online programs: The percentage of online programs/majors in Programs of

Strategic Emphasis. She said that, currently, 62% of online programs/majors (309 of 498) are in PSE; 71% of online graduate programs/majors (236 of 331) are in PSE; and 44% of undergraduate online programs/majors (73 of 167) are in PSE.

Provost Wilcox asked how many degrees in Programs of Strategic Emphasis are accessible online. Chair Danilowicz said he liked that approach and asked, “Of degrees that are available, how many are accessible online?” He suggested breaking out the numbers by Bachelors, Masters, and Specialists. Dr. McKee said she would bring those to the Committee in December.

Dr. McKee was asked if the Florida College System had data by Programs of Strategic Emphasis. She said she did not think that the FCS compiled its data for online programs, but she would check. Chair Danilowicz wondered if that information was available from SACS.

6. Concluding Remarks and Adjournment

Chair Danilowicz adjourned the meeting at 2:41 p.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA
STEERING COMMITTEE
SUS 2025 Strategic Plan for Online Education
December 1, 2021**

SUBJECT: Proposed Updates to the 2025 Strategic Plan for Online Education

PROPOSED STEERING COMMITTEE ACTION

Consider approval of the proposed updates

BACKGROUND INFORMATION

Dr. Nancy McKee will propose updates to charts, tactics, performance indicators, and goals in the 2025 Strategic Plan for Online Education for discussion and approval by the Committee. Approved revisions will be presented to the Board's Innovation and Online Committee for its consideration in January 2022.

Supporting Documentation Included: PowerPoint presentation

Facilitators/Presenters: Dr. McKee



DRAFT

Review of the SUS 2025 Strategic Plan for Online Education

Dr. Nancy McKee

Associate Vice Chancellor, Innovation and Online Education

January __, 2022

(for Steering Committee discussion 12/1/2021)

2025 Strategic Plan for Online Education



- Goals, strategies, tactics, and performance indicators in the Plan focus on three primary elements:
 - Quality
 - Access
 - Affordability
- The Board approved the Plan in November 2015 after the Task Force it appointed had spent a year reviewing data, exploring issues, and developing a plan for consideration by the Innovation and Online Committee and full Board. The Board had directed the Task Force to recommend a plan for guiding the development of online education in the System.

2025 Strategic Plan for Online Education



- The Chancellor appointed a Steering Committee consisting of six provosts and a member of his staff, who serves as a non-voting member, to guide the implementation of the Plan.
- An Implementation Committee consisting of distance learning leaders at each university was then appointed to fully develop the initiatives in the Plan for consideration by the Steering Committee. Upon approval of the initiatives, they then lead implementation on their respective campuses.

2025 Strategic Plan for Online Education

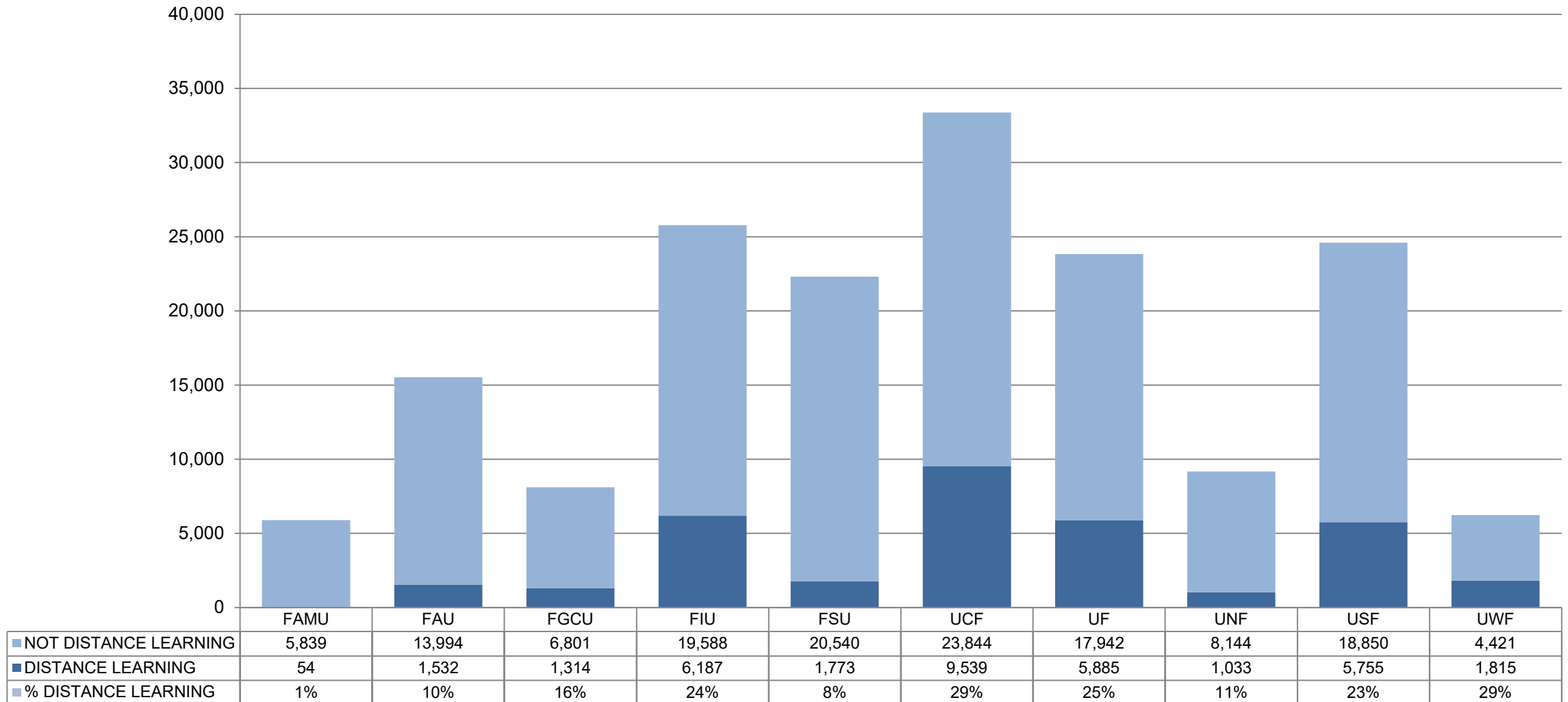


- The revisions being recommended are ones that were reviewed by the Implementation Committee and approved by the Steering Committee.
- The recommendations update several tactics and performance indicators, as well as charts in the narrative and appendices.

2025 Strategic Plan for Online Education (*Chart for Undergrad FTE currently in Plan*)



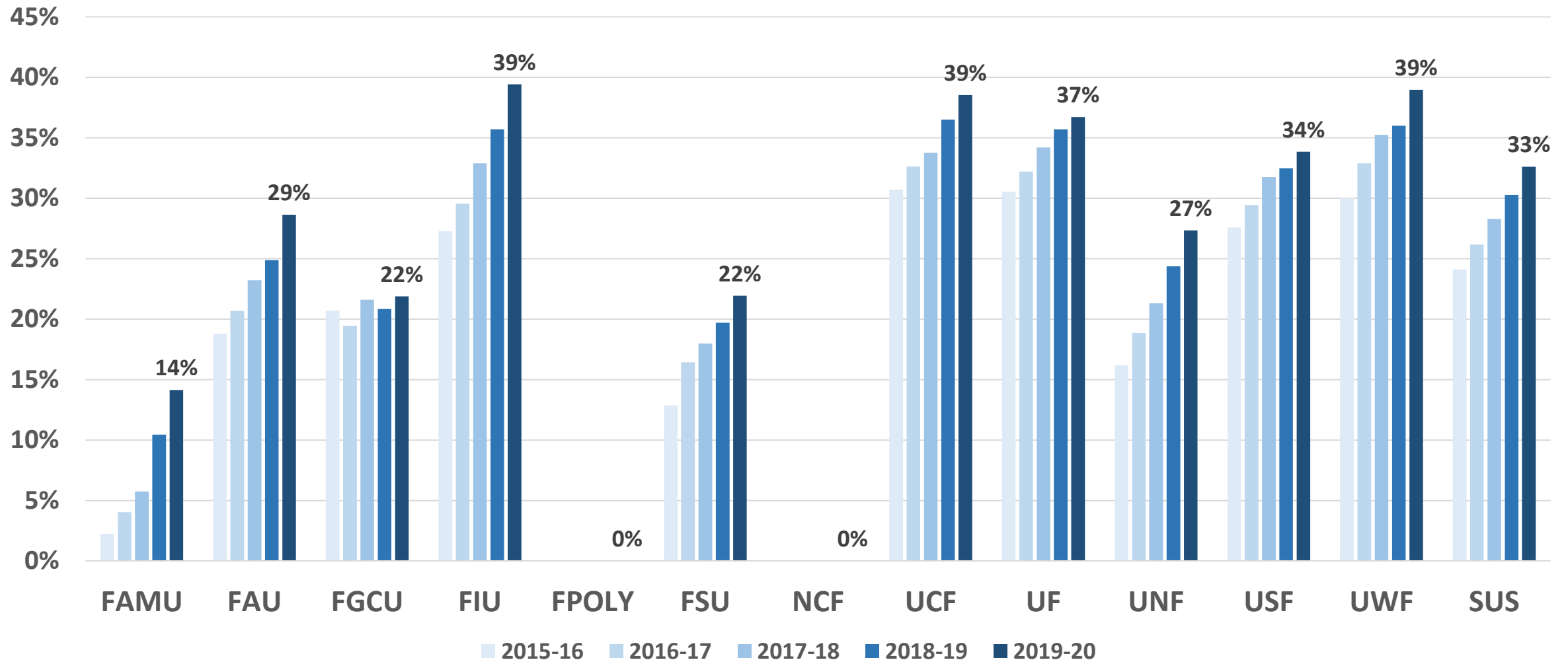
2013-14 UNDERGRADUATE FTE ENROLLMENT



2025 Strategic Plan for Online Education *(update for Undergraduate FTE)*



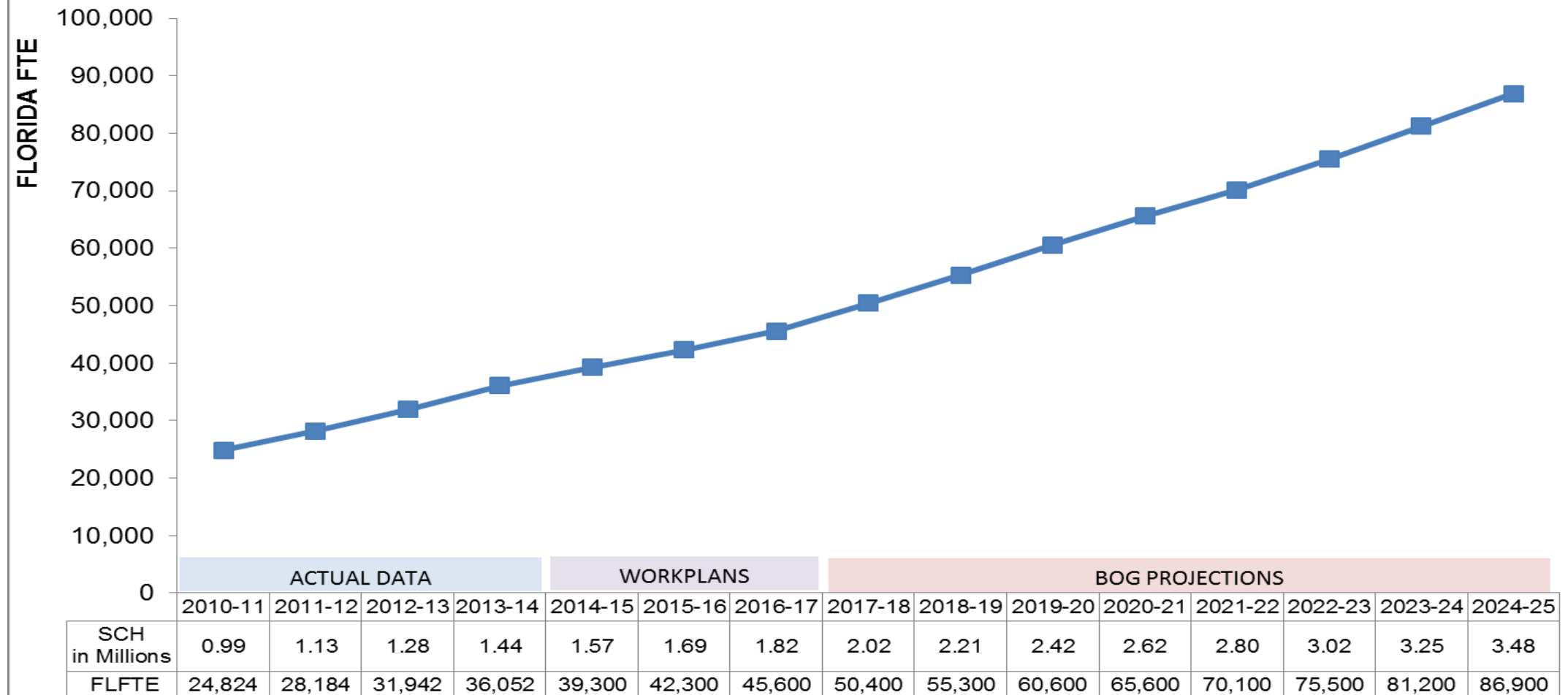
DISTANCE LEARNING AS A PERCENT OF UNDERGRADUATE CREDIT HOURS



2025 Strategic Plan for Online Education (2015 projection of Undergraduate FTE)



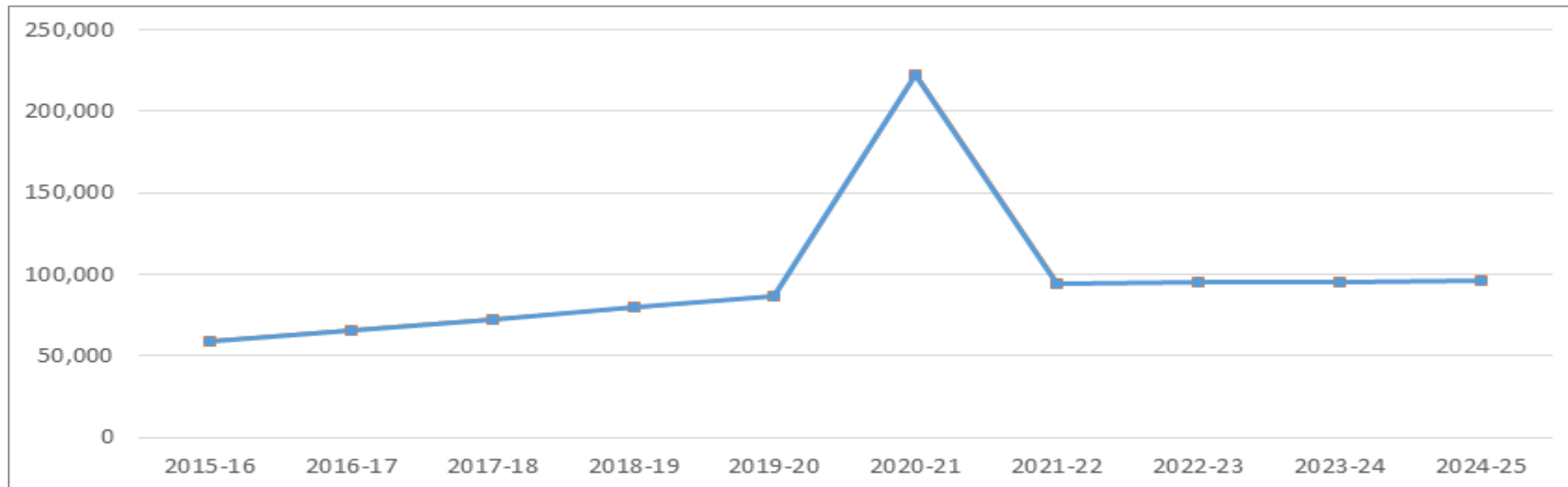
**HISTORICAL & PROJECTED
UNDERGRADUATE DISTANCE LEARNING ENROLLMENT**



2025 Strategic Plan for Online Education (*updated projections for Undergraduate FTE*)



Undergraduate FTE Enrollment: Historical and Projected (approved goals from 2021 Accountability Plan)

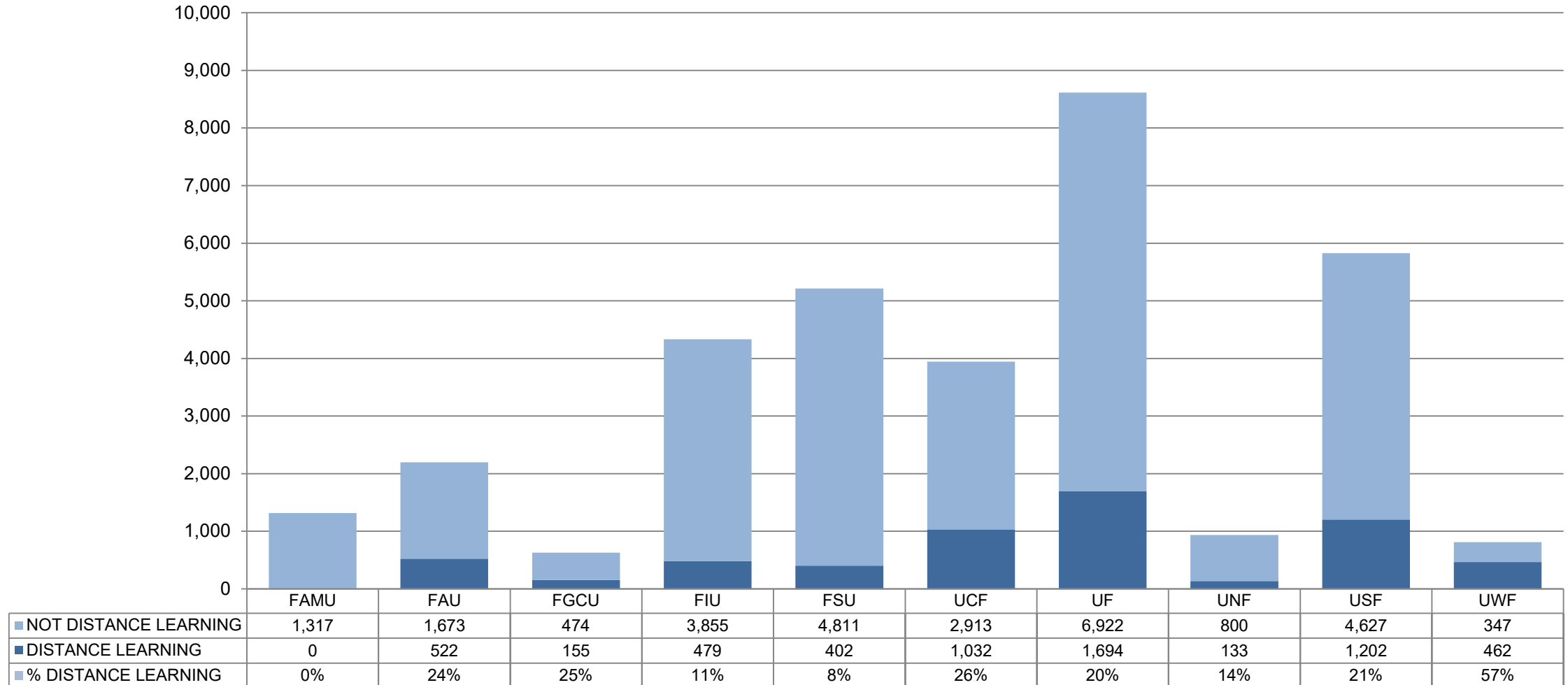


	ACTUALS					PROJECTIONS (APPROVED GOALS)				
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
DL FTE	59,371	65,655	72,674	79,722	86,964	222,623	94,315	94,815	95,393	96,180
TOTAL FTE	246,470	251,035	257,093	263,363	266,737	268,220	269,470	270,900	272,550	274,800
DL as % of Total FTE	24%	26%	28%	30%	33%	83%	35%	35%	35%	35%

2025 Strategic Plan for Online Education (*Graduate FTE chart currently in Plan*)



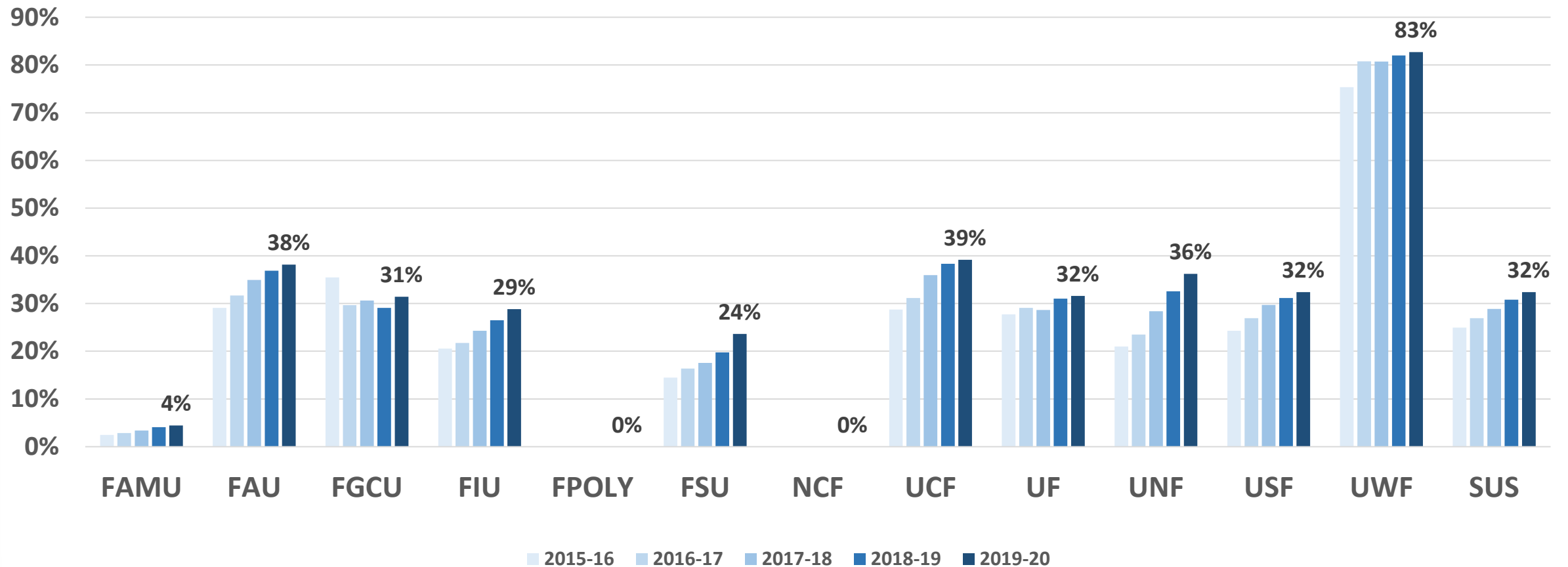
2013-14 GRADUATE FTE ENROLLMENT



2025 Strategic Plan for Online Education (*Updated chart for Graduate FTE*)



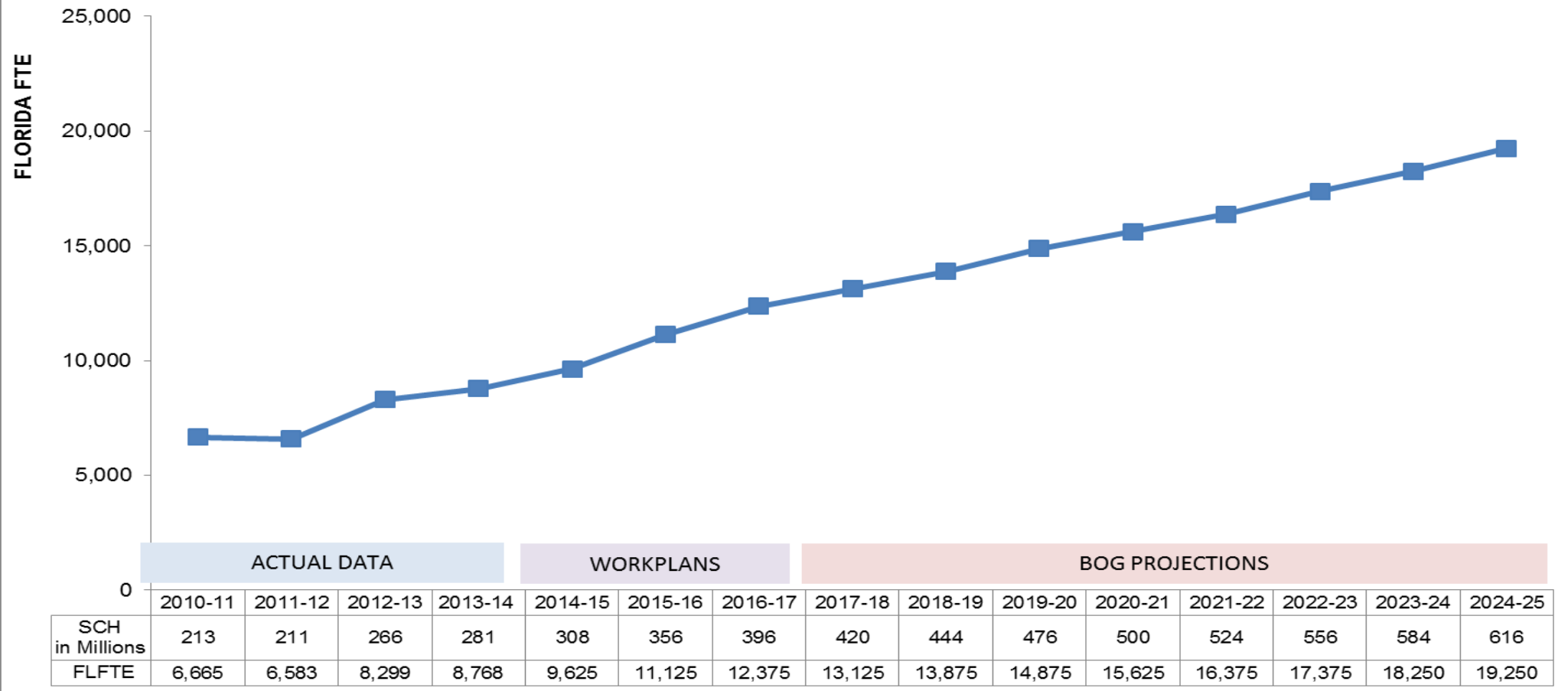
DISTANCE LEARNING AS A PERCENT OF GRADUATE CREDIT HOURS



2025 Strategic Plan for Online Education (2015 projection of Graduate FTE)



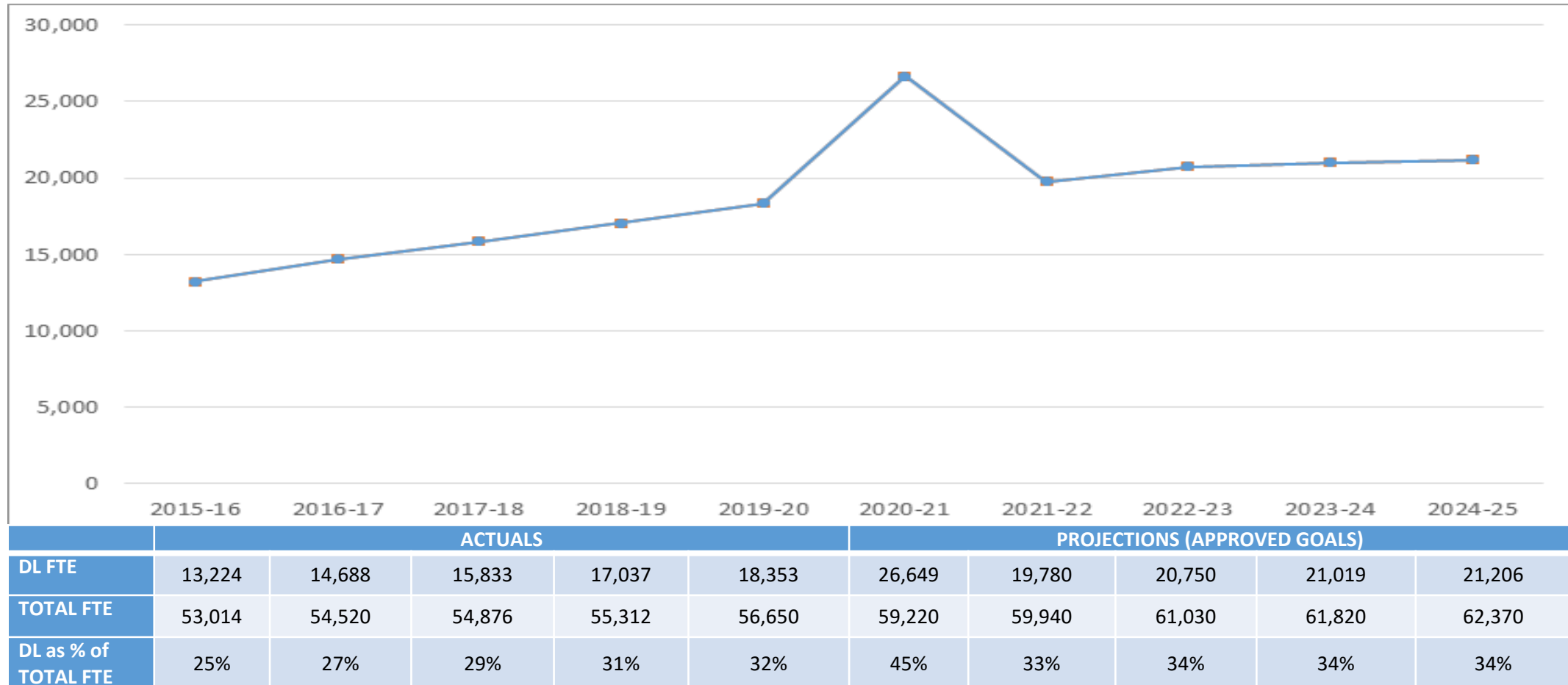
HISTORICAL & PROJECTED GRADUATE DISTANCE LEARNING ENROLLMENT



2025 Strategic Plan for Online Education (*updated projections for Graduate FTE*)



Graduate FTE Enrollment: Historical and Projected (approved goals from 2021 Accountability Plan)



Update to Quality Tactics



Course Design Review

- Ensure implementation of the Florida Online Course Design Quality Standards and Process Scorecard, ~~Quality Matters Course Rubric~~, and/or ~~course certification processes~~ for all universities offering online education.

Coding in Course Catalog

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

Professional Development

- Integrate the Florida Online Course Design Quality Standards and Process ~~Matters Course Rubric~~, the ~~Online Learning Consortium Quality Scorecard~~, and/or ~~similar rubrics~~ into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.



Faculty Awards

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

Update to Quality Tactics



Infrastructure for Providing Online Education

- Using ~~Quality~~ the Technology Scorecard or a similar process, ~~ensure that~~ each institution will ensure that it has the technology needed to provide quality online education.

Infrastructure for Student Access

- Using ~~Quality~~ the Technology Scorecard or a similar process, ~~ensure~~ universities will review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.

Student Support Services

- ~~Ensure that universities use Quality~~ Using the Student Services Scorecard or a similar process, universities will ensure to ~~confirm~~ that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.

Update to Access Tactics



Marketing

- ~~Obtain funding for statewide~~ Universities will continue marketing online programs and courses to meet student, workforce, and community needs. ~~and recruiting to expand online enrollments.~~

Innovations

- ~~Seek incentive funding to encourage~~ Institutions will continue to share and implement innovations in online education.

Regulations

- Review and modify as necessary regulations ~~related to instructional materials fees~~ that limit the ability to adopt new approaches to providing digital educational materials or online education to students.

Update to Access Tactics



Regulations

- ~~Clarify that the requirement in the Board of Governors Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.~~

Regulations

- ~~Amend Board of Governors Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.~~

Regulations

- ~~Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.~~



Using Need and Demand Data

- ~~Ensure~~ Universities will continue to use ~~are using~~ need and demand data when considering programs for online delivery.

Update to Quality Performance Indicators



~~Number of annual SUS Chancellor Awards for high-quality courses online teaching. Annual Presidents Award for institutions presenting faculty awards for exceptional online teaching.~~

- ~~• One Chancellor's Award presented annually at the state level. President Awards presented annually by institutions offering online instruction.~~

Updates to Access Performance Indicators and Goals



Percent of
undergraduate FTE
in online courses

- ~~40%~~ 35% (Board approved in 2021 Accountability Plan)

Percent of
graduate FTE in
online courses

- 34% (No change recommended – Board approved in 2021 Accountability Plan)

Updates to Access Performance Indicators and Goals



~~Online Programs/Majors~~
~~TBD~~ Percentage of
approved SUS
Bachelor's, Master's,
Specialist, and
Professional Doctorate
programs that have at
least one major online

- ~~TBD~~
- Bachelor's – 33% *(Maintain or increase each of these?)*
- Master's – 43%
- Specialist – 36%
- Professional Doctorates – 35%

Update to Affordability Performance Indicators and Goals



The percentage of course sections with textbooks and instructional materials that are free or cost \$20 or less per credit hour.

- 63% ?? *(The percentage in the 2021 Textbook Affordability Report was 59%)*

Updates to Appendices



Appendix A Definitions

- Add definition of “Flex course” to instructional modalities: “Flex course - any course section that is delivered using both face-to-face and remote modalities that allows students to switch between modalities during the term. These course sections are required to have records on the COURSE MEETINGS table.”

Appendix C Enrollment Targets

- Undergraduate and graduate student credit hours, FTE, and percentages of FTE in distance learning courses.

Appendix D

- Race/ethnicity, gender, age group, and residency updated from 2013-14 to 2019-20 (data in 2021 Annual Report for Online Education)



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