



# STATE UNIVERSITY SYSTEM OF FLORIDA

## AGENDA

**STEERING COMMITTEE**  
**Innovation and Online Education**  
**Virtual (TEAMS) Meeting**  
**October 11, 2023**  
**3:30 p.m. – 4:30 pm.**

**Chair: Michael Johnson; Vice Chair: Karen Patterson**  
**Members: Bejar, Clark, Rieger, Watson, Rogers (non-voting)**

1. **Call to Order and Opening Remarks** **Provost Michael Johnson, Chair**
  
2. **Approval of Minutes:** **Chair Johnson**  
**Minutes, Steering Committee, March 20, 2023**
  
3. **Recognition of Steering Committee Vice Chair** **Chair Johnson**
  
4. **Presentations for the Board of Governors Innovation and Online Committee**  
**November 9, 2023 Meeting**
  - A. **Panel Discussion** **Dr. Jon Rogers,**  
*Assistant Vice Chancellor*
  
5. **Discussion: Campus Innovation Initiatives** **Chair Johnson**
  
6. **Update: Online Implementation Committee** **Dr. Deb Miller, Chair**
  
7. **Update: Board of Governors** **Dr. Rogers**
  
8. **Concluding Remarks and Adjournment** **Chair Johnson**

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
October 11, 2023

**SUBJECT:** Approval of Minutes

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**PROPOSED STEERING COMMITTEE ACTION**

Consider approval

**BACKGROUND INFORMATION**

Committee members will review and consider approval of the minutes of the Steering Committee meeting that was held March 20, 2023.

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**Supporting Documentation Included:**

Steering Committee Minutes,  
March 20, 2023

**Facilitators/Presenters:**

Chair Johnson

**BOARD OF GOVERNORS  
INNOVATION AND ONLINE EDUCATION COMMITTEE  
STEERING COMMITTEE  
MINUTES  
VIRTUAL MEETING  
MARCH 20, 2023**

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

Chair Joe Glover convened the meeting at 1:03 p.m. on March 20, 2023, with the following members present: Provosts Elizabeth Bejar, Jim Clark, Michael Johnson, and Mark Rieger, and Assistant Vice Chancellor Jon Rogers (non-voting). Karen Cousins attended on behalf of Karen Patterson. A quorum was established.

The following invited guests and Implementation Committee members were in attendance: Christine Brown (USF), Franzetta Fitz (FAMU), Michelle Horton (UWF), Robby Fuselier (FSU), Julie Golden-Botti (FAU), David Jaeger (FGCU), Deb Miller (UNF), Andy McCollough (UF), Gaby Icabalcetú (FIU), John Opper (FLVC), Elijah Scott (FLVC), and Wendy Howard (UCF).

Chair Glover welcomed the Steering Committee's newest member Dr. Elizabeth Bejar (FIU) who was recently appointed to the Committee by Chancellor Rodrigues to replace UWF Provost Dr. George Ellenberg.

**2. Approval of Minutes**

Steering Committee members unanimously approved the minutes from the Committee meeting held on January 25, 2023.

**3. Florida Virtual Campus Textbook & Instructional Materials Survey: Key Findings**

Chair Glover introduced Dr. John Opper, Executive Director of the Florida Virtual Campus (FLVC) to provide a report of the findings of a survey of university and college students regarding their textbook buying behavior and instructional materials usage. The survey was conducted in 2022 and is the fourth survey conducted by the FLVC in the past decade.

Dr. John Opper explained that students were asked how the cost of textbooks and instructional materials affects their educational experience and were also asked questions regarding their purchasing behaviors, study aids, fee-based inclusive access programs, and online educational resources. He reported that nearly 14,000 students completed the survey. Survey findings confirmed that students are spending less on instructional materials but that costs remain a significant problem for many students. Students are utilizing a variety of strategies to reduce costs, including buying used textbooks, renting printed textbooks, and renting digital textbooks via a digital sales model.

Dr. Opper confirmed that university bookstores are making less profit due to the digital book model but they remain the primary source of an actual textbook for students. These

costs remain a problem, particularly for students in professional degree programs like nursing, business, and law where textbooks that are required in their major are the primary resources of their degree program and profession.

Dr. Opper concluded that the continued shift toward digital sales and delivery of textbooks by commercial publishers has lowered costs for students but has also reduced the availability of physical textbooks and instructional resources.

#### **4. Ensuring Quality in Online Education in the SUS – Florida A & M University**

Chair Glover introduced Dr. Franzetta Fitz, Director of Instructional Technology at FAMU to provide an overview of the distance education programs at Florida A & M University.

Dr. Fitz discussed the gradual and steady growth of the online programs and classes and expressed appreciation to her SUS colleagues for their support assistance and support as the FAMU programs expanded. Dr. Fitz discussed the impacts of the COVID pandemic and reported on the major commitment of faculty during that period to complete online certification programs that focused on quality. FAMU now offers 13 online programs and credentials and continues to prioritize professionally trained faculty delivering quality classes.

#### **5. Board of Governors Updates**

Dr. Jon Rogers provided an update of activities and plans at the Office of the Board of Governors. He reported that the Board leadership and Office staff are primarily focused on the current legislative session and continue to monitor proposed bills, provide analysis to legislative staff and recommendations on proposals when requested. Board leadership is regularly engaging with Senate and House leadership on proposed bills and budgets that will impact the State University System.

#### **6. Concluding Remarks and Adjournment**

Chair Glover revisited the previous work of the Committee on Research Questions that were developed from the 2022 Post-Pandemic report and said that the recommendations will be forwarded to the SUS Council of Academic Vice Presidents (CAVP) for its review.

Chair Glover asked Committee members to think about the future direction of the Committee and invited members to provide suggestions for future initiatives.

The meeting was adjourned at 1:45 p.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
October 11, 2023

**SUBJECT:** SUS Online Education: Advancing Florida’s Workforce and Enriching Florida’s Economy

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**PROPOSED COMMITTEE ACTION**

For Information/Discussion

**BACKGROUND INFORMATION**

State university online degree programs and classes provide important, applicable educational opportunities for Florida’s workforce. Through SUS online offerings, employees from Florida’s business and industry entities are able to increase knowledge and skills, enroll in and complete a postsecondary degree, and advance in a career path.

At the November 9<sup>th</sup> meeting of the Board of Governors Innovation & Online Committee, a panel of Florida’s notable business and industry leaders will discuss the value of state university online degree programs to their employees and will describe the impact of these educational opportunities on the productivity and growth of their companies.

At today’s meeting, Dr. Rogers, Assistant Vice Chancellor, will provide an overview of the Board’s November 9<sup>th</sup> Online Committee meeting and introduce the participants for the panel discussion.

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**Supporting Documentation Included:** n/a

**Facilitators/Presenters:** Dr. Rogers

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
October 11, 2023

**SUBJECT:** University Innovation Initiatives

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**PROPOSED STEERING COMMITTEE ACTION**

For Information/Discussion.

**BACKGROUND INFORMATION**

Last Spring, Dr. Joe Glover, as Chair of the Steering Committee, invited each state university provost to submit 1-2 specific examples of an innovative program or service at their institution that supports or advances teaching and learning. This request was designed to establish a new initiative that will inform the Board of Governors about current and planned academic innovative programs and promote innovation throughout the State University System.

At today's meeting, Chair Johnson will discuss the compilation of SUS innovative activities and seek direction from Committee members on how to move forward with this initiative.

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**Supporting Documentation Included:**

Innovations: Summary Document

**Facilitators/Presenters:**

Chair Johnson

## **Innovative Academic Initiatives in the State University System**

### **Florida A & M University**

#### School of Allied Health Sciences – Simulation Laboratory

1. Clinical simulation activities are essential because they keep students actively involved in learning by providing opportunities for them to apply knowledge learned from the didactic settings to the clinical settings, thus “making learning real.”
2. Research has shown that students who are active learners are more likely to be positively engaged with their education and more likely to progress successfully.
3. Many healthcare education programs understand that patient simulation activities impact the students’ perception of the entire healthcare arena and students are afforded life-like experiential learning before starting clinical/internship rotations.
4. Faculty will also appreciate how patient simulation will positively impact the curriculum, the courses they teach, and the time investment they will be required to make.
5. Exposure to simulation activities, health science students will have opportunities to practice the skills of their respective profession throughout the course of their matriculation and ensure their successful performance in clinical internships, on licensure exams performance, and integration into the work settings as competent practitioners.

#### School of Architecture and Engineering Technology – Innovative Initiatives

1. Innovative STEM education depends on unique technology-centered lab environments where students apply classroom theory to real-world conditions. As a result, the SAET curriculums have a high percentage of lab and studio experiences as required classes. The architecture, construction, and electronics programs share a commitment to lab-centric education.
2. The SAET Digital Fabrication Lab, Strength of Materials Lab, Electronics Lab, VR Lab, and Concrete Construction Labs serve the students and the faculty. The spaces support innovative faculty research while providing students with immediate exposure to technology resources.
3. While academic programs traditionally operate in a silo, the SAET architecture, construction, and electronics curriculums connect across and outside the school. For example, a grant funded “Robotics in Architecture” class brings together the architecture design students with the electronics students. Similarly, the Faculties Management classes bring together architecture, construction, and business students.

#### School of Journalism and Graphic Communication – Disney Storytellers Initiative

1. The Disney Storytellers Fund at FAMU was created with a \$1 million grant from The Walt Disney Company as part of the Disney Future Storytellers program, an initiative aimed at increasing access to careers in storytelling and innovation for individuals from historically underrepresented or marginalized communities.
2. Students receive \$10,000 scholarships per year during their enrollment for tuition and housing, a \$1,375 stipend, specialized programming and professional development experiences, including summer internships.
3. This summer, 16 students are interning in NYC at various Disney media. properties (ABC News, Good Morning America, World News Tonight)

## **Florida Atlantic University**

Online Science Laboratory Immersive Online Content (IOC) - This innovative and unique program is designed to provide online students access to immersive laboratory learning experiences in online General Chemistry and Neurophysiology courses at FAU. The [award-winning](#) Immersive Online Content (IOC) program developed through the FAU Charles E. Schmidt College of Science was recognized by the Online Learning Consortium, in their words, “Your exemplary contributions to the field elevate our community’s efforts in advancing quality online and blended learning experiences designed to reach all learners. Thank you for this work!”

An added benefit to the IOC program is the longitudinal research data being analyzed through the [FAU STEM Research Group for Digital Laboratory Learning](#). The aim of this study is to gauge student learning outcomes, attitudes about technology augmented learning, and persistence to subsequent courses in online and face-to-face laboratory courses.

## **Florida Gulf Coast University**

Through its Innovative Education and Partnerships Initiative, FGCU is offering both traditional credentials (certificates and degrees) and cutting-edge programs (micro-credentials, digital badges, and credit for prior learning), to respond to the needs of learners and the Southwest Florida workforce. Within this Initiative, unique programs with flexible options enable non-traditional students to complete a bachelor’s degree. Non-credit programs, micro-credentials, and digital badges are designed to provide higher education degree advancement and professional development opportunities for employees in the region. These programs enable students to gain marketable skills, bridge knowledge gaps, and increase their career readiness. The foundation for this Initiative is the partnerships with business and industry and community leaders that continue to expand and further identify educational needs for the region’s workforce.

Additional initiatives include: a degree completion program for adult and non-traditional students, and a program for students to earn degree program credit for prior learning experiences.

## **Florida International University**

Micro-Credentials - At FIU, Micro-Credentials are digital representations of learning, designed so that students can identify skills to strengthen their competitiveness as a student and achieve post-graduation success. FIU leverages workforce data and strategic relationships with employers and industry partners to develop meaningful Micro-Credentials that address the most in-demand skillsets. All Micro-Credentials, whether aligned to the curriculum or offered outside of the classroom, are developed with rigor in mind. Faculty and subject matter experts assess student learning to ensure competencies



are met. This initiative is closely tied to teaching and learning as it relies on best practices in pedagogy and assessment to integrate critical competencies into the curriculum; as well as strengthen co-curricular programming. We plan to issue our ten thousandth micro-credential this year.

Hybrid - As part of the Beyond Possible 2015 - 2020 Strategic Plan, FIU planned to increase the number of successful hybrid courses for improved student learning outcomes, classroom space conservation, and reduction of student stress in navigating the physical campus. Hybrid courses are designed to meet synchronously in-person and on-campus for 50% of class time; there are no virtual class meetings for hybrid courses. The out-of-class part of the course is designed to be asynchronous with best practices focused on experiential-based; reflective-based learning activities that build independent learning and critical thinking skills. In AY 2021-2022, the Center for the Advancement of Teaching certified an additional 173 faculty to bring the total number of Hybrid Certified faculty to 899.

Strategic Alliances - The development of strategic industry partnerships is now housed within the office of the provost. This ensures collaboration across units (ORED, CTD, Foundation, Academic Units) to engage with critical partners and reduce duplication of programs and related resources more effectively. These partnerships align to improved teaching and learning due to the increased collaboration between industry and faculty. We have co-developed micro-credentials with input from both MITRE and Kaseya. We have also worked with Kaseya to launch the Remote IT and Security Management (RITSM) program and will issue a co-branded certificate of completion for students and alumni that successfully complete the course. RITSM is a free online professional development course, where students and alumni can learn not only what an MSP is, but also gain the job-ready skills needed to launch their career in tech.

### **Florida State University**

Florida State University's School of Communication Science and Disorders developed an innovative Bridge Program to address critical shortages of speech-language pathologists in Florida communities. By providing the prerequisite coursework needed to pursue a graduate-level degree program, the program has increased access to students with degrees in other fields. With its online delivery format, the program also provides flexibility for working students and those with daytime commitments. The increased access has expanded opportunities for students from diverse and under-represented groups to enter the fields of speech-language pathology and audiology.

Initiated in August 2009 with 14 students, the Bridge Program's current enrollment is now seven times its original size. More than 350 students have completed the core coursework and capstone requirements. Bridge Program students have been accepted in graduate programs in Florida and across the US.

As the field of communication science and disorders expands and changes, the Bridge Program has adapted by expanding its curriculum with additional course offerings, allowing its graduates to apply to a larger pool of graduate programs in speech-language pathology. The program also supports students who want to obtain Speech-Language Pathology Assistant (SLPA) credentials and gain clinical experience in the field before applying to graduate programs.

Student response to these changes has been overwhelmingly positive: More than 20% of the students currently enrolled in the program have expressed an interest in completing SLPA requirements. Another 20–25% have expressed interest in applying to graduate programs requiring the new courses as prerequisites.

### **University of Central Florida**

- UCF Health programs are using a “Blended Learning Interactive Simulation Suite,” to educate students in realistic clinical settings. This is a suite with immersive 270 degree floor-to-ceiling touchscreen walls that display curated video and audio, providing an immersive view of any event, location or experience – either real or created. This technology allows students to respond to treatment scenarios or practice skills in a more realistic environment. It is also used to provide therapy to patients in some of our CHPS community clinics. A few examples:
  - Physical therapy uses this to train positioning and transitions of patients with all the sounds and stressors of a busy hospital setting.
  - Speech Pathology trains students in airway management with complex patients in this suite.
  - Our community-facing iREAD program immerses learners in this space to help develop stem and literacy skills.
- UCF Mathematics faculty have completely redesigned how intermediate and college algebra are taught to improve student learning, retention, and progress in mathematics. Adaptive learning content was developed specifically for this purpose and is provided to students in a supportive and active learning setting. Applying a learning emporium model, the course transformations resulted in significant improvements.

About 10 years ago, the percentage of unsatisfactory grades (grades of D or F and withdrawals from the course: DFW grades) was around 40%. Today the DFW grades in these courses are consistently less than 15%, and college algebra has had several semesters with DFW grades between 4-9%.

### **University of Florida**

In 2020, UF adopted and began implementation of a new philosophy we call “Artificial Intelligence (AI) Across the Curriculum.” This means we make education and training in

AI available to all students in all majors and at all levels. This curriculum innovation is based on the belief that students will need to become AI literate, AI competent, or AI expert within the context of their majors if they are to prosper in the job market, contribute to economic development and growth, and prepare themselves for post-graduate study.

As of May 2023, UF has several hundred AI and applications courses enrolling over 7,000 students. A 35-member faculty task force is putting the finishing touches on an AI Across the Curriculum Quality Enhancement Plan (QEP) that will be submitted to SACS for our upcoming reaccreditation. It will contain student learning outcomes, metrics, and assessments.

AI Across the Curriculum is part of UF's larger goal of Building an AI University. By that, we mean incorporating AI into everything the university does: teaching, research, outreach and extension, clinical services, working professional upskilling, and university operations.

### **University of North Florida**

Coggin College of Business - The Department of Marketing's **ASPIRE Program** gives select high-potential marketing undergraduate students the opportunity to engage in a 200-hour professional internship program in marketing departments at more than 25 area companies. Students are also able to network with executives and hiring managers from these companies at four quarterly Marketing Advisory Council meetings. In addition, students work with faculty and members of the Marketing Advisory Council on real-world projects that give them exposure to senior marketing executives from across the region.

College of Arts and Sciences - The Department of Physics implemented a new course delivery format, called **Studio Physics**, for the sophomore course Calculus Physics 1 (PHY2048C) in Spring 2020. Calculus Physics 1 is a gateway course for many STEM majors across colleges, which provides the foundational skills in applied calculus and problem-solving skills students taking the course will need in many of their major requirements for graduation. The Studio format combines the traditional lecture, lab, and recitation components of a traditional course in an integrated set of course activities that promote student engagement. Studio Physics provides students with a coherent and coordinated content delivery that embraces the scientific approach more closely; offers students an immersive learning experience; dynamically targets student needs based on a continuous and varied assessment strategy; and focuses on peer collaboration with enhanced one-on-one support to achieve and retain learning outcomes. Students passing the sequence in the studio format score a 79% (SDV of 28%) in the basic Calculus Physics skill test compared to a 33% (SDV of 37%) for those who passed the course delivered in the traditional format.

The SMART Center – provides MATHS and STATS Tutoring at UNF. The SMART Center offers FREE tutoring for courses in the Department of Mathematics and Statistics and other quantitatively related courses. Faculty and graduate students help with homework questions, test preparation, mastery of materials, and study skills. They also offer review sessions guided by the Department’s instructors. The space provides a study lounge and space for study groups. The SMART Center operates in a dedicated space near the Math and Statistics Department, and also has locations in the Library, in the Department of Engineering, and in one of the student dorms.

Real Policy World (PSPA) - This course explores selected major political issues of the day. After the end of the Cold War and 9/11, the role of the United States in the world has fundamentally changed. The course also examines how the United States will continue to interact in a new world order. Students will choose a topic of focus and develop recommendations for policy. Students will have the opportunity to travel to review their key policies of recommendation with senior U.S. officials such as: The White House Deputy National Security Advisors, Senior State Department officials, Senior Pentagon officials, Capitol Hill, CIA officials, Florida Senator offices, Embassies and much more. Upon return to Jacksonville, students will write an op-ed article on their topic for the local paper, the Florida Times Union. Students will have the opportunity to visit the Florida House in DC. Upon completing this course, students will gain confidence in a leadership role along with the potential to seek a political career.

College of Education and Human Services - The Sport Data Analytics Lab (SDAL), an integral part of the Sport Management Program, engages students with innovative strategies for the acquisition of complex content and application of knowledge. Compared to traditional sport management majors, faculty in the sport management program are focusing on preparing their students for future careers with strong analytics skills by teaching them to use software programs such as R, Tableau, and SPSS. Also, select students, who demonstrate a high level of aptitude for data analytics, are tutored to take the Amazon Workspace (AWS) cloud certification exam. This certification is required for AWS related sport organization job openings such as PGA Tour, NFL, European Tour, NASCAR, Bundesliga etc.

In addition, SDAL is building close relationships with practitioners in the sport management field to better understand specific data analytic skills in an ever-changing workplace to help our students be successful. As an example, one of sport management classes, Sport Business Analytics, regularly invites AWS Solution Architects to be present in the classroom so they can experience AWS gameday which utilizes real time data and simulation activities. This learning laboratory is unique to UNF and the relationship we have with the practitioners in Jacksonville and the surrounding area help UNF graduates stand out in the field of sport management.

## **University of South Florida**

**Optimizing Data Analytics for Student and Faculty Success:** At USF, data analytics play a pivotal role in enhancing the success of both students and faculty, optimizing the allocation of resources, and continuously refining our admissions strategies. Our institutional commitment to harnessing data-driven insights and translating them into purposeful action cultivates a culture of innovation.

Key initiatives include identifying at-risk students and offering tailored support, refining admissions criteria through data analysis, optimizing strategies for marketing and recruitment, developing a learning analytics dashboard for faculty, providing real-time faculty support based on data insights, and implementing robust data governance for privacy and compliance.

**Shaping the Future of Higher Education and Workforce Development:** USF stands at the forefront of an evolving higher education landscape. As the importance of industry certification and micro-credentialing expands, USF is steadfast in its mission to reimagine higher education to meet market demands. USF offers a comprehensive suite of undergraduate and graduate programs, specialized certificates, and digital certifications, all tailored for the workforce of today and tomorrow.

Fueled by insights from external businesses, the Tampa Bay community, and key USF partnerships, our approach is innovative and responsive. The introduction of the Office of Community Partnerships, encompassing Lifelong Learning, epitomizes our dedication to forging successful collaborations. USF does not just adapt to change; it ensures that the community is poised for success in the dynamic world of workforce development, economic growth, and generating essential revenue streams for the university.

**InEd Studios: Igniting Innovation in Education:** InEd Studios stands as a vibrant collaborative hub where faculty and university partners work closely with skilled Learning Designers and Video Production experts to craft cutting-edge digital content that resonates with the expectations of today's learners. USF's unwavering commitment to tailoring interactive content, embracing mixed reality, animation, and immersive video, ignites engagement and propels enhanced learning outcomes.

Two new virtual production studios represent the apex of innovation, leveraging state-of-the-art technology to create authentic and immersive 3-D environments powered by game engine technology. Studio A extends our capabilities through strategic community partnerships with Vu, enriching our capacity to design authentic and immersive environments. Notably, Studio B marks a pioneering moment in higher education, being the first university in the US to harness the groundbreaking virtual technology by Zero Density.

As USF continues to innovate, it is also developing a sister facility dedicated to empowering faculty. This forthcoming resource will equip educators with modern skills, enabling them to independently create innovative compelling content for students. Through comprehensive training and unwavering support, USF aims to elevate teaching and learning through advanced technology and strategies to further enrich the student learning experience.

### **University of West Florida**

The University of West Florida (UWF) introduced *Pressbooks* to help online faculty create and adopt Open Educational Resources (OER) textbooks. *Pressbooks* offers thousands of online students a user-friendly platform with free access to interactive educational materials from the first day of class. This format ensures digital accessibility, enabling students to engage with learning materials from various devices and locations, fostering a more inclusive and convenient learning experience.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
October 11, 2023

**SUBJECT:** Update: Online Implementation Committee

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**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

Dr. Deb Miller, UNF Assistant Vice-President for Digital Learning and Innovation and Chair of the Online Implementation Committee, will provide an update of the Implementation Committee's work activities, System-level interests, and plans for the coming year.

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**Supporting Documentation Included:**

n/a

**Facilitators/Presenters:**

Dr. Miller

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
October 11, 2023

**SUBJECT:** Update: Office of the Board of Governors

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**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

Assistant Vice Chancellor Dr. Jon Rogers will provide an update of Board Office activities and plans.

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**Supporting Documentation Included:**

n/a

**Facilitators/Presenters:**

Dr. Rogers