

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
UNIVERSITY OF FLORIDA  
GAINESVILLE, FLORIDA  
FEBRUARY 13, 2013

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and its Committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order

Chair John D. Rood convened the meeting of the Strategic Planning Committee at 9:00 a.m. on February 13, 2013, with the following members present: Dr. Manoj Chopra, Dean Colson, Pat Frost, Elizabeth Webster, Ned Lautenbach (participating by phone) and Ed Morton (participating by phone). A quorum was established.

Chair Rood made opening remarks. He began by reminding the committee that over a year ago Representative Weatherford challenged the Board to embrace technology in a way that moved Florida forward, and that the Legislature provided funding to hire the Parthenon Group to study ways to expand online education. The Parthenon Group recommended four options to extend online education: institution-by-institution, institutional collaboration, designating a lead institution, and establishing a new institution. Chair Rood stated his goal for the committee would be to make recommendations to the full Board and eventually the Legislature on a framework for online education.

2. Approval of Minutes from Committee Meeting January 16, 2012

Vice Chair Frost moved that the Committee approve the minutes of the meeting held on January 16, 2013, as presented. Mr. Colson seconded the motion and the members concurred.

3. Ensuring Quality Online Programs: the University of Florida Approach

Chair Rood asked Dr. Joe Glover, Provost of UF, and Dr. Andy McCollough, Associate Provost for Teaching and Technology at UF, to provide insight into their online education process.

Dr. Glover said they would present information on logistics as well as quality concerns involved in UF's distance learning program, then introduced Dr. McCollough.

Dr. McCollough asked the committee to consider the questions of implementing a process, ensuring quality, maintaining standards, protecting university reputation while engaging in online learning, and implementing student support for online programs. Dr. McCollough's presentation included the following points:

- UF was designated as a land grant university, leaving it with great experience in distance and correspondence education long before the advent of the Internet. At the time of the meeting, UF was administering 80 graduate and undergraduate degree programs, as well as 50 graduate and undergraduate certificate programs, from nearly every college at the university. Around 7,000 were enrolled in these distance learning programs with the growth rate at around 10% annually for the last 5 years. In 2011-2012, UF grossed \$70 million in revenue associated with its distance learning programs.
- Last year 33% of UF students had enrolled in at least one online class and, at any given time, 15% of unduplicated resident students were enrolled in one or more online classes.
- No student enrolled in an online degree program at UF would fail to meet the minimum standard of admission to the university.
- UF's highest enrollments for online programs were in its MS in Business, M.S. in Engineering, M.S. in Pharmaceuticals and Forensics (international), and Doctorate in Pharmacy (national).
- Goal 14 in UF's Strategic Plan provides for the expansion of student access to distance education.

Dr. Glover stated that UF did apply market rate tuition, with the Board's approval, to online programs, which has not prevented student interest or enrollment. In some cases, such as the Doctorate of Audiology, Dr. Glover said UF was able to capture the national market with its online degree program.

Dr. Ken Nanni, Director of Distance Education, introduced himself as a university employee tasked with expanding access and understanding the impact of technology with regard to this mission. His presentation included the following points:

- Program development first begins with course development at the faculty level. Faculty can begin the process at UF's *teach.ufl.edu* website, where resources for developing online programs as well as implementing technology in the classroom are available. Any faculty member can complete a Course Request Form online.
- When analytically targeting programs for online delivery, UF's Director of Distance Education looks for whether the program is an existing degree program, marketplace demand is sufficient, and faculty innovation is considered.
- Online courses meet the same standards as in-person courses at UF.

- A review process was in place to make recommendations to the Provost for a program that considers marketplace demand, student access, and student support prior to approval.
- Dr. Nanni's office works toward increasing the number of fully online courses, providing data on marketplace demand, and coordinating resources.
- With a team of analysts, he prepares an internal proposal and looks not only statewide, but also internationally.

Dr. Glover stated that the Legislature has authorized a distance education fee that can be assessed in addition to in-state tuition costs, depending on the program, and that out-of-state students are paying out-of-state tuition for online degree programs. Dr. McCollough stated that a business plan was part of the proposal to the provost, and that an online program has to make sense in terms of return on investment to be implemented.

Dr. Glover said that it was a large undertaking to offer undergraduate nursing programs online due to concerns about lab time, clinical experience, and so forth. Dr. McCollough said that UF does have an online RN-Ph.D. program.

To discuss the production process, Dr. McCollough introduced Jennifer Smith from UF's Center for Instructional Technology and Training as the manager of Instructional Design Services.

Ms. Smith explained that a faculty member teaching online for the first time must view courses through the Faculty Institute workshop that provides best practices and online pedagogical information that aligns with the UF Standards and Markers of Excellence. Ms. Smith made the following points during her presentation:

- Faculty must determine overall objectives, work with an instructional designer to create the course framework, and review thoroughly the resources they plan to use to instruct distance learning students.
- Off-campus students have access to interlibrary loan resources.
- UF emphasizes student engagement, consistency in course appearance and structure, and accessibility of both the instructor and other students in the course.
- Online courses must include assessment methods, such as exams, modules, and discussion boards.
- Course success is measured through several metrics, including surveys, review of e-mail, and assessment grades in relation to overall objectives.

Ms. Smith provided a presentation on effective online proctoring of high-stakes exams.

Dr. McCollough introduced Dr. Wendell Porter, a professor from the College of Agriculture and Life Sciences at UF who teaches online courses, to answer any questions. He spoke on assessment, objectives, and engagement and their importance to online course design.

Dr. Glover said there were a number of on-site testing facilities around the state available for online course testing, but that he felt many new opportunities for innovative proctoring were on the horizon.

Dr. McCollough shifted the focus of discussion to quality assurance. He said it was the faculty's responsibility to provide quality content, and then introduced the next presenter, Dr. Tawnya Means, to discuss pedagogical quality.

Dr. Means, Director of the Center for Teaching, Learning, and Assessment with UF's College of Business, emphasized the need for quality faculty when teaching online courses. She mentioned their development of different content delivery standards, aligned with the development of the Faculty Institute, and how workshops and modules were available on the *teach.ufl.edu* website. Instructors can earn a certificate in proper online teaching methods through this portal.

Dr. McCollough directed the committee to distributed papers that outlined support services in detail.

Dr. McCollough introduced Daphne Koller, one of the founders of Coursera, an educational technology company specializing in massive open online courses (MOOCs). UF has joined the Coursera consortium, committing to contribute five courses. Human nutrition, UF's MOOC offering during spring semester, had enrollment around 49,000. While it costs around \$40,000 to \$50,000 to offer a course on Coursera, Dr. McCollough asserted that UF received a lot of return by way of knowledge and experience, though Coursera and its consortium were looking to monetize MOOCs moving forward.

Vice Chair Frost asked if it were possible to develop MOOCs into something beyond just course certificates, such as degrees offered. Dr. McCollough thought it was a possibility, but numerous hurdles such as accreditation and assessment were still in the way. Dr. Glover added that the American Council on Education recently recommended five MOOC courses for credit, but that if UF designated a student in a Coursera course as a UF student it would require UF to provide various student services and be liable through the Southern Association of Colleges and Schools accreditation standards.

#### 4. Committee Discussion

Chair Rood said the focus of the discussion would be creating recommendations for the full Board and Legislature in regards to distance learning and online education.

After committee discussion, Mr. Colson urged the System to work on long-term ideas even while taking advantage of immediate opportunities. He suggested the Board go to the Legislature with one preeminent university identified as the head of online education, and that the Chancellor and his office be empowered to handle this as well.

Chair Rood summarized three key ideas from the meeting: 1) asking the Legislature to sponsor one preeminent university to focus on online education, 2) asking the Chancellor to coordinate and improve the existing System as it related to online education and all universities, and 3) establishing a Center for Excellence (or something similar) in online education.

Mr. Colson moved that the full Board use the strategic plan preeminence metrics to designate the university which would create a separate arm to provide online degree programs of the highest quality and that funds be requested of the Legislature to support such an effort. The preeminence metrics would be those passed by the 2012 legislature and approved by the Board for use in the 2012-2013 university work plans. The selected university would create an innovation and research center to 1) ensure the state is a leader in the development of cutting-edge technology and instructional design for the online programs, and 2) conduct research that would help strengthen online degree programs and the success of online students. Vice Chair Frost seconded the motion, which carried unanimously.

Vice Chair Frost moved that the full Board direct the Chancellor to form a system-wide work group that would report back to the Board and continue to work with our colleges and universities and other delivery systems to determine ways in which services in online degree programs, including market-based job analysis, can be better coordinated to ensure the state's and students' needs are being met in a cost-efficient and effective manner. Dr. Chopra seconded the motion, which carried unanimously.

## 5. Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 12:00 p.m.

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John D. Rood, Chair

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Melissa Giddings, Student Intern