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The following series of solutions are recommended for addressing challenges encountered during the development of UF College of Medicine online programs. These issues will take on even greater salience as more COM departments and Health Science Center colleges move toward developing online education programs:

1. A mission statement for the College of Medicine's online education enterprise that takes into account target learners and their needs.
 - a. This will be led by Drs. Christy Carter and Czerne Reid
 - b. This may serve as a template for individual departmental mission statements for online education
2. Inclusion of an "Online Education" tab under the permanent "Education" tab on the UFHealth.org website. This will create a central presence for online programs on our end of campus, and improve their visibility centrally as part of UF's educational offerings. This is particularly important since the target audience for many of the programs are not medical students, but working health care professionals who would be more likely to go to ufhealth.org than medicine.ufl.edu. UF Health has invested substantial marketing capital into directing potential enrollees to UFHealth.org, so we should take advantage of that.
 - a. <https://ufhealth.org/health-science-center/education> and <http://programs.distance.ufhealth.org/> do not seem to link with one another and the listed programs on the latter website are not inclusive of all programs available.
 - b. Thomas Rowe, Joe Fantone, Thomas Pearson, Carlos Morales.
3. Improving the current "Distance Learning" page on the COM website. The link now leads to a generic page for "Current Students" on the main university's Distance Learning website, and not to COM online education programs. We recommend changing the header of the page from "Distance Learning" to "Online Education" and including information on all COM programs as well as a link to the new UFHealth.org Online Education Page (see #2 above) so it is more useful for potential online learners not already at UF.
 - a. Brett Looney can fix linking to a better page but ultimately this is a task for Carlos Morales.
4. A written and online guide for faculty and staff, and workshops on the UF academic approval process for online education programs.
 - a. Paul Gulig is a resource for understanding this process
 - b. Steps in the academic approval process and description of each entity that has a role in approving the proposal

- c. Steps and requirements for the self-funded approval process
 - d. List of contacts and offices involved, including administrative assistants
5. Ongoing faculty development training sessions or workshops on the theory and practice of developing new online education programs and converting face-to-face programs.
- a. Dr. Carter, Dr. Reid and other COM and HSC faculty with expertise in the area such as Wayne McCormack and Sue Semple-Rowland
 - b. Representatives from Provost's office, Health Science Center, Marketing, Instructional Design and IT
 - c. To be held at the HSC and streamed for ease of access for faculty. Can record and archive for later viewing.
May incorporate this training into ongoing faculty development such as The Educational Scholarship Program
6. Centralized support on the College and HSC level
- a. Requires support from Thomas Pearson's office
 - a. Instructional design
 - b. Video recording/studio services
 - c. Registration/student support
 - d. Financial Services
 - e. Technical support
7. Centralized process and support for marketing.
- a. Requires support from Thomas Pearson's office
 - b. The COM Online Education Task Force will establish marketing standards and approval processes specifically for online education. This will reflect the difference between the needs and approaches of marketing online education program vs. health services.
 - c. Develop an HSC-centered marketing approach for all programs to leverage enrollments, optimize negotiation with marketing firms and optimize return on marketing dollars.
8. A formalized way for different departments to share self-funded courses as electives, even if the tuition rates are different.
- a. Ensures that students pay no higher than the rate of the program in which they are enrolled, even if the electives are from a program with a higher tuition rate, and ensures that funds flow to the appropriate department.
 - b. Leverages enrollments across programs through the facilitation of program directors
 - c. Requires coordination of Thomas Pearson's office with the UF Distance Learning office (Brian Marchman, Charles Koenig) to facilitate the coding of different course sections so students are charged appropriate tuition and fees.
9. Educational scholarship focusing on online programs
- a. White paper on COM approaches to online education
 - b. Program evaluation
 - c. Collaboration among different online programs to produce educational scholarship
 - d. Partner with the Educational Scholarship Program spearheaded By Drs. Wayne McCormack, Amy Blue and Linda Behar-Horenstein, with a focus specifically on online education
 - a. Build educational scholarship community comprising HSC-centered online programs

10. Develop COM mechanism for allowing graduate students to serve as teaching assistants for online courses
 - a. Established model: Psychiatry department has employed this model for several years using PhD students from the PPHP Clinical Psychology department.
 - b. May accomplish through the support of the CTSI and IDP

11. Explore grant and other funding opportunities
 - a. Include online education line in all COM graduate education grant proposals and with the support of the CTSI
 - b. NSF and other external grants
 - c. Intramural funding
 - d. Endowed professorships/chairs in online education

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