Agenda (updated 4/21)

8:30 to 9 am  Buffet Breakfast & Welcoming Remarks  Springhills Ballroom West
  Boyd Robinson, D.D.S., M.Ed.
  Interim Dean

9 to 9:30 am  Cultural Competence & Diversity
  Patty Probert

9:30 to 10:20 am  Accreditation Rountables
  Springhills Ballroom West
  Group activity includes discussion on the standards and a review of strengths
  and opportunities of each
  and goals of their committee, followed by time for a Q & A session

10:20 am to noon  Breakout Sessions to Report Discussion Summaries
  Springhills Ballroom West

Noon to 1:45 pm  Lunch & Seminar: Change
  Springhills Ballroom West
  Jodi Gentry, UF Human Resources
  -- Reviewing the change cycle that illustrates our normal reaction to change
  -- Discussing the role of resistance while experiencing change
  -- Identifying steps for moving through the change cycle as effectively as possible

1:45 to 5 pm  Curriculum Changes
  Springhills Ballroom West
  Office of Education and Curriculum Committee members
  -- includes general discussions and breakout sessions

5 to 5:30 pm  Reception  Poolside

Important Points
- If you’re planning to attend, please RSVP via the college’s online system here.
- All attendees will receive 1.5 hours of CE credit.
- Don’t know how to get to Best Western Gateway Grande? Click here.
- For more information, contact Sheila Altizer at 273-5800 or saltizer@dental.ufl.edu
Innovative Methods used by UF Faculty Lead to Increased Student Response Rates on Evaluations

The latest round of faculty evaluations is fast approaching with the opening date for most classes scheduled for Saturday, April 12. The evaluations team would like to share with you some ideas gathered from faculty on how they were able to improve student response rates.

Faculty teaching on-campus courses have reported gaining higher response rates by treating the online evaluation system like the old paper system. Instructors have a department administrator go into the classroom and present to the students what evaluations are for and why they are important. After the instructor leaves the room, the department administrator allows 10 to 15 minutes for students to log into the evaluation system and complete the course evaluation.

Another tactic was to track with the students the real time response rates during the evaluation period. Aside from being a teaching tool about statistics, the entire class was given extra credit opportunities if the response rate reached a certain percentage. Similarly, one faculty member offered extra office hours focusing on the final exam if response rates reached a certain level.

All of these methods for improving response rates are perfectly acceptable. What isn’t acceptable is the outright awarding of points for completing an evaluation. You cannot give direct grade compensation.

We hope some of these methods are useful and feasible for you to implement. If you have had success in obtaining higher student response rates we would love to hear your story.

As a reminder to faculty, students who are auditing courses or have dropped/withdrawn from any course cannot evaluate the course. Also, classes with an enrollment of 10 or less usually are not evaluated.

It is highly recommended that you log into the evaluations system (evaluations.ufl.edu) BEFORE the upcoming evaluation period. This will allow you to ensure your sections have been properly set up to be evaluated. Once the evaluation period is open you can login to get real time response rates. For help on using the evaluations system see the Quick Reference Guide for Faculty (PDF).

We have created some promotional material (slide show, graphics, etc.) that you are welcome to use on your class website or Facebook page, etc. http://apit.aa.ufl.edu/evals/promo.aspx

If you have any questions about the evaluations process or comments (positive or negative) we would love to hear from you, contact us at evaluations@ufl.edu.
Curriculum Committee Semester Debriefing Template

Semester: One ______________________________ Date __4/14______________


<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Courses &amp; Content Sequencing</strong></td>
<td>Are the courses sequenced adequately?</td>
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<td>Is the semester of courses sequenced to build on content development sufficiently?</td>
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<td></td>
<td>Identify where this stream incorporates emerging information?</td>
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<td>Do the courses have excessive content overlap with other streams in the curriculum such that time could be used in other ways?</td>
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<td>Are their content gaps or redundancies that need to be addressed?</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td></td>
<td>• Tooth development content overlap in DEN 5404C and DEN 5210.</td>
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<td></td>
<td>• It was suggested that more of the clinical aspects of dentistry could be added to the basic science courses to emphasize clinical relevance.</td>
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<tr>
<td></td>
<td>⬤ Dr. Catalanotto felt there were several exams prior to DEN 5013 class.</td>
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<thead>
<tr>
<th>Teaching Methods</th>
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<tbody>
<tr>
<td></td>
<td>What are the primary methods of instruction this semester?</td>
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<td>Where do teaching methods support:</td>
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<td></td>
<td>• active learning,</td>
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<td>• evidence-based practice,</td>
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<td>• multidisciplinary integration,</td>
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<td>• the development of critical thinking skills and reflective judgment?</td>
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<td>Where and how does faculty mentoring occur?</td>
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<td>Comments:</td>
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<tr>
<td></td>
<td>• Small group PBL case-based learning-DEN 5210</td>
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<tr>
<td></td>
<td>• Small Group Case-based learning-DEN 5013</td>
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<td></td>
<td>• Small Group Seminars and online patient safety modules-DEN 5010</td>
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<td></td>
<td>• Incorporation of some TBL-DEN 5404C</td>
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<td></td>
<td>• Lecture-DEN 5100, DEN 5210, DEN 5120, DEN 5013, DEN 5013, DEN 5404C</td>
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<td></td>
<td>• Laboratories-DEN 5100C, DEN 5404C</td>
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<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>What are the primary methods of student assessment this semester?</td>
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<td>Are there more integrated ways to assess student performance?</td>
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<td>How did the faculty interpret the most recent course evaluations?</td>
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<tr>
<td>Comments:</td>
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<tr>
<td></td>
<td>• Written Exams</td>
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<td>• Psychomotor Exams</td>
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<td>• Reflection paper</td>
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<td>• Behavioral science paper</td>
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<td></td>
<td>• Quizzes-DEN 5100</td>
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<th>Student Preparation and Assignments:</th>
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<td>Are course readings and assignments throughout the semester appropriate?</td>
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<td>Identify where group projects/student presentations occur this semester?</td>
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<tr>
<td>Comments:</td>
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DEN 5013-Students developed a Student Code of Conduct
DEN 5210-small group case-based learning (3 sessions) and a behavioral science paper.
DEN 5010-IFH family visits and home visit reports. An ATTAC-IT reflections paper on students school presentations.

Credit Hours
Does credit assignment for the courses reflect the hours scheduled and the assignments completed?
Do the credit assignments for the courses reflect appropriate weight within the curriculum?

Comments:
- Students noted a lot of their time was spent with Dental Anatomy and felt it should be more than 2 credit hours.

RECOMMENDATIONS
- Clinical aspect of dentistry could be incorporated in all of the basic science courses.
- Review overlap of tooth development in DEN 5210 and DEN 5404C.
- DEN 5210 consider a large class case summary.
- OOE to schedule block exams closer together and review class scheduling before major exams.
- Consider technologies that may enhance learning in the Gross Anatomy labs.
- Have instructors remind students about upcoming assignment due dates.
- Consider adding more legal aspects to some of the cases in DEN 5013.
- Instructional Support to further evaluate the Responseware issues in this course.
- The Department of Restorative Dental Sciences consider implementing an early formative psychomotor exam.

Curriculum Management Reference Information

EDUCATIONAL MISSION
The educational mission of the College of Dentistry is to graduate a scientifically knowledgeable, biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can function effectively as a member of the nation’s health care delivery system. Our graduates must be competent in the prevention, diagnosis and care of patients with oral-facial conditions that affect overall health and patient well-being. A competent practitioner is one who is able to begin independent, unsupervised dental practice.

EDUCATIONAL PHILOSOPHY
The College of Dentistry is committed to the development of the competent graduate in the art, science and practice of general dentistry. The foundation of our educational philosophy is the nurturing of a humanistic environment honoring the values of integrity, honesty, respect, fairness, cooperation and professionalism. In this environment, it is critical that faculty and staff develop, integrate, and facilitate effective and active learning among the students. These collaborative efforts must result in graduates who possess and demonstrate knowledge and skills in the cognitive, psychomotor, and affective domains.
COMMITTEE RESPONSIBILITY

The Curriculum Committee is responsible for overseeing and managing the four year (eleven semesters) DMD curriculum. The committee ensures that the curriculum is consistent with the Commission on Dental Accreditation Standards and College’s educational mission and philosophy. These responsibilities confirm that the content is current (evidence-based) and that teaching methods are based on sound educational principles, and that evaluation activities are ongoing and include a variety of assessment methodologies. The committee strives to maintain adequate hours of instruction by minimizing unnecessary redundant material among departments, incorporates emerging information and ensures that students receive sufficient exposure to the curriculum material and clinical skills so that they retain the necessary knowledge, attitudes and skills to become competent dentists. The Committee’s activities and recommendations are reported in monthly meeting minutes, posted on the College’s website, and reviewed by the Dean and the College’s Faculty Advisory Board before implementation.
### Course Suggestions Evaluations

**Tuesday, April 1, 2014**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** D8-46  

**Course#** | **Course Name** | **Evaluation Summary** | **Strengths** | **Suggestions** |
---|---|---|---|---|
**DEN 5013** | Foundations Of Professionalism | Overall course evaluation: 4.2 (39 submissions) | Students felt the panel of dentists and the small group cases were the most meaningful aspects of the course. |  
- Students in general thought after the ethical principles lecture the following lectures felt redundant. Most of the students agreed the small groups were more beneficial than the large class lectures in learning to apply ethical principles.  
- Dr. Catalanotto felt there were several exams prior to this class. He asked that the OOE review this as the next class schedule is developed.  
- Students also felt it would be helpful to have the legal aspect presented with ethical situations. |

**DEN 5100C** | Gross Anatomy | Overall course evaluation: 4.6 (44 submissions) | Having access to the lab at all times was helpful. Dr. Jackson and Dr. Nonabur do an amazing job of teaching about the human body. |  
- Some students felt there was not enough time with the instructor and the cadaver due to a larger class. Considering additional cadavers and/or the use of a digital display over the instructor’s cadaver for better visibility. Dr. Jackson reminded the students there are images online to prepare the students for the labs.  
- The responseware, the clickers, were not always able to connect. |

**DEN 5121** | Biochemistry, Molecular & Cellular Biology | Overall course evaluation: 4.1 (37 submissions) | Drs. Kladde and Sayesi were attentive to many different types of learning styles with their lectures using images, written descriptions and active lectures. Students found this helpful in learning and retaining the information. |  
- It was suggested that if more of the clinical aspects of dentistry could be added to the basic science courses to emphasize clinical relevance. |

**DEN 5210** | Developmental Biology and Psychosocial Issues over the Lifespan | Overall course evaluation: 3.5 (42 submissions) | Students appreciated the clinical applications of the course. |  
- Overlapping content on tooth development in DEN 5404C.  
- Lectures with different professors in the same course felt disjointed since the instructor wasn’t aware of the learning level of the class. This was exemplified in the tooth development and jaw lectures.  
- Schedule case-base sessions closer together. Schedule a recap session of the case as a class to review the objectives
### Overall Course Evaluation:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Overall Course Evaluation</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>DEN 5404C</td>
<td>Dental Anatomy and Stomatognathics</td>
<td>3.6 (57 submissions)</td>
<td>The waxing exercises were helpful in learning dental anatomy.</td>
</tr>
<tr>
<td>DEN 5010</td>
<td>Interdisciplinary Service Learning I</td>
<td>3.6 (29 submissions)</td>
<td>Dr. Gibbs reminded the students that IFH provided 4 hours of community service. They choose and complete the remaining 6 hours of service time for this course.</td>
</tr>
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</table>

- Overlapping content on tooth development in DEN 5210.
- A student suggested more time with an upper-class student (2DN), or to have more lab time or a practice psychomotor in order to learn some of the basic techniques and address any essential steps the 1DN’s might be missing before a major exam.
- Students noted a lot of their time was spent with Dental Anatomy and felt it should be more than 2 credit hours.

### Overall Comments:

Students felt assignment reminders due dates would be helpful and they have assigned one student to send these reminders out.

### Overall Recommendations:

- Clinical aspects of dentistry could be incorporated in all of the basic science courses.
- Review overlap of tooth development in DEN 5210 and DEN 5404C.
- DEN 5210 consider a large class case summary.
- OOE to schedule block exams closer together and review class scheduling before major exams.
- Consider technologies that may enhance learning in the Gross Anatomy labs.
- Have instructors remind students about upcoming assignment due dates.
- Consider adding more legal aspects to some of the cases in DEN 5013.
- Instructional Support to further evaluate the Responseware issues in this course.
- The Department of Restorative Dental Sciences consider implementing an early formative psychomotor exam.
Periodontal Curriculum Debriefing Summary
April 1, 2014 (Class of 2014)


Debriefing purpose: 4DN feedback on periodontal curriculum.

**Overall Strengths:**
The students felt in general the lectures were good but long in DEN 6421.
Several students noted they appreciated the real life experience lecture from the periodontal dentist who came and gave an informal presentation on how he interacted with general dentists when developing treatment plans.
One student noted trauma questions from classes were on the boards.

**Overall Weaknesses:**
Several students expressed that some exam questions were more focused the papers’ authors rather than the papers’ content.
Students also felt it still not clear on when to refer to a periodontist.

**Comments:**
Students noted receiving conflicting information in literature versus clinical experiences and talking to residents while on rotation.

**Suggestions**
To assist with retention of information, shorten the lectures into singular topics.
Add to the curriculum flap designs, implants, saline irrigation and open and close tray since these were covered heavily on the boards.
Provide more experiences discussing cases.

**Formative Recommendations:**
Create either small group sessions, an additional lab or as an elective for the following topics for more hands on experience:
- Crown lengthening and surgery
- Traumatic extraction and site preservation
- Anterior implants, placement and immediate implants versus healing and implant placement
University of Florida College of Dentistry  
Course Debriefing Summary  
DEN 6412C, Preclinical Fixed Prosthodontics I  
April 8, 2014


Debriefing Purpose: Low course evaluation

Course Evaluation: 49 responses, Overall course evaluation 2.6 on a 5 point scale.

Syllabus
- The students felt the syllabus evaluation section needed clarification. This section was changed mid-course and then updated to reflect the original syllabus language which created some confusion. Students also pointed out the statement—“a student cannot fail a psychomotor based on the provisional restoration”—which was not consistent with the psychomotor grading.

Course Content
- Lectures were too long and sometimes redundant after students completed the first or second preparations. Dr. Fernandez suggested giving a short version in class and a longer (step-by-step) version online for students to review.
- Biomaterials lectures were long and difficult to grasp the concepts even with pre-reading the text. The PowerPoint presentations needed more descriptive text and labeling to be useful as study references. Clarifying provided charts would be helpful. Dr. Shen posts questions in red text for student discovery beyond class yet students have a hard time finding the answers and have no clinical experience. Students felt a clinical biomaterial discussion time in class would be helpful.
- Students supported Dr. Fernandez’s suggestion of developing a chart comparing metal, ceramic and PFM restorations which could be a student assignment.

Course Materials/Textbook
- Students in general felt the videos were helpful because of the detail for each step of the procedure.

Laboratory
- Students appreciated having a physical matrix so that they could objectively check for clearance.
- Explain in detail the expectations for equilibration of the dentoform.
- Sim lab sessions felt rushed due to the length of lectures and amount of exercises; however the students appreciated the practice.
- Able to work ahead and spend more time on things that needed to be worked on. They appreciated the “complete as you go, work at your own pace” learning environment.
- Students felt the instructor should review good examples of the preps with the class before a psychomotor similar to Dr. Kerdani in Pros II.
• Students said the definition of an undercut and occlusion concepts were different from pros I to Pros II. Students a felt it would be beneficial to provide more foundation information.

This request was added upon the emailed review of this debriefing summary. Students would prefer that faculty use English when providing instruction around the lab stations as they collect tips when instruction is provided to students near their areas.

Evaluation
• Students felt their lower performance on the final exam was due to fatigue as this was their last final.
• One student commented that the 4 answer true/false were challenging questions.
• Clinical application questions, as opposed to strictly physical property questions would be helpful for student learning and student assessment.
• Students are not clear on what is a “critical error”.
• A suggested grade weighting with an added mid-term would be: 15% quizzes, 10% midterm, 30% psychomotors, 10% final and 35% labs.

Summary of Course Recommendations
• Set the student expectations for preclinical labs and psychomotor exams at the first class or enrollment conference. Have sim lab faculty proctors rotating throughout the sim lab during psychomotor exams.
• It was suggested class time be used to discuss dental biomaterials and clinical decision making. The Department may consider TBL to accomplish this.
• Restorative Dentistry Department to discuss value and/or need for typodont equilibration exercises or ordering equilibrated dentoforms with Course Directors for future course planning. Consider both divisions evaluating occlusion. Also clarify differences in undercuts from single to multi-unit preparations in Pros 1 and Pros 2. Faculty calibration regarding cement choices would be helpful.
• Assessment and psychomotor professional behavior and expectations need to be defined clearly at the onset of the course. A student suggested having a mock psychomotor before the first psychomotor to establish expectations. Another suggestion was have simultaneously a faculty calibration and student expectation instruction to establish preparation base-lines.
• In the next course planning Dr. Fernandez will provide a short class version and a longer version online for students to review prior to sim lab. She will consider either a TBL class activity or a student assignment to develop a chart comparing properties and shearing forces of metal, ceramic and PFM restorations for clinical decision-making. Additionally, she will define what is considered a “clinical error” and remove or revise the statement that a student cannot fail a psychomotor based on the provisional restoration.
• Faculty will provide sim lab instruction in English, unless this is the most efficient/clarifying method of teaching with someone where English is their second language.
FREE WORKSHOP

SCALE-UP

Student Centered, Active Learning Environments with Upside-Down Pedagogies in Higher Education Classes

Learn how to effectively turn traditional instruction on its head—where students become teachers, with less lecture and more engagement, and most class time is spent with students working together. It all starts with how the class and room are structured.

Instructor: Robert Beichner
Distinguished Professor of Physics,
North Carolina State University
http://go.ncsu.edu/beichner

Dr. Beichner is the creator of the Scale Up Project: active learning environments with student-centered activities in large or small classes.

Sessions will be held in the College of Education’s new, Multidisciplinary Learning Laboratory, where the latest technology is used to convert the classroom into collaborative thinking stations.

May 13, 2014
Norman Hall 2309

Session I  9:00 am – noon
Session II  1:00 – 4:00 pm

Come early or stay late for a complimentary lunch catered by Celebrations from 12:00 – 1:00 pm

Register by May 9th: via email at cbarnes@coe.ufl.edu or phone at (352) 273-4215

Sponsored by the University of Florida College of Education