

Date \_\_\_\_\_

Check one:

<input type="checkbox"/>	New Elective
<input type="checkbox"/>	Elective Renewal
<input type="checkbox"/>	Elective Modification

Course Title \_\_\_\_\_

Department \_\_\_\_\_

Course Director \_\_\_\_\_

Department Chair Approval: \_\_\_\_\_ YES \_\_\_\_\_ NO

Elective type (check all that apply):

<input type="checkbox"/>	lecture	<input type="checkbox"/>	research	<input type="checkbox"/>	intramural
<input type="checkbox"/>	laboratory	<input type="checkbox"/>	independent	<input type="checkbox"/>	extramural
<input type="checkbox"/>	clinical	<input type="checkbox"/>	Grad seminar	<input type="checkbox"/>	international

\_\_\_\_\_ Other, describe \_\_\_\_\_

Recommended Class Year: (check all that apply):

<input type="checkbox"/>	1DN	<input type="checkbox"/>	2DN	<input type="checkbox"/>	3DN	<input type="checkbox"/>	4DN
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Number of students: Maximum \_\_\_\_\_ Minimum \_\_\_\_\_

Entry level prerequisite \_\_\_\_\_

Student hours required

	Day	Evening	Weekend	Holiday/ Break Week	
Lecture/seminar					
Independent study					
Laboratory					
Clinical					
<b>HOURS</b>					<b>TOTAL HOURS</b>

Elective semester offering: \_\_\_\_\_ one time \_\_\_\_\_ recurring

Beginning date/semester \_\_\_\_\_ Completion date/semester \_\_\_\_\_

Elective Description: *(For additional space please request an ECO course be created for elective development)*

Course Goal

Outline

Methodology/Activity planned:

Evaluation mechanism / Criteria:

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*Send completed form as pdf to the Office of Education, [gmitchell@dental.ufl.edu](mailto:gmitchell@dental.ufl.edu)*

Curriculum Committee Approval date \_\_\_\_\_ Credit hours assigned \_\_\_\_\_

*The Foundation for The Gator Nation*

An Equal Opportunity Institution

## Fall 2009 - 2016 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Course Mean/ (Respondents) 2013	Course Mean/ (Respondents) 2014	Course Mean/ (Respondents) 2015	Course Mean/ (Respondents) 2016
5013	Professionalism/ 2009 - 2014 Frank Catalanotto / 2015 Larry Cook / 2016 Carol Stewart	3.9 (81)	4.5 (81)	4.3 (82)	4.0 (63)	4.2 (39)	3.6 (31)	4.5 (58)	4.6 (86)
5100C	Gross Anatomy/ 2009 - 2014 Moira Jackson / 2015 Venkatesh Nonabur	4.7 (65)	4.7 (70)	4.7 (68)	<b>3.7 (65)</b>	4.6 (44)	4.5 (31)	4.2 (58)	4.3 (87)
5121	Biochemistry, Molecular & Cellular Biology / Michael Kladde	3.3 (76)	3.9 (81)	3.4 (83)	3.7 (64)	4.1 (37)	3.9 (31)	4.1 (58)	3.8 (87)
5210C	Developmental Biology and Psychosocial Issues over the Lifespan, Part I / Abi Adewumi	4.6 (65)	4.4 (60)	3.5 (80)	<b>3.5 (70)</b>	3.5 (42)	3.7 (31)	3.5 (58)	3.5 (87)
5404C	Dental Anatomy and Stomatognathics / Deborah Dilbone	3.7 (52)	3.7 (71)	4.0 (72)	<b>3.3 (71)</b>	3.6 (57)	3.8 (31)	3.9 (58)	4.3 (86)
6251	Science and Clinical Management of Dental Pain / Robert Caudle	3.7 (21)	4.0 (62)	3.2 (67)	4.0 (31)	3.5 (19)	3.4 (63)	3.6 (37)	1.7 (57)
6302C	Introduction to Clinical Diagnosis and Treatment Planning / 2009 - 2015 Christopher Spencer / 2016 Geraldine Weinstein	<b>Not Evaluated in Fall 2009</b>	3.9 (71)	3.7 (67)	4.2 (29)	3.7 (19)	3.9 (63)	3.0 (38)	3.7 (57)
6351 - 2010	Oral Pathology / Don Cohen	4.7 (71)	4.7 (75)	4.4 (76)	4.3 (33)	4.2 (25)	3.9 (63)	3.8 (38)	4.6 (58)

## Fall 2009 - 2016 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Course Mean/ (Respondents) 2013	Course Mean/ (Respondents) 2014	Course Mean/ (Respondents) 2015	Course Mean/ (Respondents) 2016
6408C	Preclinical Operative Dentistry III / 2009 - 2010, 2013 - 2016 Marc Ottenga / 2011 - 2012 Luis Sensi	4.5 (21)	4.4 (68)	4.4 (75)	3.9 (26)	4.1 (72)	4.1 (68)	3.4 (36)	4.3 (58)
6412C	Preclinical Fixed Prosthodontics II / Monica Fernandez	3.7 (19)	2.4 (69)	3.6 (76)	2.9 (44)	2.6 (49)	3.3 (65)	3.1 (37)	2.2 (57)
6421C	Periodontic Treatment Planning and Disease Control / 2009 - 2015 Luciana Shaddox / 2016 Theodora Kompotiati	4.4 (64)	4.7 (77)	4.3 (77)	3.8 (49)	4.3 (54)	4.0 (64)	3.8 (37)	4.1 (56)
6430C	Principles of Endodontics / 2009 - 2015 Uma Nair / 2016 Roberta Pileggi	4.2 (69)	4.8 (62)	4.4 (70)	4.5 (31)	4.7 (20)	4.3 (64)	4.4 (37)	4.2 (56)
7411C	Overview of Dental Implantology (with IEDP) / Arthur Nimmo	4 (72)	4.0 (52)	4.4 (74)	4.0 (36)	4.3 (28)	4.3 (13)	3.9 (39)	4.1 (19)
7422C	Endodontic Surgery for the General Practitioner / 2009 - 2013 Theofilos Koutouzis / 2014 - Ike Aukhil	3.8 (72)	3.5 (54)	3.9 (70)	3.7 (41)	4.3 (28)	4.4 (13)	4.0 (34)	4.1 (18)
7441	Surgery (Part II) / 2009 - 2014 Matthew Dennis / 2015 - John Hardeman	4.4 (17)	4.6 (4.6)	4.8 (56)	4.4 (19)	4.4 (17)	4.6 (12)	4.5 (34)	4.4 (18)
8263	Advanced Oral Medicine and Clinical Pharmacology (makeup exam 1/20) / Carol Stewart	3.7 (7)	4.0 (19)	4.2 (58)	4.6 (14)	4.0 (3)	3.4 (14)	Evaluated in Summer	
8303	Advanced Radiologic Interpretation / Madhu Nair	3.5 (15)	4.0 (40)	3.7 (36)	4.3 (15)	3.9 (7)	2.2 (15)	3.5 (16)	Evaluated in Summer





**MINUTES: Curriculum Management: Semester 1 Debriefing**

**Friday, Jan. 13, 2017**

**Time: 12:00 PM to 1:00 PM**

**Location: D4-16**

**Present:** G. Childs, K. Campbell, L. Londono, A. Medellin, M. Kubis, G. Karon, A. Panousis, H. Fromm, K. O'Brien, K. Rarey, V. Nonabur, L. Mugayar, R. Caudle, M. Kladde, C. Stewart, D. Dilbone

Course	Presenter/Discussion	CD
<b>DEN 5100C</b>	<b>Gross Anatomy</b> Have exam 2 prior to fall break in preservation of the cadavers.	Dr. Nonabur
<b>DEN 5121</b>	<b>Biochemical, Molecular and Cellular Biology</b>	Dr. Kladde
<b>DEN 5210</b>	<b>Developmental Biology and Psychosocial Issues pt. 1</b> Have the nutrition presentation focus on developmental biology of the infant and child.	Dr. Mugayar
<b>DEN 5013</b>	<b>Foundations of Professionalism</b> Excellent course.	Dr. Stewart
<b>DEN 5010</b>	<b>Interdisciplinary Service Learning 1</b>	Dr. Gibbs
<b>DEN 5404C</b>	<b>Dental Anatomy and Stomatognathics</b> It was noted that 45% of student assessment took place in 1 week. Students suggested moving the psychomotor to later in the semester. Dr. Dilbone will confer what eruption tables Pediatric Dentistry is using.	Dr. Dilbone

<p><b>Courses/Sequencing</b></p> <p><b>Overlap/ Excessive Content Gaps / Redundancies</b></p>	<ul style="list-style-type: none"> <li>• Students requested exams occur before (fall) break week. Specifically, Gross Anatomy’s second exam as the cadavers dried out over the break.</li> <li>• Students suggested exams be spread further apart in the semester as opposed in a week block.</li> <li>• Students reported beneficial overlap in neurophysiology and with anatomy in semester 1.</li> <li>• Students reported redundancy in nutrition between semester 1 (DEN5210) and a lecture they had this week in semester 2, DEN5502C.</li> <li>• Dr. Widmer’s lectures in developmental biology, anatomy and neurophysiology were very similar, specifically the anatomy lectures and the slides. His exam questions were expert level.</li> <li>• Dental Anatomy and Development Biology used different eruption tables and students asked if the same</li> </ul>
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**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 6421C, Periodontics Treatment Planning and Disease Control**

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**January 30, 2017**

**Present:**, A. Sharma, C. Sayoc, S. Rifai, M. Ghorbani, G. Smidt, T. Kompotiati, I. Aukhil, G. Childs

**Debriefing Purpose:** New course director

**Course Evaluation:** 86 total responses, Overall course mean, 4.65/5.0

**Syllabus**

- Students felt the syllabus was generally complete, clear and helpful in understanding the course.

**Course Content**

- Well organized.
- Students thanked Dr. Kompotiati for a good course that was organized well.
- Students requested not having to attend lecture and not scheduling more than 3 hours of lecture for one class in a row.

**Teaching Methods**

- Lab time will be more effective lectures are scheduled in D3-3.
- Students felt the clinical patient/peer sessions were helpful in applying the techniques taught.
- Students spoke highly of a review session given by a resident in D3-3 and found this more helpful than lectures in the lab. They brought their dentaforms and in a focused 45-minute lecture felt they understood more about positioning and instrumentation as compared to the information provided in the sim lab.
- Students felt Dr. Shaddox's skype interface with the class was disruptive. Dr. Aukhil indicated this was a one-time event.

**Laboratory**

- Lab sessions were long, and lectures presented in the lab were either too loud or soft for students depending on their distance from the front of the room.
- Students felt the ratio of faculty/residents to students very helpful.
- Have lab session and instructor for left-handed students.

**Examinations/Evaluation**

- Fair and represented course material

**Text(s)**

- No comments

**Recommendations Summary:**

- Schedule lectures in D3-3 rather than sim lab and have students bring dentaforms and instruments.
- Have smaller groups for lab sessions and a left-handed group.
- Clarification on the criteria and expectations for laboratory goals each session.
- Have case presentations in small groups.

**Recommendations for other courses**

- In DEN6015, clarify the criteria for shadowing and assisting. Students suggested receiving RVU's beginning in DEN6015 as an early transition to axiUm and clinic documentation.
- Students suggested using Dr. Hardeman's model for attendance by making it extra credit as opposed to mandatory quizzes.
- Emphasis on what is important to know in a course/discipline for practice after graduation.

## **Academic Assessment Plan**

### **University of Florida**

#### **Academic Affairs**

#### **Academic Colleges**

#### **College of Dentistry**

#### **Dentistry (DMD)**

#### **Dentistry (DMD) Mission**

Vision: to be internationally recognized as a leader in education, research, patient care and service.

Mission: to be known for innovative dental education, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates and the highest degree of patient care and service.

Values: Excellence, collaboration, compassion, courtesy, diversity, integrity, professionalism.

We strive to:

- Develop outstanding clinical, research and teaching professionals committed to lifelong learning.
- Discover, disseminate and apply knowledge in the oral health sciences.
- Provide and promote patient-centered clinical care and community service.
- Foster an environment that promotes communication, collaboration, cultural diversity and internationalization, health and wellness and ensures further alignment of the college with UF's vision and mission.
- Maximize college resources to support the mission while emphasizing accountability and high performance.
- Promote a culture of continuous improvement.
- Embrace interprofessional education, research and patient care.
- Cultivate a humanistic environment.

The University of Florida (UF) is a public land-grant, sea-grant and space-grant research university, and one of the most comprehensive universities in the U.S. UF encompasses virtually every academic and professional discipline. The largest and oldest of Florida's 11 universities and a member of the Association of American Universities, UF enjoys high national rankings by academic assessment institutions. UF's faculty and staff members are dedicated to the common pursuit of the university's threefold mission: teaching, research and service. The vision and mission of the College of Dentistry supports and complements that of its parent institution.

UF aspires to join the ranks of the nation's top public research universities and is committed to a process of careful planning; an excellence in its faculty, staff, students, alumni and donors; and a determination to invest in areas that enhance quality. UF has formulated a strategic work plan to help the university attain this goal. Likewise, the University of Florida College of Dentistry is committed to a process of strategic planning and performance

improvement based on predetermined outcome measures. The planning process at the college aligns the college-level plan with that of the university and the UF Health The Power of Together plan. The college's strategic plan is a living document that is reviewed on an ongoing basis by the university administration as part of the annual college program review conducted by the senior vice president for health affairs, college administration, and college committees, including the Strategic Planning Committee. Suggested changes to the plan from any member or group within the college are directed to the Strategic Planning Committee. Any proposed changes to the plan are shared with the faculty through the Faculty Assembly and, ultimately approved by the dean. The college's Strategic Plan contains the college's vision, mission, goals and values statements, along with its measures of institutional effectiveness. The current 2013-2018 Strategic Plan was approved in July, 2015.

**Responsible Roles:** Dean (Garcia, Isabel)

**Program:** Dentistry (DMD)

**Progress:** Ongoing

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### **2016-17 PG 1: High Quality DMD Education**

*Provide the highest quality, innovative DMD predoctoral education through a curriculum that prepares students to deliver outstanding care in a comprehensive, ethical, evidence-based, wellness-oriented and patient-centered manner.*

#### **Evaluation Method**

##### 1. Interviews and Surveys

A) Conduct small group interviews to evaluate student satisfaction in the scope and quality of their education and charge curriculum committee, department chairs and administrators to implement action plans to correct areas of obvious student dissatisfaction. (Senior Exit Interviews, Alumni Periodic Survey)

B) Conduct survey to evaluate student confidence in acquiring the UFCD competencies identified in it's competency-based educational program and implement action plan to correct perceived weaknesses if threshold scores are below 3.0 (Senior Student Confidence in in UFCD Competencies survey)

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

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### **2016-17 SLO 1: Dental Patient Diagnosis and Assessment**

Assess patients' needs for dental treatment within the scope of general dentistry.

**SLO Area (select one):** Knowledge (Grad)

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

#### **Assessment Method**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

### **2016-17 SLO 2: Comprehensive Dental Patient Treatment Plans**

Design an appropriate comprehensive dental treatment plans for patients within the scope of general dentistry.

**SLO Area (select one):** Skills (Grad)

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

#### **Assessment Method**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

### **2016-17 SLO 3: Comprehensive Dental Patient Treatment**

Provide comprehensive dental treatment appropriate to the patient's needs and desires within the scope of general dentistry.

**SLO Area (select one):** Professional Behavior (Grad)

**Responsible Role:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

**Progress:** Ongoing

#### **Assessment Method**

A rubric is used to assess student performance. This rubric includes performance criteria in medical history and medications; physical exam and assessment of oral conditions; diagnosis and formulation of treatment plan(s); delivery of dental treatment; literature review; presentation criteria and patient documentation including clinical photography, study casts, patient documentation; and professionalism.

### **DMD Doctor of Dental Medicine Detail**

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** Ongoing

**Providing Department:** Dentistry (DMD)

**Responsible Roles:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

#### **Research (Graduate and Professional AAPs only)**

The DMD Degree is not a research degree. However, the College is heavily invested in encouraging student research through endeavors such as the Summer Research Program, supporting the student chapter of the American Association for Dental Research, offering elective research courses and the combined DMD/PhD program. A research track and

graduation with research honors is also available to DMD students. The dental office of research monitors total student research participation, the number of students in the research track, how many earn research honors at graduation, how many students travel to and participate in research meetings and have their research published.

### **Assessment Timeline (Graduate and Professional AAPs only)**

Assessment 1

SLOs

#### **Knowledge**

SLO 1: Dental Patient Diagnosis and Assessment Fall and Spring Semesters, Semester 10 & 11 DMD program

#### **Skills**

SLO 2: Comprehensive Dental patient Treatment Planning Fall and Spring Semesters, Semester 10 & 11 DMD program

#### **Professional Behavior**

SLO 3: Comprehensive Dental Patient Treatment Fall and Spring Semesters, Semester 10 & 11 DMD program

### **Curriculum Map (UG AAPs only)**

#### **Assessment Cycle (All AAPs)**

Analysis and Interpretation: December - May

Program Modifications: March - August

Dissemination: August - September

**Year15- 16- 17- 18- 19- 20-**  
**16 17 18 19 20 21**

**SLOs**

**Content Knowledge**

**SLO 1: Dental Patient Diagnosis and Assessment**

**X X X X X X**

**Skills**

**SLO 2: Comprehensive Dental Patient Treatment Planning**

**X X X X X X**

**Professional Behavior**

**SLO 3: Comprehensive Dental Patient Treatment**

**X X X X X X**

**Methods and Procedures (UG and Certificate AAPs)**

**SLO Assessment Rubric (All AAPs)**

The Assessment Rubric for SLO 1,2 & 3 is attached below.

 Assessment Rubric SLO 1,2,3

**Measurement Tools (Graduate and Professional AAPs Only)**

Multiple assessment methods are used across the four year curriculum and include:

Assessment	Dimensions	Example Description
Independent Competency assessment	Knowledge, skills, professional behavior, critical thinking, evidence-based practice	Faculty assesses students' competence in professionalism and quality of clinical care provided on specific clinical procedures and/or case-based scenarios without faculty assistance. All data is captured in the college clinical management system and electronic health record, axiUm.
Clinical performance based evaluations	Knowledge, skills, professional behavior	Faculty assesses students' professionalism, as well as the daily quality and quantity of clinical care provided on each patient with faculty supervision. All data is captured in the college clinical management system and electronic health record, axiUm.
Case presentations	Knowledge, skills, professional behavior, critical thinking, evidence-based practice	Students present a completed case to a faculty member panel in Semester 10.
Pre-clinical psychomotor examinations	Knowledge, skills,	Students are assessed in clinical skills on typodonts (tooth models) in a simulation laboratory before they can progress to clinical patient care in the TEAM program.
Standardized patient assessments	Knowledge, interpersonal skills, professional behavior	Students interview Standardized Patients in the Harrell Assessment Center. These interviews are video-captured and reviewed by faculty and students in small groups. The last interview is a competency assessment which must be passed at a competent standard or remediated.
Course-based exams	Foundation Knowledge	Students are challenged on multiple course-based exams throughout the curriculum. The range of assessments includes multiple choice, case-based with images, short answers and essays.

### Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Venita J. Sposetti	Restorative Dental Sciences	<a href="mailto:sposetti@dental.ufl.edu">sposetti@dental.ufl.edu</a>	(352) 273-7750
Gail S. Childs	Community Dentistry & Behavioral Sciences	<a href="mailto:gchilds@dental.ufl.edu">gchilds@dental.ufl.edu</a>	(352) 273-5952

**Academic Assessment Plan Entry Complete:**



## Institutional Effectiveness Plan

### University of Florida

#### Academic Affairs

#### Academic Colleges

#### College of Dentistry

##### Dentistry Mission

**Vision:** To be internationally recognized as a leader in education, research, patient care and service.

**Mission:** To be known for innovative dental education, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates and the highest degree of patient care and service.

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We strive to:

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Discover, disseminate and apply knowledge in the oral health sciences.

Provide and promote patient-centered clinical care and community service.

Foster an environment that promotes communication, collaboration, cultural diversity and internationalization, health and wellness in alignment with UF's vision and mission.

Maximize college resources to support the mission while emphasizing accountability and high performance..

Promote a culture of continuous improvement.

Embrace interprofessional education, research and patient care.

Cultivate a humanistic environment.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Unit/College:** College of Dentistry

**Responsible Roles:** Dean (Garcia, Isabel)

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#### 2015-16 Goal 1: Patient-Centered Care

Provide the highest quality, patient-centered, evidence-based oral health care for our patients and ensure a sufficient patient pool to support the educational needs of our students and residents.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Interim Associate Dean, Clinical Administration and Quality (Guelmann, Marcio)

##### Action Items

1. Ensure delivery of the highest quality comprehensive care by promoting a culture of customer

service and a philosophy of continuous improvement while maintaining a strong quality improvement program.

- The Quality Assurance Program Manual is attached.

- The Standards of Care are attached with compliance measures (Pre-doctoral Data-Excell file - This report includes Standard of Care, Pre-doctoral Complaints, Comprehensive Care Table, Pre-Doc Safety Surveillance)

2. Establish a centralized call center for patient appointments in all Gainesville clinics, patient call backs/questions and operator services.

- The centralized call center is in process pending the implementation of Easy Markit, to allow more efficient and effective communication with patients. The current "manual" call center at UFCD receives roughly 500 calls per month which are appropriately triaged.

3. Promote interdisciplinary care model by improving communication between DMD program and specialty care.

- The Interdisciplinary Care referrals data is found in "Clinical Outcomes Summary Data 2015-16" pdf document.

- The Associate Dean for Clinical Administration and Associate Dean of the School of Advanced Dental Sciences have helped to facilitate a more seamless process for inter-clinic referrals.

- AxiUm upgrade was implemented January, 2016 for DMD Clinics. Training include substantial emphasis on maximizing utilization of AxiUm for tracking inter-clinic referrals. The process of implementation on graduate programs is ongoing.

 2015-2016 Predoctoral Data (10.10.16)

 Clinical Outcomes Summary Data 2015-16

 Clinical Quality Assurance and Compliance Manual

### **Measures of Action Items**

- 1a. Patient satisfaction by department/clinic location.
- 1b. Number of patient complaints by quarter and fiscal year, analyzed by department and clinic.
- 1c. Number of patient visits by department/location/Care Groups.
- 1d. Trends in the number of patient treatment plans completed by assigned student dentist.
2. Number of referrals from DMD to graduate and faculty practice clinics.

### **Time Period of Action Items**

2015-2016

1. Patient satisfaction by department/clinic location - Annually, July 2016
2. Number of patient complaints by quarter and fiscal year, analyzed by department and clinic - Quarterly and by fiscal year, January, April, July, October, 2016
3. Number of patients visits by department/location/Care Groups - Annually, July 2016
4. Trends in the number of patient treatment plans completed by assigned student dentist - Annually, July 2016

### **Resources of Action Items**

1. Clinical Administration, Dr. Marcio Guelmann, Finance Office, Jean Sweitzer.
2. Clinical Administration, Dr. Marcio Guelmann
3. Clinical Administration, Dr. Marcio Guelmann
4. Clinical Administration, Dr. Marcio Guelmann

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### **2015-16 Goal 2: Research**

Continue to grow and sustain our research mission with an emphasis on collaboration and a strong translational component.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Associate Dean for Research (Burne, Robert), Director for Research Admin (Galloway, Katherine)

#### **Action Items**

1. Recruit research-intensive faculty with a record of research application success, evidence of strong potential for research funding, and high potential to enhance/align with strategic research directions for the future.
2. Strengthen productive collaborations with major initiatives on campus, including the CTSI, Public Health and Preeminence initiatives.

#### **Measures of Action Items**

1. NIH/NIDCR rank for dental institutions.
2. NIH/NIDCR rank for academic institutions.
3. Blue Ridge rank for medical research, NIH rank & funding.
4. Total extramural funding (federal, non-federal, other).
5. FTE assigned to research.
6. Total publications in peer-reviewed journals annually.
7. Number of UFCD faculty participating in research projects with PI's from other departments, colleges or universities.
8. New grants submitted/funded by quarter and fiscal year.

#### **Time Period of Action Items**

- |           |  |
|-----------|--|
| 2015-2016 | 1. NIH/NIDCR rank for dental institutions.   |
| 2015-2016 | 2. NIH/NIDCR rank for academic institutions.   |
| 2015-2016 | 3. Blue Ridge rank for medical research, NIH rank & funding.   |
| 2015-2016 | 4. Total extramural funding (federal, non-federal, other).   |
| 2015-2016 | 5. FTE assigned to research.   |
| 2015-2016 | 6. Total publications in peer-reviewed journals annually.  |
| 2015-2016 | 7. Number of UFCD faculty participating in research projects with PI's from other departments, colleges or universities. |
| 2015-2016 | 8. New grants submitted/funded by quarter and fiscal year.   |

#### **Resources of Action Items**

College Office of Research, Robert Burne.	1. NIH/NIDCR rank for dental institutions.
College Office of Research, Robert Burne.	2. NIH/NIDCR rank for academic institutions.
College Office of Research, Robert Burne. funding.	3. Blue Ridge rank for medical research, NIH rank &
College Office of Research, Robert Burne. other).	4. Total extramural funding (federal, non-federal,
College Office of Research, Robert Burne.	5. FTE assigned to research.
College Office of Research, Robert Burne. annually.	6. Total publications in peer-reviewed journals
College Office of Research, Robert Burne. projects with PI's from other departments, colleges or universities.	7. Number of UFCD faculty participating in research
College Office of Research, Robert Burne. year.	8. New grants submitted/funded by quarter and fiscal

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### **2015-16 Goal 3: DMD Program**

Provide the highest quality, innovative DMD predoctoral education through a curriculum that prepares students to deliver outstanding care in a comprehensive, ethical, evidence-based, wellness-oriented and patient-centered manner.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Associate in Dentistry (Childs, Gail), Associate Dean (Sposetti, Venita)

#### **Action Items**

1. Ensure enhanced DMD student learning as measured by educational outcomes.
2. Ensure the implementation of a contemporary, health and wellness-oriented DMD curriculum.

#### **Measures of Action Items**

- 1a. DMD student pass rate – NBDE Parts I and II.
- 1b. DMD student pass rate - Florida Licensure Exam.
- 2a. Student satisfaction (senior exit interviews, Alumni Periodic Survey).
- 2b. DMD students accepted/applied in advanced education and graduate education programs.
- 2c. DMD students graduating with research honors and/or dual degrees.
- 2d. DMD Program-tuition and fees, and educational debt.

#### **Time Period of Action Items**

- 1a. July, 2016 DMD student pass rate – NBDE Parts I and II.
- 1b. July, 2016 DMD student pass rate - Florida Licensure Exam.
- 2a. July, 2016 Student satisfaction (senior exit interviews, Alumni Periodic Survey).
- 2b. July, 2016 DMD students accepted/applied in advanced education and graduate education programs.
- 2c. July, 2016 DMD students graduating with research honors and/or dual degrees.

2d. July, 2016 DMD Program-tuition and fees, and educational debt.

### **Resources of Action Items**

1a. Associate Dean for Education, Venita Sposetti, Director for Curriculum and Instruction, Gail S. Childs. DMD student pass rate – NBDE Parts I and II.

1b. Associate Dean for Education, Venita Sposetti, Director for Curriculum and Instruction, Gail S. Childs. DMD student pass rate - Florida Licensure Exam.

2a. Associate Dean for Education, Venita Sposetti, Director for Curriculum and Instruction, Gail S. Childs. Student satisfaction (senior exit interviews, Alumni Periodic Survey).

2b. Associate Dean for Education, Venita Sposetti, Director for Curriculum and Instruction, Gail S. Childs, Assistant Dean for Admissions and Financial Aid, Pam Sandow. DMD students accepted/applied in advanced education and graduate education programs.

2c. Associate Dean for Education, Venita Sposetti, Director for Curriculum and Instruction, Gail S. Childs, Associate Dean for Research, Robert Burne. DMD students graduating with research honors and/or dual degrees.

2d. Assistant Dean for Admissions and Financial Aid, Pam Sandow. DMD Program-tuition and fees, and educational debt.

Additionally these data are reviewed by the college Curriculum Committee, Faculty Advisory Board, Strategic Planning Committee and the college Dean.

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## **2015-16 Goal 4: Advanced and Graduate Education Programs**

Promote the advancement and enrichment of interdisciplinary advanced and graduate education.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Chair of Endodontics (Pileggi, Roberta)

### **Action Items**

1. Ensure the implementation of a contemporary curriculum including enhanced interdisciplinary didactic and clinical learning experiences.
2. Create interdisciplinary care model by improving communication between specialty clinics.
3. Promote interdisciplinary clinical translational research for Master of Science in Dentistry students.
4. Increase revenues in all clinics by changing mix of patients, enhanced marketing to target patient groups, maximizing utilization of clinic chairs.

### **Measures of Action Items**

- 1a. Specialty board pass rate for specialty programs.
- 1b. Student evaluations.
- 1c. Advanced education exit and progress surveys.
- 1d. Alumni periodic survey (5/7 years after graduation).
- 1e. Enrollment trends in advanced and graduate programs.

2. Clinical treatment monitoring, written records review, case presentation seminars and interdisciplinary grand rounds.
3. Number of students presenting at local and national meetings and number of abstracts.
4. Total revenue (clinical collections).

### **Time Period of Action Items**

1. 2015-2016 Ensure the implementation of a contemporary curriculum including enhanced interdisciplinary didactic and clinical learning experiences.
2. 2015-2016 Create interdisciplinary care model by improving communication between specialty clinics.
3. 2015-2016 Promote interdisciplinary clinical translational research for Master of Science in Dentistry students.
4. 2015-2016 Increase revenues in all clinics by changing mix of patients, enhanced marketing to target patient groups, maximizing utilization of clinic chairs.

### **Resources of Action Items**

1. School of Advanced Dental Sciences, Roberta Pileggi.
2. School of Advanced Dental Sciences, Roberta Pileggi.
3. School of Advanced Dental Sciences, Roberta Pileggi.
4. School of Advanced Dental Sciences, Roberta Pileggi, Finance Office, Jean Sweitzer.

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## **2015-16 Goal 5: Resources: Finances, Facilities and People**

Grow and diversify college revenues and reduce expenses to ensure adequate financial resources to support the tripartite mission of the College. Expand and renovate the Gainesville facility to reflect the quality of UFCD. Systematically monitor organizational structure and improve diversity & quality of faculty, staff and students to provide a more dynamic and rewarding work/educational environment.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Director of Finance and Administration (Sweitzer, Jean)

### **Action Items**

1. Apply and obtain funding through the Medicaid Electronic Health Record (EHR) Incentive Program – “Meaningful Use.”
2. Increase clinical revenues in all clinics and improve related business functions.
3. Expand marketing program for college services to support the academic mission.
4. Reduce operating expenses by at least 1% and campaign for overhead relief.
5. Grow tuition revenues, including off-book programs and both on-site and online dental continuing education.
6. Increase gifts and endowments to the college.
7. Enhance extramural funding for cutting edge basic, translational and clinical research.
8. Initiate planning, fundraising and promotion for a new facility in the Health Science Center and identify and prioritize renovation of needs to enhance current instructional, clinical and research space, and plan for future organizational needs.
9. Recruit and retain the highest quality faculty and staff in the appropriate roles to support the college’s mission.
10. Emphasize diversity in recruitment and retention of faculty, staff, and students.
11. Develop a fair and equitable compensation plan and/or improve the quality of work life

promoting high quality and productive performance and rewarding excellence for both faculty and staff.

12. Continue to improve and broaden the faculty mentoring system.

### **Measures of Action Items**

1. Trends in total revenue by source. (1, 2, 7)
- 2a. Trends in total revenue by source.
- 2b. Clinical revenue per student/resident FTE.
- 2c. DMD chair utilization, productivity by procedure codes, and clinical revenue by department/location/TEAM.
3. Clinical revenue per clinical faculty FTE.
4. Trends in college expenses by category.
5. State revenue per student FTE.
- 6a. Trends in giving (total \$ raised and total \$ commitments each fiscal year).
- 6b. Number of donors and total \$ given by individuals each fiscal year.
7. Trends in total revenue by source.
8. \$ value of unmet needs/outstanding renovations.
9. Annual turnover rate for faculty and staff.
- 10a. Annual demographic profile (number, percent) of faculty, staff and students in terms of age, race/ethnicity, gender and rank).
- 10b. Number and percent of new women and URM salaried faculty and staff hired each fiscal 10. year by race/ethnicity, gender and rank.
- 10c. Estimated number of women and URM in faculty applicant pools.
11. Faculty salary comparisons by school type and rank.
12. Annual number of faculty receiving tenure or promotion.

### **Time Period of Action Items**

2015-2016

### **Resources of Action Items**

1. Finance Office, Jean Sweitzer.
2. Associate Dean for Clinical Administration, Marcio Guelmann, Associate Dean for Education, Venita Sposetti, Finance Office, Jean Sweitzer.
3. Finance Office, Jean Sweitzer.
4. Finance Office, Jean Sweitzer
5. Finance office, Jean Sweitzer
6. Development Office, Tom LaFleur.
7. Associate Dean for Research, Robert Burne.
8. Development Office, Tom LaFleur, Finance Office, Jean Sweitzer.
9. Human Resources Office, Amanda Phelps.
10. Human Resources Office, Amanda Phelps.
11. Human Resources Office Amanda Phelps.
12. Associate Dean for Faculty Affairs, Shannon Wallet.



Develop and sustain a culture of excellence and an environment that maximizes talents and skills.

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Division/College:** College of Dentistry

**Responsible Roles:** Associate Dean (Sposetti, Venita)

### Action Items

1. Enhance awareness of a humanistic culture through a college-wide initiative.
2. Develop and implement ongoing training programs through a college-wide initiative to include elements of customer service, hospitality and diversity.
3. Develop and implement a Reward and Recognition program to improve morale.

### Measures of Action Items






1. Environmental analysis surveys of faculty, staff and students.
2. Patient satisfaction by department/clinic.
3. Environmental analysis surveys of faculty, staff and students.

### Time Period of Action Items

1. October, 2016
2. October, 2016.
3. October, 2016

### Resources of Action Items

1. Assistant Dean for Student and Multicultural Affairs, Patricia Xirau-Probert.
2. Associate Dean for Clinical Affairs, Mauricio Guelmann.
3. Assistant Dean for Student and Multicultural Affairs, Patricia Xirau-Probert.

-  2015 Patient Satisfaction Survey
-  2015 Patient Satisfaction Survey: Results
-  Environmental Survey: Faculty
-  Environmental Survey: Staff
-  Environmental Survey: Students

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### Dentistry IE Detail

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Providing Department:** College of Dentistry

**Responsible Roles:** Dean (Garcia, Isabel)

### Administrative Support Services

The College of Dentistry has a number of groups to ensure effective communication among administrative staff, and to serve as venues for continuous improvement related to administrative and business processes. These include a biweekly administrative staff meeting including the highest level administrative staff in the Dean's Office, Communications, Human Resources, Development, Education, Clinical Administration, Information Technology and Research. Additionally a monthly meeting is held with the financial/operational administrators of the



various departments in conjunction with the college-level finance staff. A meeting with departmental administrators regarding human resources and related updates is also held monthly.

The College of Dentistry houses its administrative support services within the Dean's Office. Support services include Human Resources, Development and Alumni Affairs, Communications, Finance and administrative support functions. Additionally, Clinical Administration, Continuing Dental Education, Faculty Development, Education, Advanced and Graduate Education, Admissions (including Financial Aid), Student and Multicultural Affairs and Research are part of the extended Dean's Office services. IT services are now delivered to the college through a memorandum of understanding with the Academic Health Center IT unit through which the college pays an annual fee for IT staff and support, help desk functions, project management and other IT-related functions. A description of finance and administrative services and development/advancement follows.

**Finance and administrative services.** Within the Dean's Office, the Human Resources Manager and her staff have ultimate responsibility for all human resources aspects of the college. The Finance Director has responsibility for college budgeting, finances and reporting, financial transactions (including clinical patient billings and collections) and various college-level projects and initiatives. These managers report to the Dean. Each of the departments in the college either has their own administrative/financial manager or has this oversight provided by the School of Advanced Dental Sciences. These staff report to the chairpersons of each department but also have frequent interaction with the Dean's Office through the standing meetings described earlier. The college uses the university's annual performance appraisal system to evaluate the job responsibilities and performance of each staff position. A Faculty Toolkit has been developed for tracking faculty accomplishments and for their annual evaluation process. The College's Office of Research closely monitors the efficiency and effectiveness of pre- and post-award grants management, as well as compliance with research-related regulations.

**Administrative facilities.** The UF Space Inventory and Allocation system survey is used to audit UF space and to monitor how well space is being used for multiple purposes, including future allocation of instructional and research space and resources. The Space and Inventory and Allocation System survey is also used to assist with development of the Facilities & Administrative Rate Proposal to the federal government. The college provides facilities support for the Dental Sciences Building through two dental maintenance staff and one OPS staff. Dental Maintenance staff are also available to assist the three college-owned community based clinics in Hialeah, St. Petersburg, and Naples and work with various off-site arrangements. IT support is provided through services purchased from AHC IT with support from the university and Shands as needed.

**Development/advancement.** Annually, the senior development officer, Dean of the college and the UF Foundation assess the prospect pool and portfolio of each unit and set monetary goals, proposed goals, contact goals and additional qualitative goals for the unit (e.g., travel days, special initiatives for support such as faculty endowments and student support). These measurable outcomes are clearly defined in what is termed an "Annual Performance Plan" for each development officer and academic unit. Annual Performance Plans are imaged into the UF Foundation document exchange system annually. The Annual Performance Plan is evaluated quarterly by the senior development officer, the dean, and the UF Foundation to assess progress toward monetary goals, proposals, contacts and commitments.

### **Academic and Student Support Services**

Academic and Student Support Services to DMD Students are managed and monitored through the College of Dentistry Office of Education, the Assistant Dean for Student and Multicultural Affairs, the Cultural Climate Workgroup, the Student Affairs Committee, which is a standing committee of the college Faculty Assembly and the Student Performance Evaluation Committee, another standing committee.

A student academic performance monitoring program is in place for early identification

of students who are struggling academically. A tutoring program is provided to DMD students at no charge both on request and to identified students.

The Assistant Dean for Student and Multicultural Affairs is a licensed mental health counselor, experienced in crisis intervention. Her office provides assessment and referral services for students with mental and physical health issues, study skills, time management and other concerns affecting academic performance.

The Cultural Climate Workgroup and now includes faculty, staff and students, all committed to fostering a humanistic environment among all UFCD members. The workgroup's focus is on assessing students, faculty and staff perceptions of the college's humanistic culture and learning environment through the use of surveys and focus groups. Feedback is used to identify opportunities for continuous improvement.

Students have access to both faculty class advisors, who are selected by DMD class, and faculty Team program advisors. Students are placed in vertically-integrated small group Teams giving them faculty as well as more experienced peer mentors. In addition, each entering DMD student is selected by a second year student as a "little sibling," another form of peer mentoring.

Upon acceptance into a program, Advanced and Graduate Education residents are provided with information to assist them scholastically and personally with concerns that may come up during their residency. They are provided the house staff pocket guide which includes nearly two dozen phone numbers of various references for house staff who need support. This includes family counseling, individual counseling, group support, rehabilitation, drug and alcohol abuse assistance, etc. For academic concerns, they can meet with their department chair, program director, or the Associate Dean of Advanced and Graduate Education.

## **Research**

The college is one of the top dental research institutions in the nation, currently ranked 8th in the United States for National Institutes of Dental Research funding. Total funding during FY15-16 was \$17.1, with approximately 90% was from federal sources. The College's researchers collaborate extensively with other units on campus, work closely with the UF Center for Translational and Science institute to oversee Oral Health and Pain research at UF, and have a long-standing commitment to inter- and multi-disciplinary translational and basic research.

In recent years the college has worked to increase internal support for clinical research and to develop a strong college-wide research identity through providing support for the grant application process to strengthen NIH funding requests. The addition of a CTSI Dental Clinical Research Unit managed by the College and the founding of the Pain Research and Intervention Center of Excellence (PRICE) in the CTSI add additional infrastructure and support for Dental Clinical and Pain research, respectively, and more closely align our College research programs with like-minded programs at UF. These facilities are available to dental faculty, and faculty from other colleges, to conduct clinical studies in a dental environment with on-site staff support.

The College's Office of Research has a robust grants management core that handles pre- and post-award administration of research grants and provides comprehensive support to college faculty and administration. The Office tracks faculty research effort and productivity by monitoring the number of proposals submitted, the success rate of the submitted awards and the types of awards received and encourages grant submissions for federal/NIH funds. The Office also tracks new awards received and compares award and funding amounts with prior years. The Office tracks and compares interdisciplinary and international collaborations, the number of publications in peer-reviewed journals and the number of research presentations at national and international meetings. The Office monitors faculty FTE devoted to research each year and what percentage of faculty salaries are grant-funded. All of this information is reported regularly on individual faculty and department levels. The College recognizes success in securing research funding and honors by announcing awards at faculty assembly meetings, in periodic Office of Research newsletters, and through press releases, stories in The Post and on our website, as appropriate.

The College is also heavily invested in encouraging student research through the Summer DMD Research Program, a dual-degree (DMD/PhD) program and a variety of other research opportunities for DMD students, PhD students and undergraduates. The office of research monitors total student research participation, the number of students in the research track and how many earn research honors at graduation, as well as how many students participate in research conferences and publish their research.

The College is currently planning investment in the research infrastructure to support long-term excellence by directing IDC funding to targeted recruitments, to renovate existing laboratory space and to replace aging equipment.

### **Community and Public Service**

A commitment to community and public service exists as a core element of the college's three-part mission of education, research and patient care. The commitment comes alive in a variety of ways each year. First, there is the direct patient care delivered to Florida's neediest citizens through the UF Statewide Network for Community Oral Health. In FY14 the network, which consists of UF-owned dental centers in Gainesville, Hialeah, Naples and St. Petersburg plus ten affiliated Centers across Florida, provided over 140,000 patient visits. Of those, 76 percent were for people who live at or below 200 percent of the federal poverty level. DMD students rotate through the partnership clinics in three, two-week rotations. There is evidence that providing students experience in safety-net settings increases their likelihood of practicing in these settings after graduation.

Throughout the year, DMD students, through clubs or other events, collect food and clothes for the needy, raise money to help pay for dental care for those in need, and volunteer throughout the community in dental centers or with other service projects. DMD students have a minimum number of volunteer hours required each year. The hours are tracked and credited as part of their annual Interdisciplinary Service Learning course.

In addition, each year dental students, faculty and staff participate in service mission trips outside of the United States where they provide dental care for hundreds of adults and children who otherwise may not see a dentist in their lifetime. Some of those mission trips have been occurring annually for more than 30 years.

Community and public service performed by individual faculty members is tracked in the college's Faculty Toolkit. The Toolkit is a Web-based program developed in-house that allows faculty to record a variety of activities in support of annual evaluation and preparation of packets for tenure and promotion activities. Community and public service related to service to K-12 schools, memberships, honors, service trips, mentoring, presentations, outside consultations, international activities and participation on boards, as journal editors and in other roles is recorded and available for review.

### **Effectiveness Oversight**

The college's effectiveness process is primarily overseen by the Dean. The associate deans of research, education, clinical affairs, directors of human resources, finance and development and the Strategic Planning Committee also play a significant role in this oversight. The Dean is the current chair of the Strategic Planning Committee which also reports through the shared governance structure of the college to the Faculty Advisory Board and Faculty Assembly. Other shared governance committees play a key role through their collection, management, analysis and use of data related to institutional effectiveness. Each year, these committees are tasked with the responsibility of collecting a subset of measures in order to ensure shared oversight, monitoring and associated activities related to continuous improvement.

Name	Department affiliation	Email	Phone
A. Isabel Garcia, DDS	Dean, College of Dentistry	<a href="mailto:aigarcia@dental.ufl.edu">aigarcia@dental.ufl.edu</a>	(352) 273-5802

**Institutional Effectiveness Report Complete:**

# Curriculum Committee Workgroup Sign-up

## 1. Evaluation of TEAM Program

In coordination with RDS leadership, and representation from the Division of General Dentistry and class representatives, conduct an evaluation of the TEAM program and make recommendations as needed. This evaluation should be grounded in student learning outcomes.

Name
Nelson Guanche
Sarah Meyer
Gail Childs
Deborah Dilbone
Mac Young
Steve Howard
Ron Watson

## 2. Earlier Clinical Experiences

Evaluate and restructure the curriculum to include earlier clinical experiences, including beginning patient treatment in each discipline when the preclinical instruction is complete. This evaluation should be grounded in student learning outcomes.

Name
Charley Widmer
Micaela Gibbs
Katelyn Radner
Robert Caudle
Deborah Dilbone

## 3. Global DMD Program Assessment

Develop a global DMD program assessment plan with milestones linked to the revised UFCD competency document and alignment with formative and summative assessments integrated across the curriculum.

Ensure systems and student learning outcomes align with the revised competency assessments.

Name
Marcio Guelmann
John Hardeman
Micaela Gibbs
Adam Tow
Gail Childs